

## QUOTES FROM INTERNATIONAL SCHOOLS

*“We feel that the IPC is ideal for Park House English School with its rich mix of nationalities because the topics connect with the lives and experience of the children that make up our school. The children’s enthusiasm is obvious as they engage in activities which allow them to celebrate their own culture while experiencing and enjoying elements of each other’s.”*

Tim Jackman, Head of Primary, Park House English School, Doha

*“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

*“The IPC has a great deal of flexibility and meets the need of our international student body. It allows the children to share their home country experiences and helps to build bridges between the different cultural backgrounds of the children. Our parents love the fact that the children have time to learn without the constant pressure of tests and exams. School is fun with the IPC and our children are happy to learn through a range of different experiences that relate to the real world.”*

John Todd, Headteacher, Compass International School, Doha

*“The IPC has played an enormously important part in the integration of our school, which is made up of two language streams. It has enabled us, the teachers to plan and work together, to share teaching practice and discuss how we can learn best from each other. The IPC has also enabled the children across the stream to learn together and interact more. Joint organization of exit points has also brought the parents of the two streams closer together. Without a shared curriculum this would not have been possible.”*

Chris Vis, Headteacher, PDO School (Shell), Oman

*“At the Dubai British School we aim to offer children an outstanding international education. Dedicated to the pursuit of excellence in all aspects of academic and personal growth, we foster in our pupils intellectual curiosity, communication and problem solving skills, the ability to think independently and laterally, a respect for cultural diversity and a life-long passion for learning that will enable them to engage actively, successfully and happily as tomorrow’s global citizens. This is why we have decided to adopt the IPC, initially in our Foundation Unit, planning to extend the programme through the primary school as we gain confidence and expertise.”*

Peter Moore, Head of Primary, Dubai British School, Dubai

*“The IPC has put learning first in our school. It focuses on the three principles that many, many people love to have but don’t always have the possibility which is great teaching; providing a supportive mechanism to make sure the teaching is high quality, great fun; so that the children enjoy coming to school, and great learning. Everything in the IPC is about learning.”*

John Holmes, Headteacher, Piasau School, Miri, Malaysia

*“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

*“Children all have gifts and talents and it’s our job as educators to encourage and foster them. This can only be done when our children are fully engaged in what they do and learning through the exciting topics of the IPC, in my experience does this wonderfully.”*

David Griffiths, Headteacher, Nexus World School in Putrajaya, Malaysia

*“Using the IPC has allowed the whole of the St. Christopher’s community to become involved in the learning that takes place both within the classroom and beyond. It encourages and promotes the inclusion of real-life experiences and, in particular, allows us to celebrate the importance that we are an*

*International school through the recognition and focus on internationalism. The IPC has prompted the staff to give full rein to their imaginations. Our children love the variety and the breadth of challenges offered by the different units. Our parents recognise the excellent 'value-added' that this curriculum provides. And the teaching staff appreciate a structured approach that has plenty of scope for creativity. IPC is one of the vehicles that is driving us forward."*

John Gwyn Jones, Principal, St. Christopher's International Primary School, Penang, Malaysia

*"The British International School of Ljubljana has selected the International Primary Curriculum because of its unique balance of appeal and rigour. The enlightened approach to, and total focus on learning helped us to see it as a clear choice for this age range. In addition to the excellent curricular design and resources, the support from the people at the IPC organisation is second to none and we are excited about working with them to implement the IPC in September."*

Jeremy Hibbins, Founding Director, British International School of Ljubljana, Slovenia

*"We are a multicultural international school and we chose IPC because it's a curriculum which helps children learn about the world, lessening the bias of cultural imperialism and enabling children to focus on the similarities and commonalities of the peoples of the world rather than simply focusing on differences. We also chose IPC because we wanted an up-to-date curriculum whose teaching and learning methods are based on sound research about what works in children's learning. The IPC assessment package has revolutionized how we go about assessing children's learning and has had a major impact on practice in the classroom."*

Alex Voss, Vice Principal, Primary, Oslo International School, Norway