

Prerequisites

Minimum two years of experience working with the IPC.

Pre-course Preparation

Please bring with you:

- A laptop/or iPad
- Your school's definition of learning
- Your teaching and learning policy
- Your school's articulation of the IPC personal learning goals

Course Outline

This two day course has been designed to make sure that you and your school know everything you need to know about the nine most important elements of the IPC curriculum, the Bottom Line Nine. If you are serious about making the IPC really improve learning in your school, this is an essential course!

Day 1: Wednesday, 29 July 2015

Session 1 - A clear focus on improving learning

(Each session will include 20 minutes reading and reflection time)

By the end of this session you will:

- Know about our 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.

Session 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 children that we are helping to develop.
- Know how the qualities you have identified match those that are implicit and explicit in the learning goals.
- Know how to implement this in your school.
- Know how different classroom practices affect children's learning.

Session 3 - International Mindedness

By the end of this session you will:

- Know the IPC definition of International Mindedness.

- Be able to identify the specific learning goals that focus on the development of International Mindedness.
- Learn more about practical opportunities you can use to develop International Mindedness in your classroom and how to support teachers with this.

Day 2: Thursday, 30 July 2015

Session 4 - The importance and development of knowledge, skills and understanding and rigorous children's learning and teachers' high expectations of it.

By the end of this session you will:

- Know the difference between knowledge, skills and understanding.
- 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 identify examples of rigorous learning through both research and recording.
- Be able identify what rigorous learning might look like in the IPC units.
- Know how to talk with colleagues about rigorous learning.

Session 5 - The implementation of the learning process of the IPC and the implementation of themes through independent yet interdependent subjects

By the end of this session you will:

- Know about some aspects of brain research and the implications for learning and classroom practice.
- Have developed an understanding of how and why the learning process of the IPC helps to improve learning.

Session 6 - Assessment that improves learning

By the end of this session you will:

- Know the importance of finding out what children have learned.
- Know the difference between assessment *for* and assessment *of* learning.
- Know more about the IPC Assessment for Learning programme.

In this final part of the session, you will have the opportunity to return to your reflective journal and to update and edit this. 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 IPC. We will feedback from our journals and also have the opportunity to share our reflections so we can consider future developments in our classrooms and schools.