



SOPHIA
MUNDI

Steiner Education and IB World School

Secondary School Program



Steiner Curriculum
International Baccalaureate
An Inspirational Education



Overview from the Principal

The Secondary classes in a Steiner School continue to work with a holistic education that has been well established in the primary years. The curriculum, building on and extending the subjects covered in the primary school, unfolds a rich panorama of world and life through the sciences, arts, humanities and practical subjects. Understanding arises through students wrestling with the questions they confront in the study of the different subjects. This calls upon their independent judgement and stimulates original thinking. With their inner activity aroused in this way, students find their place in the world as they learn to know and work into it. This is what gives them their ground for independence and frees them to follow a path into life that allows them to grasp and shape their future. Around the age of twelve, (Class Six), the emerging style of thinking often manifests in the classroom (and at home) in many questions, in a fresh critical attitude and a curiosity for learning about the world. This emerging intellect, with its capacity for abstract conceptual thinking, demands a new approach.

From the age of around 13 - 14 years, specialists in their field teach the students as they are challenged

to awaken their capacity for independent rational judgment and thinking.

At Sophia Mundi, families seek an academic pathway that will allow students to complete their education here and obtain qualifications that are recognised by all tertiary institutions. For this reason we have chosen the International Baccalaureate (IB) Diploma Programme for the senior years as the most compatible with Steiner education.

The philosophy underpinning the IB has similar aims to our philosophy and is internationally recognised, so students are able to apply worldwide for tertiary studies. It seeks to develop capacities that are very much in keeping with what we strive for with our students – independent learners who are interested in the world and their fellow human beings and are prepared to be active in this way.

Up until the end of Year 10, students follow the Steiner curriculum. In Year 11 they begin the IB.

Fiona Cock



Middle School Class 7-9

The secondary school invites students to think in ways that are not merely abstract but also socially responsible and morally engaged, while also working to develop practical skills of human value.

Now the school walls start to disappear.

Our location in the heart of the city allows farming experiences to take place at the Collingwood Children's Farm. Sports teachers can use external facilities for swimming, tennis, and rockclimbing. Museums, galleries, workshops and studios are all close at hand. Environmental science utilises the nearby Yarra River, the students walk to geological sites at Dights Falls, and local history has a rich canvas to explore in the local area.

The Class teacher period continues through until the end of Class 8. In some cases the teacher from the primary classes will continue on the journey with the class all the way through to the end of Class 8. In many cases, however, it is appropriate for the teacher and the class for a careful handover to occur. This may occur towards the end of class 4 or Class 6. Our teacher mentoring and review processes help to ensure that the right teacher is provided and supported at all stages of the class teacher period.

From class 9 onwards, the class teacher is replaced by two class guardians; teachers, mentors, friends, organisers/co-ordinators, counsellors, and career advisors to the students.

They form the nucleus of a group of teachers who teach the secondary school students.

Senior School Class 10-12

The Senior School curriculum helps students achieve their full potential. Every aspect of the secondary school experience, from the science lab to the playing courts, from cultural exchanges to community service, is viewed not only from the standpoint of academic preparation, but also from its contribution to the student's developing sense of self. As students come to know the world, they come to know themselves. To this end Sophia Mundi offers the International Baccalaureate (IB) Diploma Programme (DP) in 2013 onwards.

The Senior School student also needs teachers who have devoted themselves to and mastered particular subjects or skills: for example the logic in mathematics, the control of the hand and sharpening of eye in metal-work and wood-carving or the development of bodily grace, control and expression in eurythmy. Mathematics in year 10 features a surveying project – trigonometry becomes practical – making real maps. Students will gravitate towards particular people and areas of study according to their individual preferences and talents. At the same time each student should continue to accept the discipline each subject demands and also appreciate the insights and broader perspective that an interdisciplinary approach makes possible.

The International Baccalaureate's Diploma Programme is a challenging two-year pre-university course, which leads to a qualification that is widely recognised by the world's leading universities. The IB Diploma Programme is a natural continuation for the Senior School which has been underpinned by a rigorous and creative Steiner pedagogy in the Primary and Secondary Years, enabling the School to provide an education of international recognition. For students at Sophia Mundi Steiner School the transition from a Steiner pedagogy to that of the IB is an easy one given the depth and breadth of the Steiner curriculum up to year 10.



International Baccalaureate Diploma Programme

SOPHIA MUNDI STEINER SCHOOL is an accredited IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that this school believes is important for our students.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, are to be respected.

The International Baccalaureate's (IB) Diploma Programme is a two-year pre-university course, which leads to a qualification that is widely recognised by the world's leading universities. The IB programme fits seamlessly with Sophia Mundi's Steiner Curriculum from Prep to year 10. The IB is a celebrated curriculum recognized worldwide for its integrity and holistic principles of learning. The Diploma course aims to play its part in producing young people who are intellectually curious, skilled in a range of academic fields, and who seek to be creative, active and compassionate members of the wider-world community. In these ways, the IB Diploma has become a symbol of academic integrity and intellectual promise throughout the world of international education. The IB Diploma is a sound preparation for life and a 'passport to the future' for students seeking entrance to universities and colleges in Australia, and overseas.

Sophia Mundi is renowned for its highly specialist, thoughtful and caring approach to mentoring student's academic and personal growth. This will never change. With the introduction of the IB Diploma in senior classes only, our senior students will enjoy broader pathways to graduate and satisfy a wide-range of university entrance requirements. I can reassure existing and prospective parents that our students will be intellectually and pedagogically well equipped for the IB Diploma.

As we recognise that the Diploma is not a pathway for all students, the International Baccalaureate

Aims and Objectives

- Provide an internationally acceptable qualification for entry into higher education
- Promote international education and intercultural understanding
- Develop a holistic view of knowledge that emphasizes the connections between the various fields of learning
- Educate the whole person, emphasizing intellectual, personal, emotional and social growth in a student-centred philosophy
- Develop enquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

Curriculum

Below are some examples of possible subject choices:

Group 1 – Language A: English literature

Group 2 – Language B: French ab initio

Group 3 – Individual in Society, History, Environmental Systems and Society, Psychology

Group 4 – Science, Chemistry, Physics, Environmental Systems and Society

Group 5 – Mathematics, HL, Maths SL, Maths Studies

Group 6 – Art, Music, Visual Art, Theatre

Students must complete an Extended Essay, Theory of Knowledge and Creativity Action Service. Students in Sophia Mundi's Senior School may participate in a community program integrated with the Abbotsford Convent Community. All three parts of the core (extended essay, theory of knowledge and creativity, action, service) are compulsory and are central to the philosophy of the Diploma Programme. Students study six subjects selected from the subject groups.

Organisation (IBO) has developed an IB Career-related Certificate (IBCC). This is a new qualification that increases access to an IB education and is specifically designed to provide a flexible learning framework tailored by the school to meet the needs of students and the local community. Sophia Mundi is working with the IBO to implement this programme.

The School hosts several IB Information Evenings throughout the year, and I encourage parents and students to attend these.

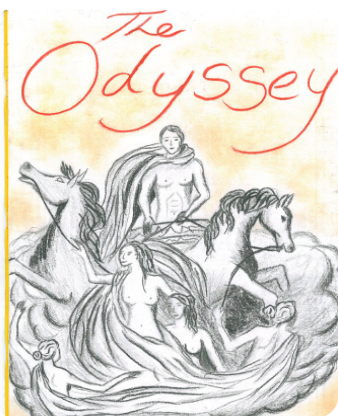
Fiona Cock
Diploma Coordinator

Art in the Secondary School

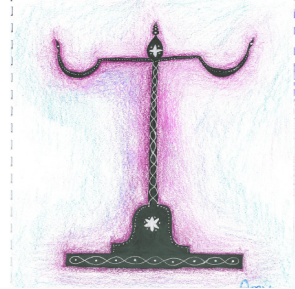
SOPHIA MUNDI puts great store on art in the secondary school. It is seen as an important discipline in its own right. From Classes 7 to 10 it is taught as an intrinsic part the main lessons as well as in specialist blocks in the middle of the day. It is axiomatic in Steiner schools that all ideas and learning must be grounded in a feeling of connectedness. Connected to the self and to the world around us. Connected to our feelings and to the will to work for others.

Art has such a big profile in our school because it “puts heart into thinking”. How narrow is a subject if it just involves memorising and intellectual processes. Understanding is a much larger field to plough.

So, when teaching the subject of “Warmth” in the physics main lessons, one can note the physical properties of heat, one can explore the warmth or care required to craft a handmade object, one can study the effects in painting of warm and cool colours on the emotions, one can look at human warmth in friendship and generosity. Art provides such a lot of scope for expanding ideas beyond their purely intellectual bounds. Conversely, the ability to visualise is an essential “intellectual” skill. Every teacher knows that you teach to the visual, auditory and kinesthetic students in your class so as to reach all the broad learning modes. The ability to visualise an idea is a wonderful aid to understanding. “Ah, I see it now”, says the student who has just made a big breakthrough.



ALGEBRA



The subject matter of art in our school comes out of the mood of the year level or specifically in response to a topic in main lesson. So, for example, in Class 7 the mood is of “Discovery”. Thirteen- year-olds are tentatively exploring the adult world and opening up to its physical laws in a way not possible for a younger

child. This is represented by the period from the Middle Ages to the Renaissance, when Europe began to explore the world by ship, as well as considering the human psyche and the world of Nature in more depth. The students do printmaking based on Medieval themes,

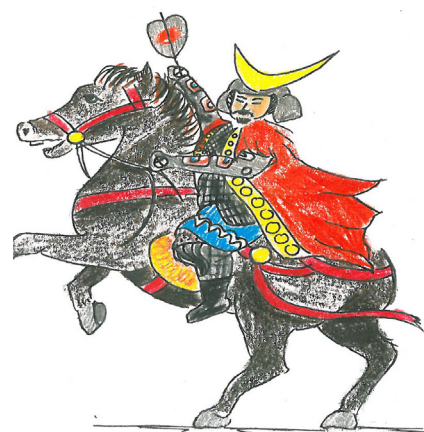
simulations of stained- glass windows, calligraphy from illuminated manuscripts and the new techniques of veil- painting.

Class 8 continues with the veil painting and drawing from the theme of the year, “Causation”, looking at how things work at a basic level. Again, the main lessons are a fertile field of subject matter.

Class 9 uses the idea of “Opposition”, drawing in black and white to mirror in physical form what the students are experiencing at an emotional level, extremes of feeling at either end of the spectrum. They also do self-portraits in clay, working by feel rather than using a mirror to connect them with their inner life. They complete the year with an Art History main lesson. This allows them to see the way art can be used as a powerful mirror of the internal world.

Class 10 take a step towards their individual futures by spending a semester copying a work of one of the great masters. This allows them to experience first hand the process of making a highly developed work of art. It involves a refined appreciation of the original and a process of building up the paint in a series of layers . The class also continues with the History of Art up to the present. Their theme for the year is “Balance” and students find themselves poised between the less rigorous and complicated world view of a younger child and the sophistication of the adult world, with all its complexities.

Classes 11 and 12 lead the students more fully towards their adult selves. The themes for the year are “Analysis” and “Synthesis” respectively. They ask that students discover their own themes and techniques, under the guidance of their teacher, rather than being assigned a group topic. In this way they gradually take charge of their own creativity, whilst researching works of art from a myriad of sources. It completes their journey of selfhood in the High School.



Curriculum Guide Classes 7-10 Main Lessons

Subject	Year 7 DISCOVERY	Year 8 IDENTITY
English	WISH, WONDER & SURPRISE A creative exploration of their inner world	POWER AND INFLUENCE OF THE WORD An exploration of the POWER of word from sonnets to business letters.
	CLASS 7 PLAY Play selected with connection to Dark Ages/ Medieval	MASS MEDIA An exploration of Mass Media and how it is created and distributed. It attempts to get the students “feeling” the sense of daily journalism and working amongst teams and deadlines. CLASS EIGHT PLAY
Mathematics	NUMBERS - Algebra The IMAGINATION involved in the transformation from concrete to abstract, expressing formal, logical processes. GEOMETRY Pythagoras’ Theorem - Pythagoras and the power of numbers. See Blackwood book.	NUMBER- Rhythms and Patterns in Nature (Fibonacci) Golden mean and appearance in nature, plants and shells. Structure in crystals, spirals and weather patterns GEOMETRY – Platonic Solids Story of how 5 pure forms were arrived at. Deriving maths from this, drawing, sculpting and wire structures.
Physics	HEAT, LIGHT, SOUND Introduction to Electricity & Magnetism. Mechanics Simple Machines Levers and Pulleys, Force or movement magnifiers, wheels and gears, pulleys, levers	HYDRAULICS An extension of levers and pulleys from Class 7. Cause and effect- do something at one end and see an effect at the other. Connected to the Industrial Revolution. CURRENT ELECTRICITY Use and application of Electricity
Chemistry	COMBUSTION Introduction to Chemistry via Combustion processes. Precursor to the Industrial Revolution.	FOOD CHEMISTRY & INDUSTRY Main food sources that we make use of: carbohydrates, proteins and fats. How qualities of these help form the human body. Parts to the whole.
Biology	NUTRITION & HYGIENE The physical, physiological and biochemical changes that occur during puberty	ANATOMY OF THE HUMAN BODY Anatomy and Physiology addresses adolescent growth and the increased awareness of themselves in their bodies. It includes knowledge of development of bones, muscles, their forms, interlinking and remarkable servants to our mind, soul and impulses.
History	THE DARK AGES The rise of Islam and the Crusades. Against the turbulence and conflict of this period, King Arthur and his knights, with their code of chivalry, MEDIEVAL TIMES Medieval- Pledge of allegiance and stories of King Arthur	INDUSTRIAL REVOLUTION How the advancement of technology and medicine changed our world forever. We study inventions, inventors and reformers of the 19 th Century and how these affected society. Students also learn how to research in a unit titled, ‘movers and shakers of the industrial revolution. RENAISSANCE PERIOD Birth of the individual in science and arts. City states, printing press, double entry book keeping and banking
Geography	TRADE, ECONOMICS- Discovery of the New World The Age of Discovery- historical period as a metaphor for the students’ own adolescent development and to encourage a healthy interest in “exploring” the world.	INDUSTRY & TRANSPORT- Peoples of the Earth An introduction to world Geography and the people involved in production and transport of goods and their life circumstances. Connecting products to people to economies.
Other	OUTDOOR EDUCATION 2 camps Horse-riding Cycling	OUTDOOR EDUCATION Canoeing X-country skiing

Subject	Year 9 POLARITY	Year 10 BALANCE
English	TRAGEDY/ COMEDY How the oppositional forces of tragedy and comedy play out in story and life. How “The 4 Humours” affect status, conflict, power and resolution LITERARY DEVICE or NOVEL STUDY or BIOGRAPY	POETICS Coming from the aesthetic stream sensory and feeling body is engaged through poetics and metrics: word, sound, rhythm and metre. SAGAS & EPICS Student experiencing Saga’s such as Beowulf, Nibelungenlied. Taking them away from themselves and experiencing human life in other times or AUSTRALIAN LITERATURE
Mathematics	NUMBER - Probability – “Choice & Chance” Breaking away from static numbers. Running risks. GEOMETRY – Conic Sections Exploration of the INFINITE. “In heights of world without In depths of soul within.”	NUMBER- Pattern & Proof An observation of our world where things that are created have enough in common for the underlying pattern to be inferred whether they are rational or irrational GEOMETRY Trigonometry- Rule & ratio An aspect of geometry using angles to work out lengths of sides. Right angled triangles to non-right angled triangles (sine, cosine, tangent).
Physics	ENGINES & TECHNOLOGY Connecting back to machines, hydraulics and pneumatics. Electric motors. Polar opposites of north and south, positive and negative. Communications and Telecommunications	MECHANICS Motion and what makes things MOVE through laws of motion and force. An exploration of historical context of how science theory has changed across time
Chemistry	ORGANIC CHEMISTRY Comparison of sugar, cellulose and starch. Organic transformations into charcoal, alcohol and organic acids.	SALTS, ACIDS & BASES Physical and chemical properties of metals and bases. How metals are used in the world: industrial, medical and natural.
Biology	COMPARATIVE ANATOMY Exploring aspects of the human anatomy compared to higher animals. The comparison of the general vertebrate bone structure to the human being’s shape provides exploration of contrast and polarity within the living world.	HUMAN PHYSIOLOGY The study of physiology looks at processes in the living human body. We undertake our study from the position of the overall balance and wellbeing of the body. An investigation is made of the working of the digestive, circulatory and nervous systems and their associated organs.
History	AUSTRALIAN HISTORY From Aborigines and their sense of land through to first Settlement to Federation History of Art from Prehistoric to Roman Times History of Art from Early-Christian to Mannerism The Middle Ages, into the Renaissance and beyond.	ASIAN HISTORY Exploration of Ancient cultures and the developments China, Japan, Korea. Historical balancing of our western dominant. Looking at events in a panoramic, dispassionate overview.
Geography	GEOMORPHOLOGY The forces and structures of land formation and the metaphor for the changing adolescent body. The earth is extremely old and has been in state of flux since the beginning. We connect indigenous myths with industrial demand and realise a science that looks to the future by looking at the past	CLIMATOLOGY & OCEANOGRAPHY Viewing the Earth as a dynamic living organism. Investigates Gaia theory and the inter-relationships between water, earth, wind, gas, heat, and all life on Earth. SURVEYING A practical and geographical application of the Trigonometry Main Lesson. Finding a relationship between maths and local geography.
Drama		CLASS 10 PRODUCTION Focus on the PRODUCTION ROLES across the board, not just stage acting. Students will develop and perform a production role: acting, musical, technical working with a chosen text and performing to the public.

Music

Music deeply nurtures the physical, emotional, mental and spiritual aspects of the growing child. The Classical Western music tradition forms the backbone of the repertoire taught and studied at Sophia Mundi. Students also explore Composition, Improvisation, Note reading, Expression, Rhythm, Theory, Technique, Genre and Playing from ear. Individual music lessons and orchestra/ensemble pieces are closely linked in with the themes and cultural studies of the main lessons and classroom activities. This opens to a broad and rich array of music from various cultures around the world.

Students in Classes 7-10 may continue with their string instrument from their primary years and/or learn a new instrument. All students take part in weekly ensembles which are allocated according to the instrument they are learning. These include Senior String Orchestra, Woodwind Ensemble, Percussion Ensemble, Mundi Voce Choir and Guitar Ensemble, chamber groups, quartets and bands.

The school's musical calendar is very rich and full with numerous festivals, events and concerts occurring throughout the school year. Sophia Mundi has an excellent Music Faculty, they are all active musicians involved in various classical or contemporary orchestras, bands, ensembles, choirs and musical groups.

Eurythmy

Eurythmy is an artform that expresses music and poetry in movement. In the Secondary School eurythmy develops sensitivity towards speech and its expression in movement, dexterity, inner flexibility, the ability to listen deeply, the capacity for differentiated movement and given that the work is always in a group, an opportunity for social development. Working with movement and gesture allows the students to experience and work with spatial awareness, rhythm, breath, geometry and structured form, following the laws of music and poetry and depicting the aesthetic qualities of the artistic works.

Outdoor Education

The Outdoor Education Program goes beyond camping and bushwalking. The program has been designed to sequentially offer the students a steadily progressive and curriculum based challenge. The camps for secondary school cover a wide range of locations including coastal environments, bushland, box-ironbark forests, granite landscapes, rivers and lakes. They encompass a range of activities across the seasons and include bushwalking, making camp, navigating, canoeing, farm working and communal living. All camps are integrated with the curriculum at each level and include geographic, geological, astronomical, botanical and zoological knowledge. There are two week-long camps in Class 7, 8 and 10. The Class 9 program forms the pinnacle of the students' outdoor education experience at Sophia Mundi with the students participating in nine camps throughout the year totally approximately 40 days in a variety of bush settings and spending two weeks working on a farm.



SOPHIA MUNDI Limited

St Mary's, Abbotsford Convent

1 St Heliers Street, Abbotsford Victoria 3067 Australia

T 03 9419 9229 F 03 9419 0835 E enquiries@sophiamundi.vic.edu.au www.sophiamundi.vic.edu.au

A.B.N. 44 006 411 016