



Melbourne Girls Grammar
an Anglican school

MIDDLE SCHOOL PHILOSOPHY STATEMENT

MGGS MISSION STATEMENT

“Melbourne Girls Grammar is a Christian School within the Anglican tradition offering a contemporary education with a strong academic focus, wherein each girl can maximise her potential, achieve personal excellence and develop the skills and confidence to take charge of her future in a socially responsible manner.

Through professional and committed staff and financially sound management, with the support of our school community, we aim to provide the best learning and teaching environment through continuous improvement.”

INTRODUCTION

This philosophy is formulated within the context of being an Anglican School and seeks to situate its educational stance upon the life perspective of Jesus with Gospel values being a central reference point.

We have an open entry policy which recognises that not all students are of the Christian Faith or the Anglican tradition. The core values of the School are those of the Anglican Church and these underpin all aspects of the School's curriculum and community life. Whilst there are some core values which are 'non-negotiable' students are encouraged to explore and question the religious, philosophical and values systems which shape our world, individuals and understanding of self.

The middle years facilitate a successful transition from primary to secondary education, aiming to ensure that this is a time of significant achievement in establishing a foundation for young adulthood.

The middle years are especially important since they are years of fundamental change during which attitudes to self, others and the environment are being established. These attitudes are likely to influence young women's lifetime sense of identity and values.

The middle school years should foster the development of leadership, independence, interdependence and responsibility through education which teaches:

- Competence – an ability to lead, to contribute, to be involved - with knowledge, understanding, skills, responsibility and the setting of goals.
- Conscience – operating from an ethical framework for life decisions – with integrity and a sense of social responsibility and accountability.
- Compassion – having empathy and a preparedness to speak for those with no voice – with an acceptance of the value of cultural and religious diversity, tolerance and a concern for the personal dignity of others.
- Citizenship – acknowledging that being a member of society carries with it responsibilities and duties, as well as rights. The ability to think of others before thinking about ourselves.
- Commitment – with perseverance, dependability, loyalty, trustworthiness and cooperation.
- Confidence – believing they can contribute to the transformation of society – with appreciation of Australia's record of achievement as a democracy.

(after Clark, 1981)

Young people need clear, consistent boundaries and guidelines which are articulated within a sensitive pastoral care program. This should emphasise continuity of care with a small number of significant adults and aims to help the individual and the small group to find its place in the larger community.

AFFECTIVE DEVELOPMENT

Affective development is most effective if the core values of the School are shared and supported by the families of students enrolled in the school. The term refers to emotional, social, moral, ethical and spiritual development.

WE AIM TO:

- offer a balance between cognitive and physical educational activities by providing opportunities for students to develop resilience, find a sense of meaning and purpose in life.
- to enable students to learn about the place of ritual and ceremony in religion and life through a rich Worship program.
- promote a healthy respect for the culture and traditions of the school and ensure these are promoted along with a commitment to continue to enjoy challenges and changes which can give tradition new significance.
- enable students to understand the values and traditions which underpin Australian culture.
- enable students to understand the diverse convictions held in Australia's multifaith, multicultural society in order to gain a better understanding of traditions and beliefs different from their own.
- enable students to be sympathetic and responsible members of society with a strong sense of community through involvement in community service programs.
- provide the opportunity for students to develop their own spirituality, to gain inner confidence and to recognise the value of silence, gentleness, compassion and service to others.
- provide students with the time and space for stillness, reflection and meditation through activities such as liturgies, prayer assemblies, days of reflection and retreats.
- provide a values education consistent with the Christian faith, as expressed through Anglicanism, in areas such as sexuality, relationships, racial prejudice, human rights, animal rights and life choices.
- provide a curriculum in which issues relating to their emergence as young women in society are dealt with overtly.

COGNITIVE DEVELOPMENT

WE AIM TO:

- provide opportunities for young adolescents to develop into creative, aesthetic and complex thinkers.
- foster curiosity and a lifelong love of learning.
- develop a sense of agency: acknowledging that students can take responsibility for their own learning.
- recognise individual differences in learning in terms of learning styles, ability, interest and creativity.
- provide opportunities for students to operate at cognitive levels most suited to their abilities and develop a sense of confidence through success in meeting challenges.
- offer a global perspective of subjects that encompass the five key learning areas and ensure that topics are relevant.
- provide opportunities for negotiation of developmental tasks by students with their teachers.
- foster the appropriate and timely use of information and communications technology (ICT) in their school and global community and be able to recognise and make decisions about the issues that relate to and arise from the appropriate use of ICT.

PHYSICAL DEVELOPMENT

WE AIM TO:

- provide a wide range of movement experiences which will make a positive contribution to social, emotional, intellectual and psycho-motor development.
- promote active participation in a safe and healthy environment.
- foster an understanding of the role of personal fitness in order to develop and maintain a healthy and active lifestyle.
- encourage the development of movement concepts which stimulate each individual's creativity.
- encourage independent learning and decision making in order to enhance self-discipline, self-esteem and self-confidence.
- provide opportunities to develop socially accepted attitudes, skills and respect for others through individual, group and team activities which promote co-operation, leadership and good sportswomanship.
- encourage continued participation in leisure and recreation pursuits in the wider community as a lifelong goal.

AESTHETIC DEVELOPMENT

WE AIM TO:

- develop the intellectual and expressive potential of students through aural, spatial, kinaesthetic, interpersonal and visual experiences.
- equip students to use and understand the arts forms as symbolic language by:
 - developing skills, techniques and processes
 - developing abilities to perform or present arts works
 - exploring how meaning is conveyed.
- develop skills in arts criticism and aesthetics through describing, analysing, interpreting and evaluating their own and others' works.
- develop understanding of how aesthetic appreciation evolves within different social and cultural contexts over time.