

**'Nine things you MUST know about your curriculum –  
including the IPC'**

**Introduction**

The conference IPC members can't afford to miss! (Non-members will learn a lot too!)

More and more schools are joining the IPC. It's receiving great feedback from teachers, head teachers, school principals, parents, inspection teams and children. (You can see some of the most recent feedback on the last page.)

Even more schools are thinking about joining the IPC or thinking about how to make their curriculum relevant.

Great curricula, like the IPC, helps schools deliver great learning, great teaching and great fun. But there is something special about the schools that do this well. They don't leave it to chance; they manage the process by focusing on what is really important.

This new style IPC Regional Conference at Compass International School, Doha 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 curriculum. If you are serious about making the IPC – or any other curriculum - really work in your school, it's an essential event.

**Who is the Conference for?**

Head teachers, Principals and senior leaders of schools thinking about their curriculum provision; teachers, IPC leaders for learning; Senior leaders in IPC schools; Board members and Governors of schools.

**Location**

We are going to be at the Compass International School, Doha.

**IPC Regional Conference**  
**24<sup>th</sup> – 25<sup>th</sup> April 2009**

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Compass International School Doha is a vibrant multi-cultural community school situated in Doha, Qatar and is a part of the WCL group that also includes the International Primary Curriculum, Fieldwork Education and British Schools of America.

Qatar is one of the fastest growing countries in the world. It has recently opened the Museum of Islamic Art, designed by IM Pei, which has caused the New York Times to list it in the top 50 places to visit anywhere on the planet.

**About the Conference**

Taking place over 2 days on the 24th and 25th April 09, the conference will consist of 10 sessions - the first nine of which will each focus on one of *the* key themes that makes the IPC so unique. You'll receive full conference notes and a copy of presentations that you can use in school on your return.

The session timings are as follows:

**Day 1:**

**Day 2:**

8.30 – 9.00 – Registration/Opening	8.30 – 9.30 – Session 6
9.00 – 10.00– Session 1	9.30 – 10.30– Session 7
10.00 – 10.30 - Break	10.30 – 11.00 - Break
10.30 – 11.30 – Session 2	11.00 – 12.00 – Session 8
11.30 – 12.30 - Session 3	12.00 – 13.00 - Lunch
12.30 – 13.30 – Lunch	13.00 – 14.00 –Session 9
13.30 – 14.30 – Session 4	14.00 – 15.00 – Session 10
14.30 – 15.30 – Session 5	15.00 – 15.30 - Close

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**Session Outcomes**

**Session 1:**

**Key theme: A clear focus on children's learning**

You will:

1. Know about the IPC definition of learning and its background
2. Know about how to use it in schools
3. Be able to reflect on your views about your own school's focus

**Session 2:**

**Key theme: Shared outcomes about the kinds of children we are hoping to develop**

You will:

1. Be able to identify the key qualities of the children we are helping to develop
2. Be able to reflect on the links between learning and teaching and the children that we are helping to develop
3. Know how the qualities you have identified match those that are implicit and explicit in the IPC learning goals
4. Know how to use this in school

**Session 3:**

**Key theme: An appropriate balance of knowledge, skills and reflection leading to understanding**

1. Know the difference between Knowledge, Skills and Understanding
2. Know about IPC learning focused planning
3. Know about what you can do in schools to help teachers provide opportunities to develop Knowledge, Skills and Understanding and how the learning goals underpin classroom practice
4. Know about how to involve children in the process

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**Session 4:**

**Key theme: An awareness of classroom practices that help children develop appropriately**

You will:

1. Know how to make the IPC rigorous in the classroom – and the dangers of not doing so
2. Know different classroom practices that affect children's learning

**Session 5:**

**Key theme: International Mindedness**

You will:

1. Know the IPC definition of international mindedness
2. Know the differences between international mindedness at the age of 7 and the age of 11
3. Know the specific learning goals that focus on international mindedness
4. Know what to do in the classroom and how to advise teachers.

**Session 6:**

**Key theme: The appropriately rigorous children's learning and teacher's expectation of it.**

You will:

1. Know the strengths and weaknesses of integrated, topic based learning (Yes, there are some weaknesses we must avoid!)
2. Be able to identify examples of rigorous learning through both research and recording
3. Be able identify what rigorous learning might look in the IPC units
4. Know how to talk with colleagues about rigorous learning

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**Session 7:**

**Key theme: The implementation of the brain friendly elements of the IPC**

1. Know about new brain research and the implications for learning and classroom practice. (You will learn why 'Brain Gym' is not as good as many people think it is).
2. Know the crucial relationship between learning and the activities that help improve learning
4. Know more about how the design of the IPC incorporates elements that are derived from brain research
5. Know about the five key elements of the IPC that help learning, as identified by research

**Session 8:**

**Key theme: The implementation of themes through integrated yet separate subjects**

1. Know of why the integration and separation of subjects are both important.
2. Know why independence and interdependence are two of the key themes of the IPC
3. Know about the basic IPC structure and the way in which subjects work together

**Session 9:**

**Key theme: How IPC assessment and evaluation supports and informs learning rather than dictates it**

1. Know the importance of finding out what children have learned
2. Be able to make links between the assessments used and the exit outcomes of the children
3. Know the difference between assessment *for* and assessment *of* learning

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4. Know more about the IPC Assessment for Learning programme,  
including the recording database

**Session 10:**

During this open session you will have another opportunity to talk to the conference speakers about how to implement the IPC accreditation at your school. (Don't worry; the speakers will talk to you all through the conference, too.)

**Conference Speakers**

**Martin Skelton**



Martin Skelton is one of the two co-founders of Fieldwork Education. His education experience includes more than twenty years as a teacher and the successful headship of two primary schools. Martin has a Masters degree in Curriculum, Organisation and Management from the University of Sussex. He has long and deep experience of working with schools all around the world.

Martin led the development of the IPC from the very beginning, conceptualized the subject specialist units, the assessment for learning programme and the accreditation protocol. As Director of Fieldwork Education he continues to have daily involvement in its growth. Martin also developed Fieldwork's unique *Looking for Learning* consultancy and *The Looking for Learning Toolkit*. His passion for learning has taken him to nearly 40 countries to work in a wide variety of learning-focused initiatives with schools. He has written widely about education for

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teachers, parents and children, most often about learning, the management of learning, curriculum development and school improvement planning and policy production. For the past ten years he has been immersed in the results about brain research. If his passion is learning, his presentations are practical, accessible and jargon-free.

**Howard Marshall**



Howard is senior associate consultant with Fieldwork Education. He was formerly a principal adviser for the Standards and Effectiveness Service of a local education authority in England. He has experience of working with headteachers, teachers, Boards and Governing Bodies from all phases of schooling on issues such as school improvement planning, target setting, data analysis and school self-evaluation.

He is an accredited primary and secondary inspector for the Office for Standards in Education (Ofsted), an external adviser for performance management and an accredited School Improvement Partner (SIP). As school improvement adviser he has been involved in school reviews, headteacher and deputy headteacher appointments, governor and board training and post-review action planning. He was responsible for leading several initiatives for the Primary and Secondary Strategies for a London Borough.

On behalf of Fieldwork Education, Howard has conducted reviews of international schools in the Netherlands, Sweden, Malaysia, Brunei, Nigeria, Russia, the United States, South Korea, Syria and Oman. He has also provided training and consultancy in the Netherlands, Sweden, the USA, Thailand, Vietnam and the UK. He currently is heavily involved in the development of *Looking for Learning*.

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**Katie Fitch**



Katie is a regional manager for the International Primary Curriculum focusing on promoting the IPC to schools and staff Professional Development. As an IPC practitioner-trainer, part of her role is to provide training and support to schools implementing the IPC.

Katie taught for four years in the UK and for the past ten years has taught in international schools. Katie brings a wealth of practical experience of the IPC in action.

In Oman she was involved in piloting and implementing the very first IPC units, in a Founder Member school. In Sakhalin, Russia she was the IPC Leader for Learning, with responsibility for implementing and developing the IPC and improving learning in her own classroom and throughout the school. As much as anyone, Katie knows how to lead the IPC in schools and how to make sure it is a great success.

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**IPC Feedback**

- *The IPC is the cornerstone of our learning-focused school. It provides the children with great excitement, challenge and diversity within a structured and supportive framework.*

Graeme Scott, Head of Primary, The International School of the Hague, Netherlands

- *The IPC is active, it's kinaesthetic, it's very pace. Everything about it is relevant to children; it's based around their lives and what matters to them so that the learning makes sense. It gives children a strong sense of understanding and as a result they want to stay engaged. There's no one forcing them to learn; they want to learn.*

Peter Pretlove, Headteacher, Bransgore Church of England Primary, Christchurch, England

- *The learning friendly approach of the IPC allows our global nomads to quickly integrate into their new school and provides them with the transferable skills and knowledge necessary for success in whichever system they move on to. In our experience, the IPC provides a vehicle for happy, vibrant classrooms in which children learn.*

Peter Yates, Headteacher, British School, Tehran