

**Title:** Improving learning with the IMYC

**Course Leader:** Isabel Du Toit

**Pre-requisites:** Completion of the intro IMYC course and minimum one year of experience working with the IMYC

## Pre-course Preparation

Please remind yourself of the IMYC learning goals and tasks for your subject and bring along any planning that you will use for the year ahead (or have used in the past year) and would like to discuss. Please also familiarise yourself with the IMYC Self- review document and bring along a journal or laptop or notebook to jot down your reflections, insights and plans.

**Please note:** We will not specifically cover the basics again and will assume that you have moved on from beginning to at least developing with the IMYC. (As explained in the IMYC Self-review document) If you require an introduction, please enrol for the 'Getting to Grips with the IMYC' course, we believe it will be much more helpful to you.

## Day 1

### **Session 1 The philosophy behind the IMYC as expressed through the IMYC Self-Review document**

In this first session, we will begin to get to know each other, find out what we all know about the IMYC already and what we want to learn over the next two days. Every session will include time for collaborating in groups, reflection and discussion.

*By the end of this session you will:*

- Know about the structure of IMYC Self- review document.
- Know about the 'non-negotiables' of the IMYC.
- Know about the structure of the course.

### **Session 2 Criterion 1: A Clear focus on improving learning**

In this session we will discuss the structure and design of the IMYC, what we mean when we call it a 'learning focused' curriculum, what 'learning' means and how you can improve learning through the IMYC. We will explore the importance of the IMYC learning goals and implications of knowledge, skills and understanding as different types of learning.

*By the end of this session you will:*

- Know about Fieldwork Education's definition of learning and its background.
- Know about how to develop and use a definition of learning in your school.
- Be able to reflect on your views about your own school's focus on learning.

### **Criterion 3: Implementation of practices that support five key needs of the Adolescent brain**

In this session we will remind ourselves of the five key needs of the adolescent brain and ask ourselves how we can support them practically in all classrooms and subjects.

By the end of this session you will:

- Know about the five key needs of the adolescent brain.
- Know about how the IMYC aims to support each of them.
- Be able to identify some practical tools you can use in your classroom to support each of the needs.

### **Session 3 Personal Goals/Dispositions and International Mindedness**

***Criterion 2: A shared vision about the kinds of children we are helping to develop and implementation of classroom practices that help children develop towards the school's shared vision***

By the end of this session you will:

- Be able to reflect on the links between learning and teaching and the students that we are helping to develop.
- Know how the qualities you have identified match those that are implicit and explicit in the Personal Goals/dispositions learning goals.
- Know how to implement this in your school, especially to show progression from primary school if you use the IPC in your primary school.
- Know about some ways that other schools have used the exit point to help with developing the schools' shared vision.

### ***Criterion 4: International Mindedness (IM)***

By the end of this session you will:

- Know about Fieldwork Education's definition of International Mindedness.
- Be able to identify the specific learning goals that focus on the development of International Mindedness. (Global awareness?)
- Learn more about practical opportunities you can use to develop International Mindedness in your classroom and how to support teachers with this.
- Be able to identify strategies to show progression of IM from primary school if you use the IPC in your primary school.

## **Day 2**

### **Session 4 The types of learning and rigorous planning for the IMYC**

***Criterion 5: The significance and development of knowledge, skills and understanding***

***Criterion 6: Rigorous student leaning with supporting structures and systems***

By the end of this session you will:

- Know the difference between knowledge, skills and understanding and how they are learned differently therefore should be taught differently and assessed differently.
- Know about learning-focused planning.
- Know about what you can do in school to help teachers provide opportunities to develop knowledge, skills and understanding and how the learning goals underpin these classroom practices.

- Be able to plan for rigorous learning by planning for the whole year for your subject and using 'backward design' principles to ensure coverage and assessment of the IMYC (and other learning goals identified by the school).

## **Session 5 The implementation of the learning process of the IMYC and Interlinking learning through the big idea**

### ***Criterion 7: Implementation of the learning process of the IMYC***

### ***Criterion 8: Interlinking learning through the big idea***

By the end of this session you will:

- Know about the different stages of the IMYC process of learning and how it differs from the IPC one ( if applicable).
- Know how the IMYC aims to support students to interlink their learning through the big idea and how it differs from using a theme; as used by most primary schools.
- Know why it is important that learning in **all** subjects should be linked to the big idea, even if the subject does not have IMYC tasks in a unit.
- Have developed an understanding of how and why the learning process of the IMYC is linked to the needs of the learning brain and how it helps to improve learning.

## **Session 6 Criterion 9: Assessment that improves learning**

By the end of this session you will:

- Know the importance of finding out what children have learned and using assessment to improve their learning.
- Know that the IMYC believes that knowledge skills and understanding are different enough to be assessed differently.
- Know more about the IMYC Assessment for Learning (AfL) Program that can be used to track skills.
- Know about the different types of rubrics that can be used to track skills and where the IMYC AfL rubrics fit in.
- Be able to design your own 'scoring rubric' for a specific task in the IMYC by using the AfL rubrics.

In the final part of the session, you will have the opportunity to reflect on the two days and what it means for your school. You may wish to draw up an action plan of changes you want to make in terms of how your school can improve the way they implement the IMYC.