



Head Master's Bulletin

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FROM THE HEAD MASTER

THE CONCEPT OF THE MIDDLE SCHOOL AT TRINITY GRAMMAR SCHOOL (YEAR 6, TERM IV — YEAR 9, TERM III)

"The Middle School learner is part of a unique growth age: the majority today are involved in a time of tumult in family and community change. They are a group of individuals full of inquiry, yet eager to claim the security of the peer group. There is an underpinning of rebellion, although the majority have learned to keep this individually and corporately from the Establishment.

These youths are neither Year 12s cut off at the knees, nor Years 6s who have suddenly outgrown their short pants."

HISTORICAL PERSPECTIVE

Germany has recognised the concept of the Middle School or *Mittelschule* as part of its educational structure for over a century. In Italy, the *scuola media statale* and in England, the Middle School movement can be seen to emerge in educational circles from the 1960s onwards. In Australia, the educational focus has predominantly been on the early primary and post-compulsory years. Since 1990, the neglect of the middle years of education has been recognised coinciding with two important reviews in 1990 by the Schools' Council (NBEET) and in 1992 by the South Australian Department of Education. These reviews have provided the basis for subsequent papers on the topic of Middle Schooling. More recently, the middle years have been designated a priority with the National Professional Development Programme.

Some of the main points arising from these reviews include:

- i main focus of middle schooling is to ensure that at a potentially difficult stage, young people continue to develop intellectually, emotionally and socially, be helped to see the connections between their school experience and their future lives and be encouraged to move from dependence to independence.
- ii the world of adolescents has changed dramatically over the past few years but many classrooms have not. Consequently they do not mirror the real world.
- iii students in the middle years of schooling, typically Years 6 to 9 are not any set of students over a four year age range. They constitute a definite developmental group, viz.

Primary/Secondary -> Childhood / Adolescence / Young Adulthood

Sector	Primary					Secondary			
	"lower"			"upper"		"Junior Secondary"		"Post Compulsory"	

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	13
Age	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Phase	Childhood					Adolescence				Young Adulthood			
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This term, we have taken the first steps of introducing the concept of a Middle School at Trinity. This has been predicated by organisational changes which have included the creation of the new senior position of Head of Middle School (Mr. Brian Millett) and the separation of the rôle of Director of Studies (Dr. Ian Grant) from the position of Senior Master.