



COMPASS INTERNATIONAL SCHOOL  
DOHA

A NORD ANGLIA EDUCATION SCHOOL

# OUR IPC LEARNING JOURNEY

Thursday 26<sup>th</sup> April 2018

# What is the IPC?

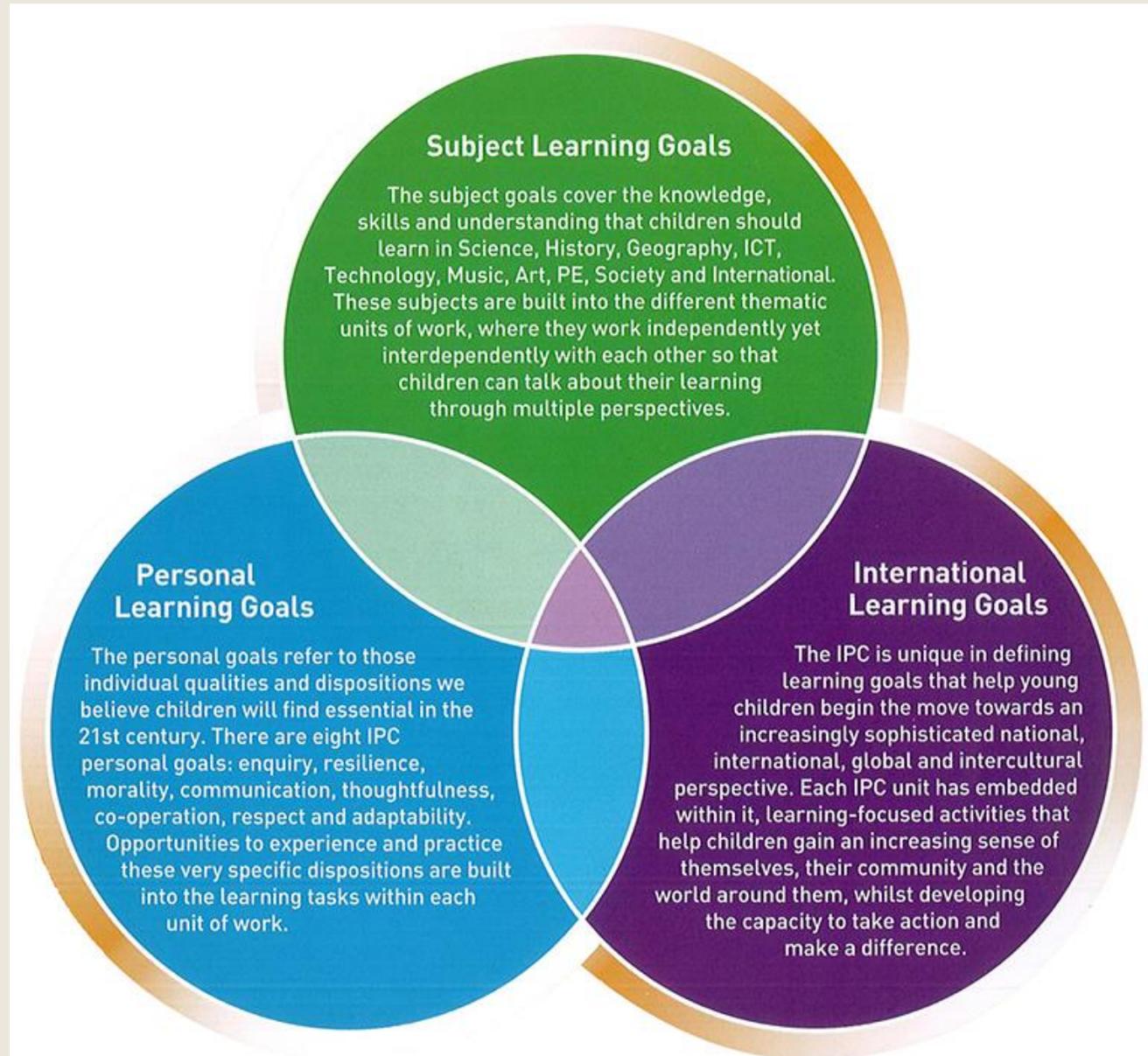
- A philosophy (what we believe)
- A pedagogy (an approach to teaching and learning)
- A process (which honours how children learn best in this age group)

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

# Developing 21<sup>st</sup> Century Learners

*The IPC extends knowledge, skills and understanding, develops personal attributes and supports an international perspective in a way that responds to revised ideas about learning.*

# IPC



# THE IPC PERSONAL GOALS

The IPC Personal Learning Goals underpin each unit –they represent the attributes that we believe children will find essential in the 21st Century. They help children to develop those qualities that will enable them to be at ease with the continually changing context of their lives.

Adaptability

Morality

Resilience

Enquiry

Cooperation

Communication

Thoughtfulness

Respect

*This language is incorporated into the daily life of the class:*

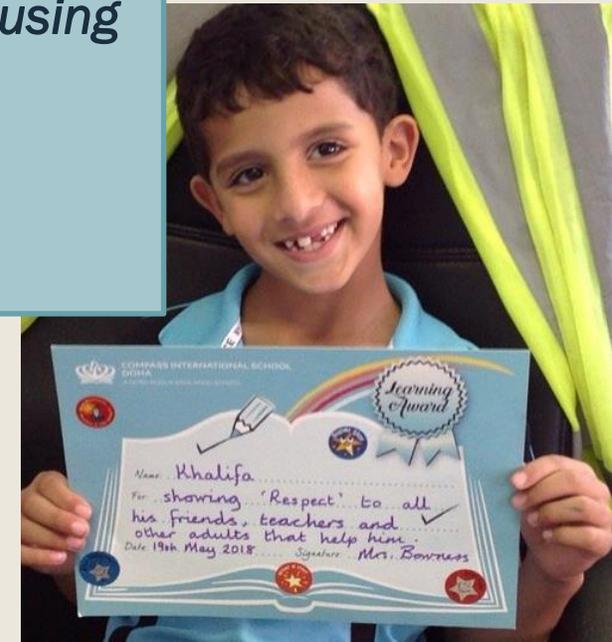
*\*Dojo Points*

*\*Framing Praise verbally and written using this terminology*

*\*Referring to the display*

*\*PSHE focus*

*\*weekly certificates*





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**RESPECT** **THOUGHTFULNESS** **ENQUIRY** **COOPERATION** **RESILIENCE** **MORALITY** **COMMUNICATION** **ADAPTABILITY**



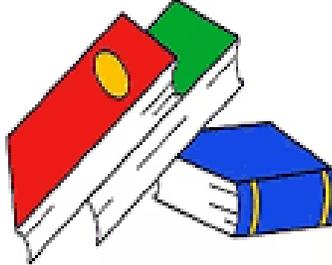
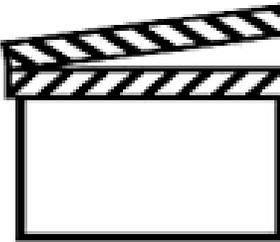
# International Mindedness

At CISD we recognise and embrace the **richness and diversity of countries and cultures**, and strive to create the necessary skills, understanding, awareness and actions in our school community, in order to **develop responsible national and international citizens** who will make a **positive contribution** towards a better world.

This will encompass:

- An awareness of self and others.
- Knowledge and understanding of the independence/interdependence. Intra-dependence of cultural similarities and differences.
- Respect for diversity of views for ourselves, for others, and the environment.

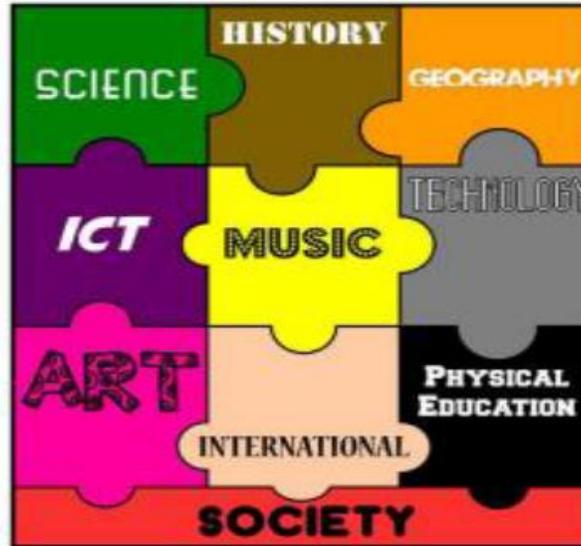
# Subject Learning Goals - Knowledge, Skills and Understanding

Knowledge	Skills	Understanding
What children will know	What children will be able to do	What children will understand
<p><b>I KNOW</b> </p> <p>Knowledge is to know and apply facts about the world around us. We can prove if it is right or wrong.</p>	<p><b>I AM ABLE TO...</b> </p> <p>Skills are actions that we are able to do. We practise skills over time to improve our performance.</p>	<p><b>I UNDERSTAND</b> </p> <p>Understanding is using our knowledge and skills in different contexts to help make deeper connections in our learning.</p>

# Thematic Units



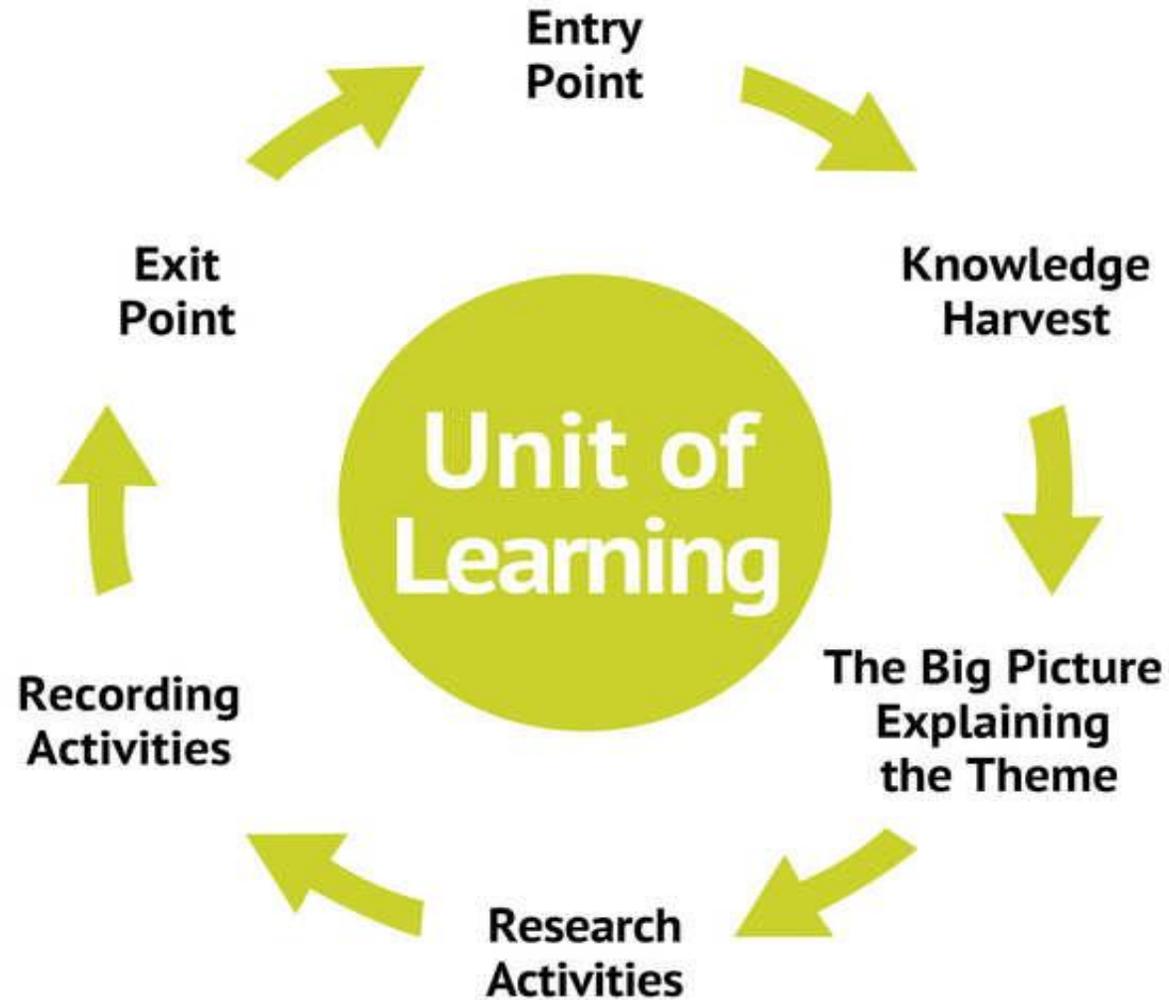
- Art
- Geography
- History
- ICT
- Language Arts
- Mathematics



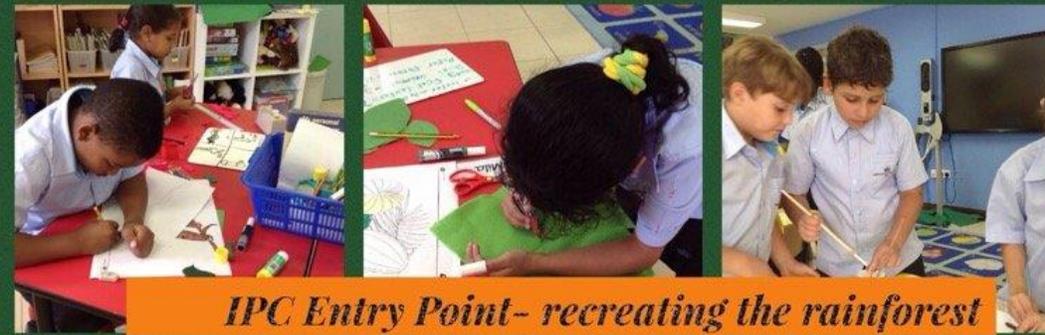
- Science
- PE
- Technology
- Music
- Society
- International

Our units are organised around a theme, which helps children to see how subjects are both 'independent' and 'interdependent' enabling them to see 'the big picture' of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives.

# The IPC in action



# The Entry Point: A 'hook'



*IPC Entry Point- recreating the rainforest*



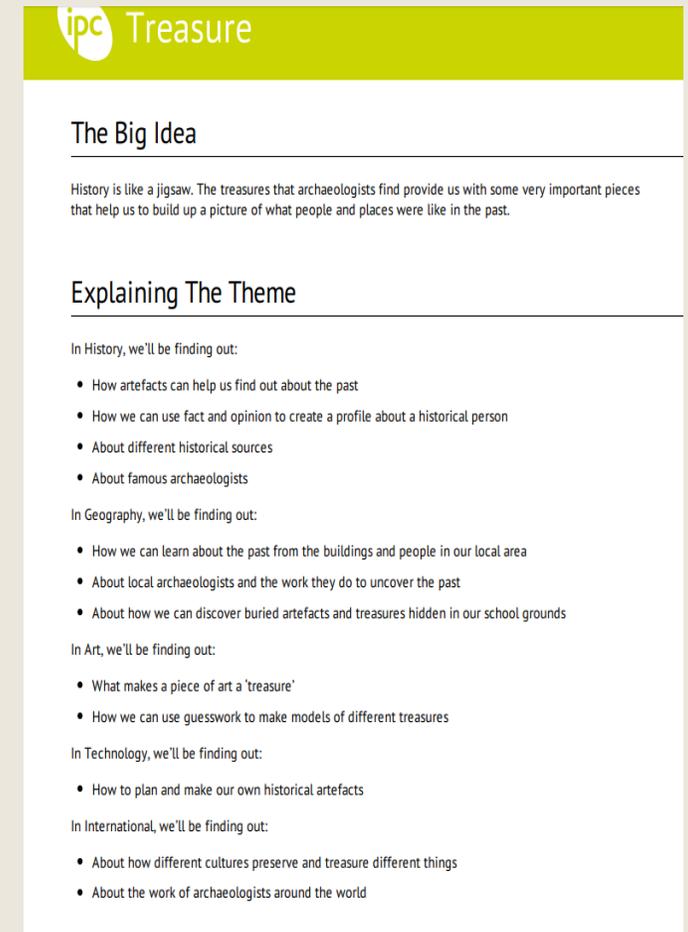
# The Knowledge Harvest

- What do the children already know about the topic?
- What would they like to find out?
- I know... , I think... , I wonder....
- KWL grids



# The Big Idea & Explaining The Theme

- This activity involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.
- Weekly Learning Letters share the ongoing IPC journey throughout an IPC unit.



The screenshot shows a page titled 'ipc Treasure'. The page is divided into two main sections: 'The Big Idea' and 'Explaining The Theme'. Under 'The Big Idea', there is a paragraph explaining that history is like a jigsaw and that archaeological finds provide important pieces to build a picture of the past. Under 'Explaining The Theme', there are four sub-sections, each with a list of learning objectives: 'In History, we'll be finding out:', 'In Geography, we'll be finding out:', 'In Art, we'll be finding out:', and 'In Technology, we'll be finding out:'. The final sub-section, 'In International, we'll be finding out:', is also present. The page has a green header with the 'ipc Treasure' logo.

**ipc Treasure**

## The Big Idea

History is like a jigsaw. The treasures that archaeologists find provide us with some very important pieces that help us to build up a picture of what people and places were like in the past.

## Explaining The Theme

In History, we'll be finding out:

- How artefacts can help us find out about the past
- How we can use fact and opinion to create a profile about a historical person
- About different historical sources
- About famous archaeologists

In Geography, we'll be finding out:

- How we can learn about the past from the buildings and people in our local area
- About local archaeologists and the work they do to uncover the past
- About how we can discover buried artefacts and treasures hidden in our school grounds

In Art, we'll be finding out:

- What makes a piece of art a 'treasure'
- How we can use guesswork to make models of different treasures

In Technology, we'll be finding out:

- How to plan and make our own historical artefacts

In International, we'll be finding out:

- About how different cultures preserve and treasure different things
- About the work of archaeologists around the world

# Research and Recording Activities

## Research Activity

Each IPC unit has a research activity and a recording activity. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information.

## Recording Activity

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 Points

The Exit Point has two main purposes.

- First, to help children pull together their learning from the unit
- Second, to celebrate the learning that has taken place.

