



# A PARENT'S GUIDE TO THE IPC

**Learning Process, KSU, Assessment**

# WHAT IS IPC?

A *philosophy* (what we believe about learning)

A *pedagogy* (an approach to teaching)

A *process* (that best facilitates learning for this age group)

Our *philosophy, pedagogy and process* are all aimed at improving children's learning.

# WHAT IS IPC?

The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 5-11 year olds (Grades 1 – 5), with a clear Process of Learning and specific Learning Goals for Subject, International and Personal learning.

The IPC design focuses on improving learning and is guided by three key questions:

1. What kind of world will our children live and work in?
2. What kinds of personal qualities and dispositions will help our children to succeed in the world?
3. What kinds of learning experiences will our children need to prepare them for the future?

The curriculum contains over 100 thematic Units of Learning. Teachers pick the Units (each lasts a number of weeks) that will interest, engage and excite their children the most, and work well in the individual context of the school.

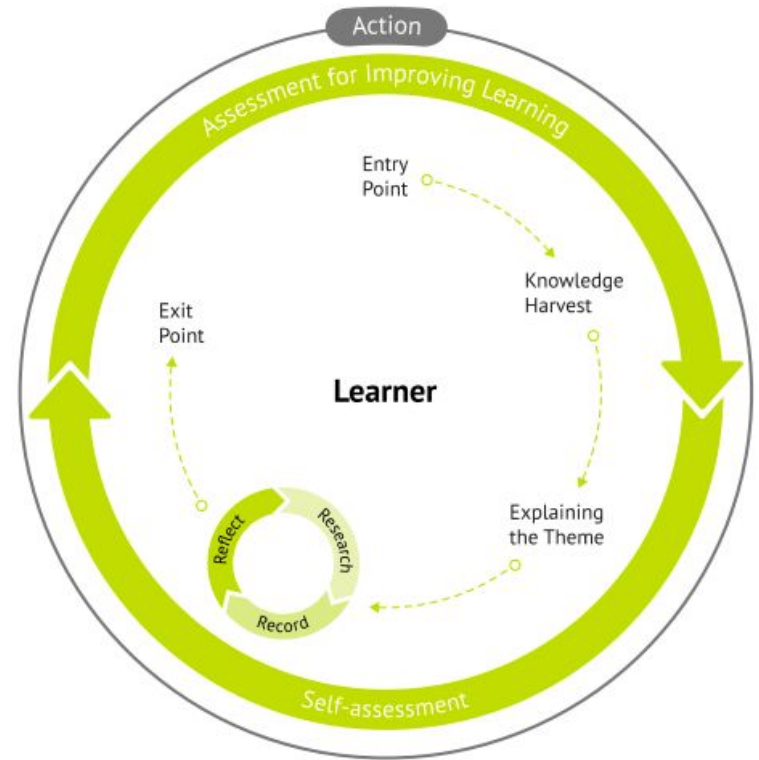
IPC is an umbrella that contains many subject areas (History, Geography, Science, Technology, ICT, Art, Music, PE, Health/Wellness, etc) that are taught separately, but are linked through the children's unit learning to create strong neural connections.

# THE PROCESS TO FACILITATE LEARNING

Each unit is structured to make sure that children's learning experiences are as stimulating as possible. The units provide practical advice to teachers who are able to differentiate instruction and outcome as needed.

All the units follow the same process of learning as described in the following slide.

This process is based upon research and is designed to ensure that students are learning the way their brain is meant to learn best.



# LEARNING PROCESS OF THE IPC

**Entry Point** - an exciting introduction activity that begins each unit

**Knowledge Harvest** - provides an opportunity for children to reveal what they already know about the themes they are studying. It informs planning.

**Explaining The Theme** - explains what the unit is about

**Research and Recording Activities** - each task has a research activity and a recording activity. Research then record. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

**Exit Point** - The exit point helps children pull together their learning from the unit and celebrates the learning that has taken place.

**Outer Action Circle** - This grey ring around the outside is there to remind and encourage students that action can be taken at any point of the learning journey. Students recognize that they can be agents of change in the school, local, and global communities in which they belong.

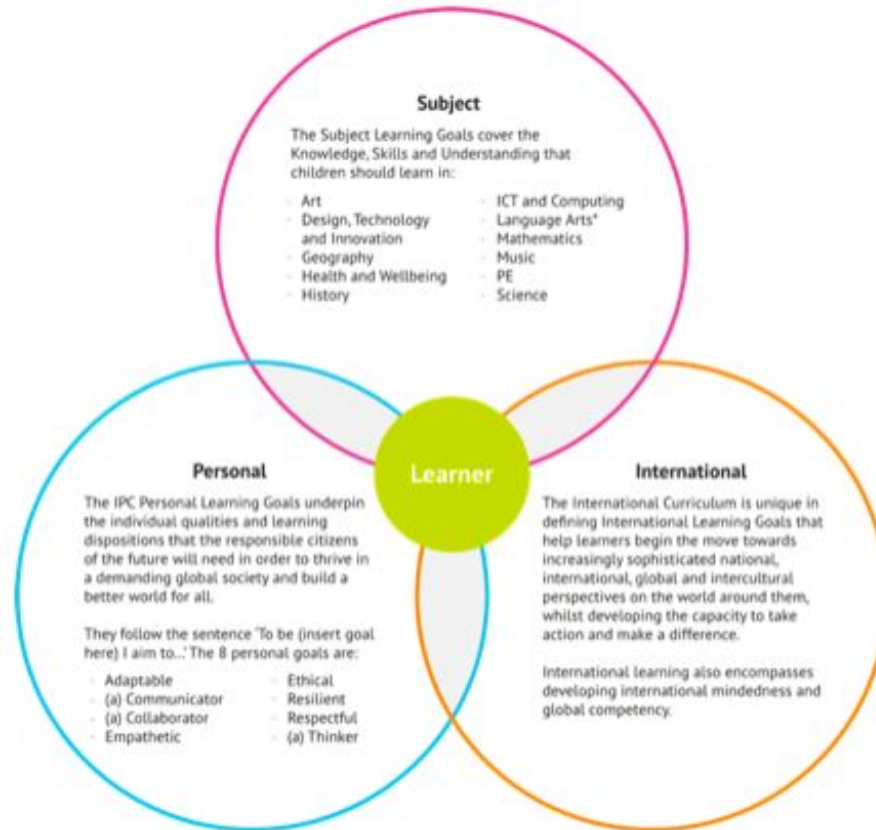
# PLANNING IN THE IPC

**Weekly Plans** - Teacher create weekly plans that provide for task, subject links, differentiation, *learning goals, personal goals, international focus* and are amended weekly.

**Unit Plans** - Parallel and specialist teachers plan together before each unit to decide which tasks and activities will be taught and assessed.

**Route Planners** - A list of units taught and the duration of each for a school year - planned in June and is measured to ensure that the necessary percentage of each subject is taught and balanced.

# TYPES OF LEARNING IN THE IPC



\* includes second/additional language learning

# LEARNING GOALS, INTERNATIONAL GOALS, AND PERSONAL GOALS

**The Learning Goals** are what children should learn. There are learning goals for:

- all of the subject areas (geography, science, etc)

- personal development and

- for the development of children's international mindedness and international learning.



# LEARNING GOALS - SUBJECT GOALS

**The Subject Goal** - cover the K S U of each subject in a unit. Starts with ... be able to (skill) ...know (knowledge) ...understand (understanding)

Knowledge	Skills	Understanding
Know that.....	Be able to .....	Understand....

# LEARNING GOALS - PERSONAL LEARNING GOALS

Personal goals are individual qualities and learning dispositions we believe children will find essential. There are 8 IPC Personal Goals - enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.:

Adaptable

Collaborator

Communicator

Empathetic

Ethical

Resilient

Respectful

Thinker

We use these learning goals in tasks, in our displays, and in our school Code of Conduct.

# LEARNING GOALS - INTERNATIONAL LEARNING GOALS

International Learning goals that help young children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness' or 'global competence'.

## Home Country/ Countries

- Where you were born
- Where your parents are from (heritage)

## Host Country

- Where you live now
- Where the school is located

## Adopted Country/Countries

- For each unit
- For a year
- For a milepost
- For the whole school

# KNOWLEDGE SKILLS AND UNDERSTANDING (KSU)

**Knowledge** refers to factual information. *Assessed - quizzes, tests, multiple choice*

**Skills** refer to things children are able to do. Skills have to be learned practically and need time to be practised. Skills are developmental and develops through the stages of beginning, developing and mastering. *Assessed through AFL rubrics (teachers and students) and learning advice.*

**Understanding** refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing. None of us ever 'gets there', so you can't teach or control understanding. IPC units do provide a whole range of different experiences through which children's understandings can develop and deepen. *Assessed through; observation, student teaching, HOT and abstract questioning.*

# ASSESSMENT IN THE IPC - SKILLS

The IPC has been designed to measure improvements in learning by using an Assessment for Learning Programme or AFL. This programme supports teachers in assessing, and children in self-assessing, their progress with key **skills** from the IPC Learning Goals.

The programme is broken down into three parts:

- **Teacher rubrics:** these are essentially, success criteria. They help teachers observe and record the level at which children are learning in terms of 'beginning', 'developing' and 'mastering' (across the different mileposts).
- **Children's rubrics:** child-friendly versions of the above, in age appropriate language, for children to use when self and peer-assessing.
- **Learning advice:** specific learning activities and advice, which can be used in class and shared with parents, that helps children to move from one stage to the next with their learning.

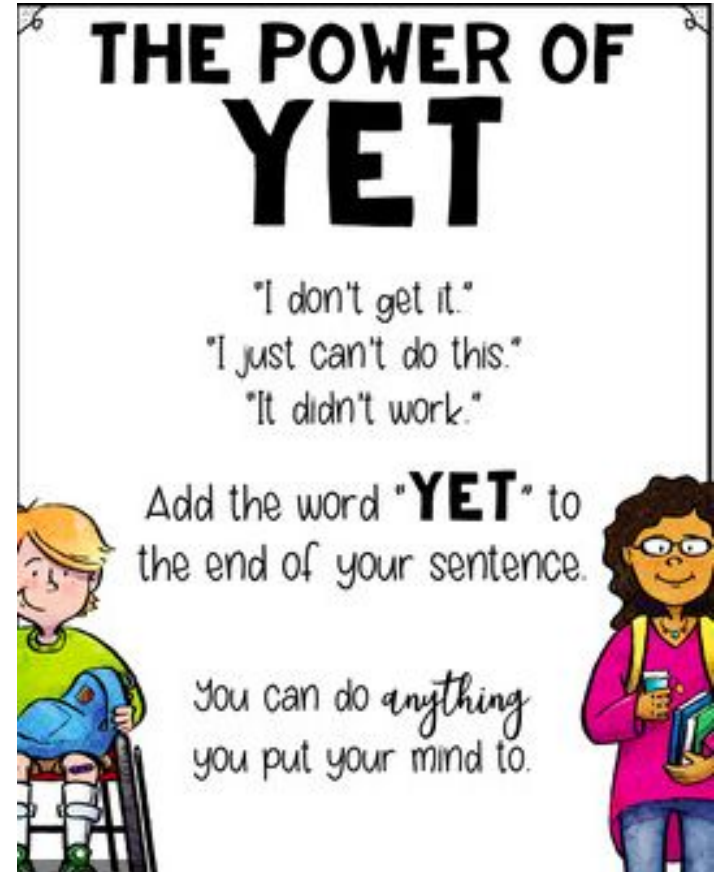
# ASSESSMENT IN THE IPC - SKILLS

## Rubric language

Beginning (I'm getting used to it)

Developing (I'm getting better)

Mastering (I'm really getting it)



# ASSESSMENT IN THE IPC - KNOWLEDGE AND UNDERSTANDING

Assessment for Learning provides a tool for teachers (and students) to use when assessing *skills*, but it is not used to assess knowledge or understanding.

Knowledge is assessed through tests, conversations, and quizzes.

Understanding is assessed through HOT (higher order thinking) questioning, observation, etc

# WHAT CAN I DO TO SUPPORT MY CHILD?

Use the language and talk about learning!

- knowledge, skills, understanding
- beginning, developing, mastering
- personal goal words

International mindedness

- Talk about your home country, host country and places you've lived
- Look at maps at home
- Read about news that is important in other countries.

Volunteer

If you have specialty, interest or experience that can be used to support an IPC unit - volunteer!



For further clarity or information, please contact your  
child's classroom teacher.