



**PRASAN
GATEWAY**
International School

IPC Parent Presentation Prasan Gateway International School



IPC is Taught and learned around the world

- 
- A world map with numerous red location pins scattered across various continents, indicating the global presence of IPC schools. The pins are most densely clustered in Europe, Asia, and Africa.
- Over 80 countries
 - Nearly 1000 IPC Schools
 - Over 13,000 teachers
 - Dutch National Schools
 - UK state schools and academies

The International Curriculum Association



Introduced in 2016

Introduced in 2000

Introduced in 2011

What is the IPC?

A **philosophy** (what we believe about learning)

A **pedagogy** (an approach to teaching)

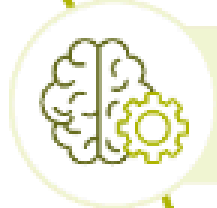
A **process** (that best facilitates learning for this age group)

Our philosophy, pedagogy and process are all aimed at **improving learning for all**.

The 7 Foundations



Foundation 1 – Subject, International and Personal Learning Goals



Foundation 2 – A Progressive Pedagogy



Foundation 3 – A Process to Facilitate Learning for All



Foundation 4 – Globally Competent Learners



Foundation 5 – Knowledge, Skills and Understanding are taught, learned and assessed differently



Foundation 6 – Connected Learning



Foundation 7 – Assessment for Improving Learning



Learning is the process of extending and consolidating our neuronal connections as we acquire knowledge, develop skills and deepen our understandings."

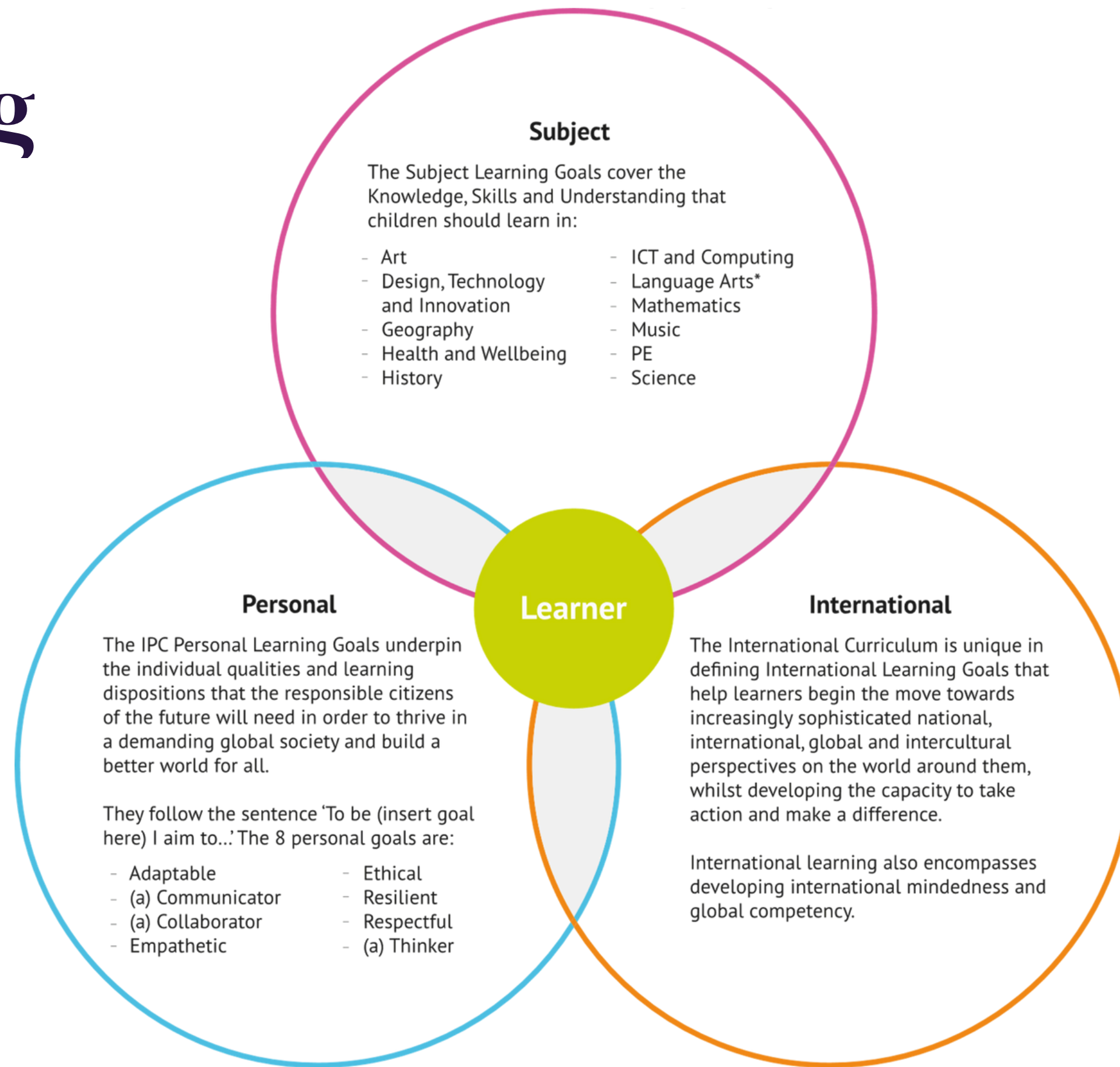
ICA Definition of learning



Through the IPC, which supports teachers and leaders, learners are encouraged to be informed, globally competent, future-ready, socially conscious and motivated to positively contribute within a local and/or global context.”

The IPC Vision for Learners

Areas of Learning



* Includes second/additional language learning

Sequenced learning goals

Subject, Personal and International

Assessment Improving Learning Toolkit

Rubrics & Learning Advice

Strand	Milepost 1	Milepost 2	Milepost 3
Interaction of people and environments	1.12 Know about similarities and differences between localities including places of significance	2.12 Know about similarities and differences between different environments and industries within the host country	3.12 Know how different environments drive different types of economic activity
	1.13 Be able to justify views and opinions about the local environment	2.13 Be able to describe human activities that can cause or reduce environmental issues	3.13 Be able to identify geographical issues caused by the imbalance between production and consumption
	1.14 Understand that there are different reasons for why people choose to live in places	2.14 Understand how people's quality of life is impacted by local geographical features	3.14 Understand the role different organisations play in improving the quality of life for people in different places

Milepost 1 Teacher

1.13 Be able to justify views and opinions about the local environment

Beginning	Developing	Mastering	Innovating
The learner is able to: <ul style="list-style-type: none"> Recognise that people have different views about local environments Describe what they like and dislike about their local environment Suggest at least one change or addition that they would like to make to a local environment 	The learner is able to: <ul style="list-style-type: none"> Describe why people have different views about local environments Give an opinion on changes that have happened to a local environment over time, from maps, photos and other sources Describe a change that would improve a local environment and explain the impact 	The learner is able to: <ul style="list-style-type: none"> Justify their opinions about local environments Consider others' perspectives and say if they influenced their own opinion Research a change in a local environment and give reasons why it was positive or negative Suggest several ways that they could improve a local environment and explain the impact 	The learner is able, but not limited to, the following: <ul style="list-style-type: none"> Explain different perspectives on the same place and how an improvement for some people may not be positive for others Take action by informing other members of their community about how they can make positive changes to their local environment Describe how their own behaviour/choices may impact on the local environment and whether this is positive or negative

Types of learning

Knowledge

Knowledge



This is the information that we know is true. Answering a knowledge question will either be right or wrong.

For example: The capital of France is Paris.

Skills

Skills



Learning how to do things – knowing how!

Skills are practical and can be described as “being able” to do something. A skill can occur at different levels i.e. Beginning to...

Understanding

Understanding



Developing a personal sense of the Meaning behind why we know and do things.

Understanding is a combination of accumulated knowledge, practiced skills and reflection over time.

Subject Learning

- Art
- Design Technology and Innovation
- Geography
- Health and Wellbeing
- History
- ICT and computing
- International
- Music
- PE
- Science

Language Arts
Mathematics



International Learning

HOST COUNTRY

The **host country** is where the school is located.



The host country:

- Provides opportunities to engage with the local community and for learners to carry out research in the field
- May be needed to meet local national curriculum requirements.

HOME COUNTRY

The **home country** is where the child considers home.

The home country:

- May be where the child was born or lived most of their life
- Can be the same as the host or a heritage country
- May be different for many of the children in your class or all be the same.



HERITAGE COUNTRY

Heritage countries are those a child has connections with through the generations in their family.



Heritage countries:

- Provide further challenge for children who already have extensive knowledge of their home and/or host countries
- Help children explore their identity further.

ADOPTED COUNTRY

Adopted countries are those chosen to learn about.

Adopted countries:

- May be chosen for a class, a Milepost or the whole school
- Can change for each unit
- Can be used to cover any curriculum requirements for country studies beyond the host or home country.



Globally competent

- Is engaged with shaping local and global communities
- Is an agent of positive change
- Is empathetic and demonstrates kindness to others
- Collaborates positively with everyone and anyone
- Communicates effectively in more than one language
- Reflects on how their choices may contribute to or exacerbate local or global issues
- Seeks feedback to understand whether intended outcomes were as anticipated.

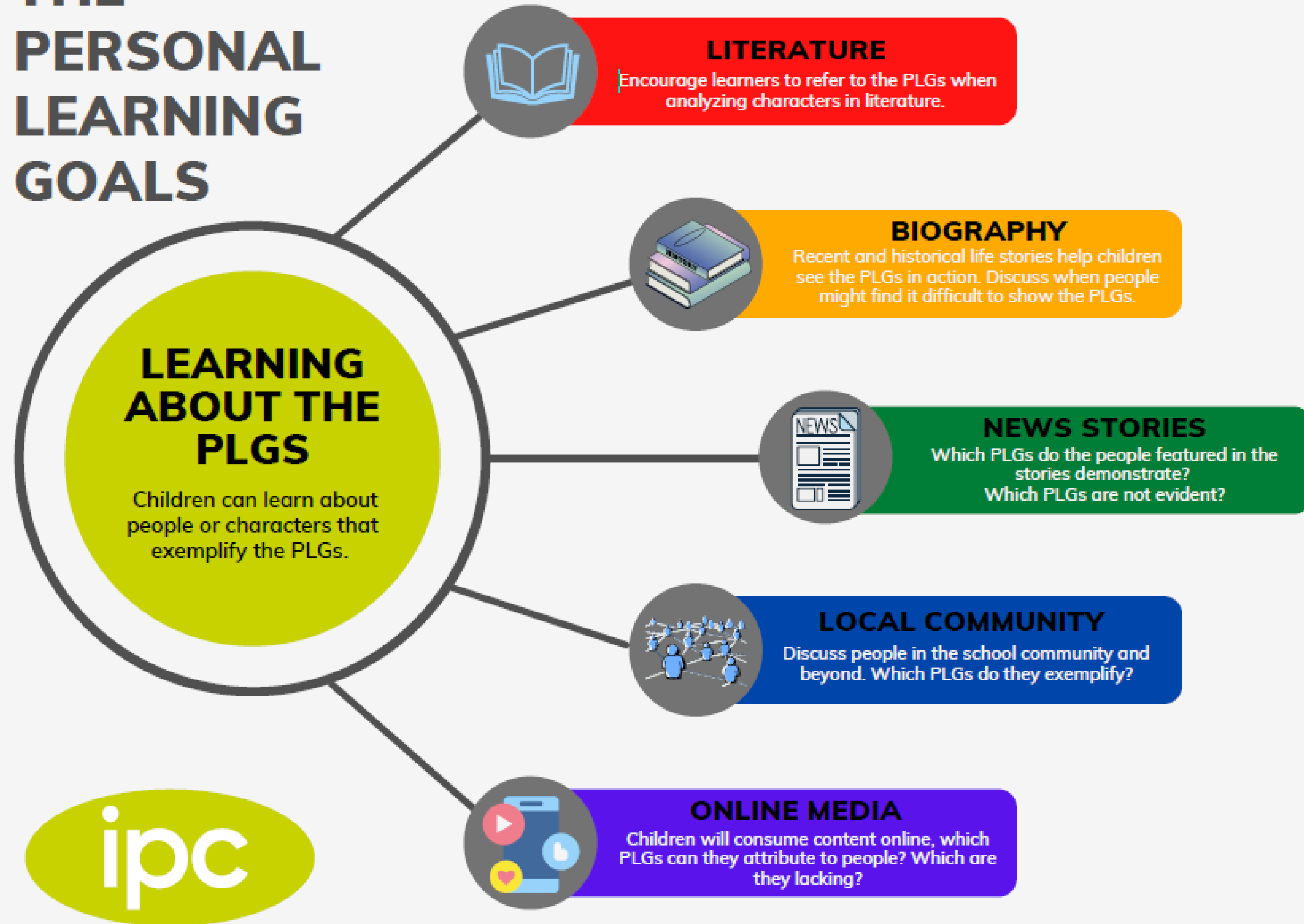


Framework for global competence (Boix Mansilla and Jackson, 2013)

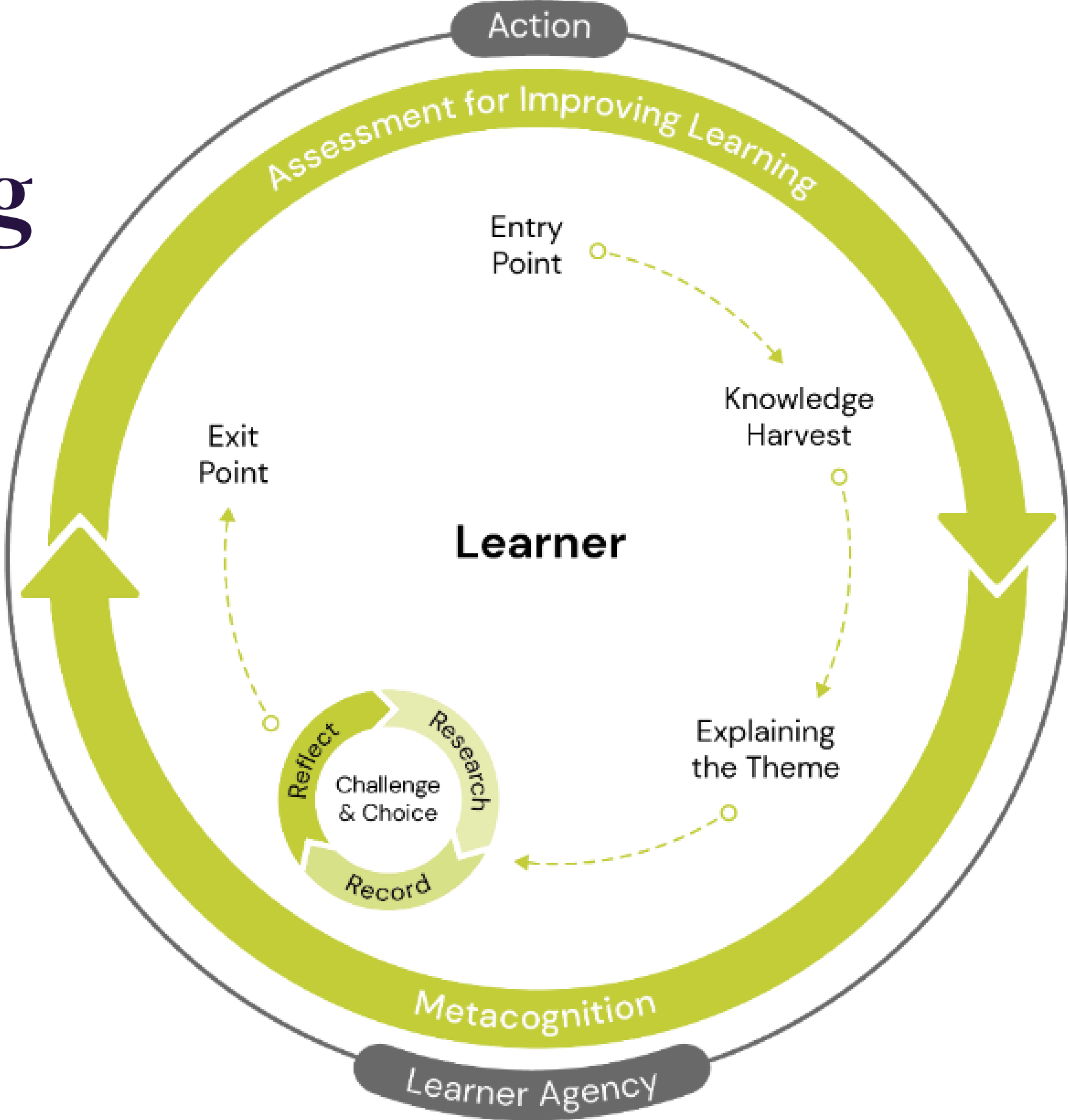
The Personal Goals

1. Adaptable
2. Empathetic
3. Ethical
4. Resilient
5. Respectful
6. A communicator
7. A collaborator
8. A Thinker

THE PERSONAL LEARNING GOALS



The Process to Facilitate Learning



Entry Point

The hook to motivate learning

Activates prior knowledge

Makes learning fun which is motivating

Stimulates curiosity

Grade 6 at Precious Treasures International School enjoyed 'Being Tourists for the Day' as part of their Entry Point for 'The Holiday Show'. We are very lucky to call this beautiful island home, and we relished the opportunity to have a similar experience to the many holiday makers that visit our shores.



 [Download this resource](#)

Knowledge Harvest

Another one from our 'Green Fingers!' Knowledge Harvest! Our First Graders at Escola Americana de Vitoria, in Brazil, knew a lot about plants and we were able to create this beautiful tree out of their knowledge!



What do children already know?

Helps to make connections with previous learning

What do children want to know?

Makes learning relevant

Explaining the Theme

IN Geography

You will
Working in groups and making posters!

- Be researching about Thailand and its tsunamis, Japan and earthquakes, India and living on the river banks, Egypt in the city
- You will learn how habitats are affected by their location
- How they sustain and protect their habitats against natural disasters!

IN SCIENCE

You will

- Carry out investigations

Know about the processes and conditions that have an effect on living things and their habitats

Know about the living things that are supported by different environments

Know about ways in which animals and plants are suited to different environments

You will design a safe enclosure for an animal at the zoo with a special alarm!




HABITATS

ENTRY POINT

IN ART

You will
Learn about the first ever art forms!

You will carry out cavemen style art using natural materials such as: Chalk, tumeric, charcoal, Saffron, Grass, Mud etc!

IN History

You will
Learn about your local area and the changes that have happened! And become local HISTORY detectives!!

You will compare Cheam Village today and 100 years ago!

IN SCIENCE

You will
Go on a nature walk around the school and hunt for any wildlife/ insects/ minibeasts and their habitats!
You will decorate your classroom into 5 different habitats! You will draw and paint animals for each different habitat!

We are enquiring about a trip to **LONDON ZOO!!**
Watch this space!








About the decisions that rulers had to make in the past
 About the life and music of a famous composer
 About the achievements of scientists and inventors
 How to compare the lives of different explorers
 How to use music to tell the story of a famous composer
 About the work of famous artists
 How to use a living quilt to explore how a person from history might have felt
 About the idea of fairness and what it means
 How to create a portrait
International **Music** **Visual Art** **History**



In Geography, we'll be finding out:

- How to collect and record evidence to answer geographical questions
- How to identify geographical patterns and to use your knowledge and understanding to explain them
- How to use appropriate techniques to gather information
- How to make plans and maps in a variety of scales using symbols and keys
- How to use and interpret globes and maps in a variety of scales
- How to explain how places are linked through movement of goods and people
- How to demonstrate your knowledge and understanding of geography in a variety of ways
- How to explain how places are linked through movement of goods and people
- How to demonstrate your knowledge and understanding of geography in a variety of ways



Research, Record, Reflect

RESEARCH

Grade 3 students visited Bhaktapur Durbar Square for their IPC Unit "Brainwave," exploring from different perspectives. They wore their thinking caps and interviewed locals enthusiastically.



RECORD

Our brilliant Grade 4 students sculpted the brain's main parts—Cerebrum, Cerebellum, and Brainstem—using clay! 🧠👧 They had a "brain-tastic" time learning about how these parts work together to keep us thinking, moving, and balancing! Guess they were all really "using their heads" today! 😊 #BrainPower #FunLearning #ClayCreations



REFLECT

Exit Point

The Milepost 1 students held a 'Light and Dark Festival' for the Exit Point after they completed the IPC unit: Seeing The Light. They entertained the audience with a medley: 'You are My Sunshine' accompanied by keyboard, a poem recital: 'Twinkle Twinkle Little Star' and a lantern dance to the song 'Flashlight' by Jessie J.

The students also showcased their learning through a 'Gallery Walk' and presented their learning evidence at various stations. The parents were invited for this Exit Point event and the students interacted with them confidently.

Here are some pictures to give you an insight of the event!



MP3 took action to fund raise for the Malala Fund, a charity chosen by the P7 children. The children organised this event themselves, over 3 days, and it was hugely successful. This...



Taking Action



Reflecting back on our Exit Point for 'Champions for Change', where Grade 6 at Precious Treasures International school decided to 'Be the Change' by hosting a community wide Swap Shop. They voted, campaigned and lobbied in their bid to reduce our schools carbon output. "Be the change that you wish to see in the world."- Mahatma Gandhi

Champions For Change
Precious Treasures International School

SWAP SHOP
Wednesday 7th December
2.00pm-4.00pm
Precious Treasures International School Main Hall

How it Works
PTIS are collecting any unwanted/unused clothes, books or toys (school uniform, men's, women's and children's clothes & accessories, any toy or book)

For CFC, we wanted to see if we could 'Be the Change'. We learnt about democracy, created platforms, then voted for a cause that students felt needed attention.

The students chose to focus on 'ways to reduce our CO2 emissions' and researched methods of helping.

They discovered how 'fast fashion' is a huge contributor to damaging Earth, and created a school wide 'Swap Shop' to educate others and swap unwanted items, inviting students, staff and parent

Students set up an 'information station' and quiz booth (and of course, tables full of clothes, books and toys to swap! They embodied the idea of being a 'Champion for Change'.

FACT About Fast Fashion
100 Million Tons of clothing are produced each year
90% of clothes are made with plastic-based materials
The average person buys 20kg of fast fashion clothes each year
The fashion industry produces about 10 billion plastic bottles each year
The fashion industry is the 2nd largest polluter in the world
The fashion industry is the 2nd largest polluter in the world

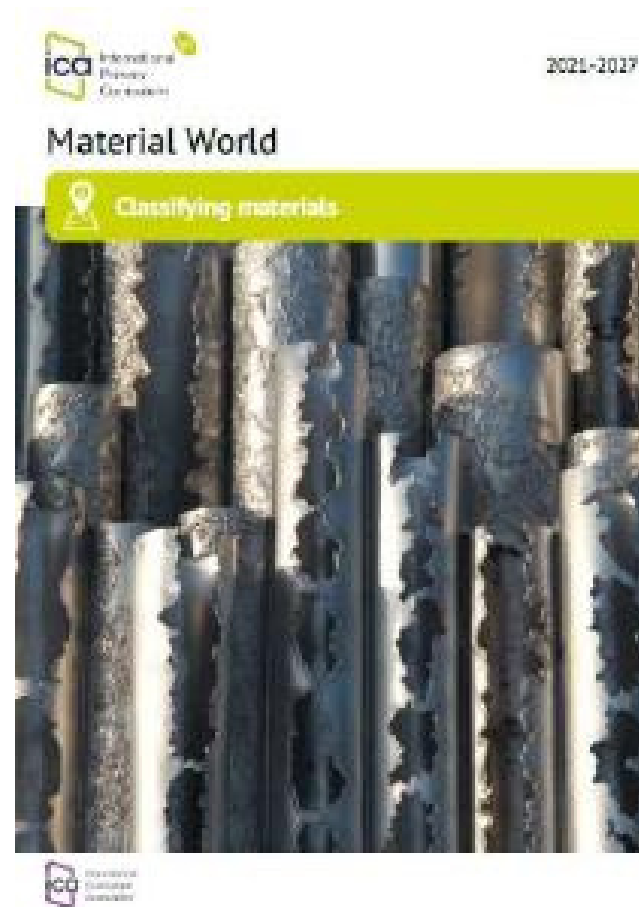
Over 150 engaging units

- Milepost 1 for 5–7 year olds
- Milepost 2 for 7–9 year olds
- Milepost 3 for 9–11/12 year olds

What did you learn today?



Over 130 Thematic units



Single subject units




SDG Challenge series



How you can get involved!

- Look out for the parent information letter to find out about the next IPC unit
- Supply resources from the home and host countries if available
- Join in with Entry and Exit points
- Talk to your children about their learning
- Recognise and celebrate the Personal Learning Goals at home
- Support children in taking action in response to their learning

How you can get involved!

 **Mike Toquero**
Seri Mulia Sarjana School

Posted 15 Apr 2020 07:35

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🏷️ Units and Themes

General

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Year 2 Parent-volunteer. Sharing to our students how to plant.



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