

Empowering learners to **THRIVE** in all aspects of their **LIVES**
and contribute to the lives of **OTHERS**.



Early and Primary Years Program (EPYP)
for students aged 3-12



OUR MISSION

IC is an educational organization helping schools worldwide develop inquiry-based and competency-driven programs for students aged 3-12 supported by an effective **accreditation system** and targeted **professional learning** opportunities.

MORE THAN A PROGRAM, A TRANSFORMATIVE CULTURE



The EPYP Equips Students for Life

COMMUNICATOR

THINKER

COMPASSIONATE

RESOURCEFUL



IC provides schools with a comprehensive framework, relevant professional learning opportunities and a simple accreditation process to shape a transformative culture of learning.

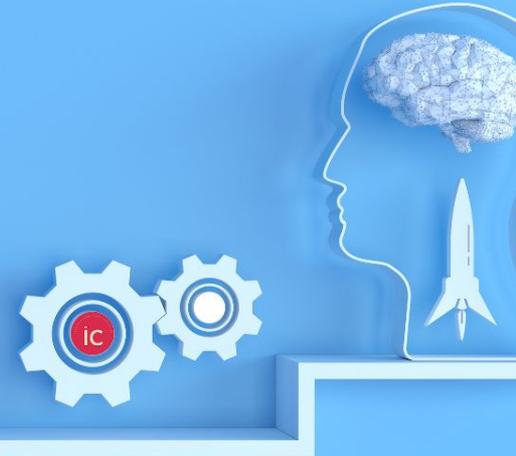
THE EPYP PROGRAM

A Competency-driven and Inquiry-based Approach

The IC Early and Primary Years Program (EPYP) is specifically designed for students aged 3 to 12. The EPYP focuses on the development of the whole child, academically, socially, emotionally, and physically. The program is designed to be inquiry-based, meaning that students are encouraged to ask questions, explore, and discover information on their own. The program also focuses on developing students' competencies in thinking, communication, collaboration and self-awareness.

Our program offers a structure for Early Childhood and Elementary schools to promote and value student agency and interests, conceptual understanding, real-world challenges, inquiry, creative and critical thinking, trustful relationships, meaningful integration of technology, cultural awareness, as well as social and environmental justice.

EPYP Students feel confident to pursue their aspirations, contribute to the lives of others, and participate in building a more peaceful, equitable and sustainable world.



BECOME AN IC SCHOOL WITHIN TWO YEARS

A Simple, Fast and Effective 'Triple A' Accreditation Process

Becoming an IC school is a recognition of an effective culture of learning and practices that actively promotes and values inquiry-based learning and core competencies. The accreditation process is purposefully designed to be effective and light so that it can be embedded into the school's daily life and obtained within two years. The school must adhere to the IC framework and principles before applying to become an IC school. To implement the EPYP program, a school must go through an authorization process with the IC. This clear process includes a whole-school bootcamp, documentation of the school's journey on a portfolio, a visit by IC representatives, and ongoing professional learning for teachers and school leaders.

APPLICATION

Schools show interest and apply for Candidacy.

ACTIVATION

Once officially a candidate school, they start receiving initial professional development and collaborate with their dedicated IC facilitator to define personalized goals, plan actions and schedule professional development to meet IC's standards.

AUTHORIZATION

Visit of the IC team and decision regarding the authorization



BECOME AN IC SCHOOL WITHIN TWO YEARS

Standards and Practices

The IC Program Standards and Practices document outlines the requirements and expectations for schools seeking to implement the IC program. These standards and practices are designed to ensure that all schools offering the IC program maintain a high level of quality and consistency in its implementation. We understand that time is precious in schools and we are committed to make all our processes as simple and effective as possible. This is why IC schools only have three standards and twenty-four practices to refer to, all of which are simple, targeted and relevant.

Less paperwork means more time for learning!



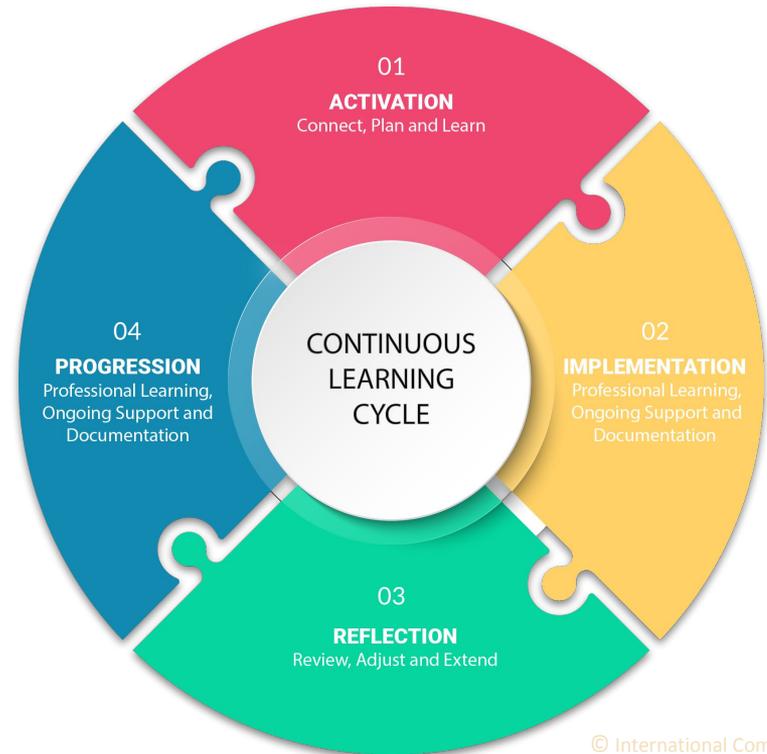
CONTINUOUS LEARNING CYCLE

Continuous Improvement and Quality Assurance

Once authorized to implement the IC EPYP, schools start the IC Continuous Learning Cycle.

Our cycle is designed to run over four years to allow schools to learn, document and reflect. Every new learning experience generates new questions and opens new possibilities. This is a virtuous cycle, not only to ensure quality education, but also to keep improving our practices.

IC builds relationships with educational institutions with the genuine intention to know them well and meet their unique needs.



IC SCHOOLS

What is Included in the Early and Primary Years Program (EPYP)?

The EPYP is the best and easiest way for a school to offer forward-thinking education that meets international standards. Our comprehensive program and personalized support provides schools, educators and families with all the guidance they need.



Promotional and informational materials to share with your community



All IC templates, planners, tools, pedagogical guides and Materials



IC Learning Framework and philosophy



IC online platform for all faculty and staff



Personalized support and direct channel of communication with your IC Consultant.



IC Official Accreditation statement and authorization to use IC's logo



Professional Learning on a variety of topics with IC certificates



Continuous Learning Cycle that will help them maintain high standards of education

WHY OFFER THE EPYP?

The IC Difference

- ▶ High-quality education recognition
- ▶ Clear, modern and research-informed learning framework that embraces the most valuable and transformative practices in Education.
- ▶ The EPYP program is compatible with local requirements and the IB MYP
- ▶ IC support, guides, resources and network
- ▶ A simple, fast, personalized and effective accreditation process
- ▶ A flexible choice of Professional Learning courses and workshops both online and in-person.
- ▶ A program that empowers students, educators and schools to adapt to any future scenario



LEARNER PROFILE

Main Benefits for the Students

- ▶ Develop key lifelong competencies and attributes
- ▶ Foster and use personal and social competencies to cooperate and collaborate
- ▶ Think, act and communicate independently and responsibly
- ▶ Inquire and learn about contents that matter to them and connect to their lives
- ▶ Tell a holistic story of who they are and how they have grown over time
- ▶ Know themselves and be able to understand different cultures and opinions
- ▶ Use technology in a purposeful, creative and wise way.
- ▶ Become mindful global citizens who contribute to the life of others



HOW WE LEARN

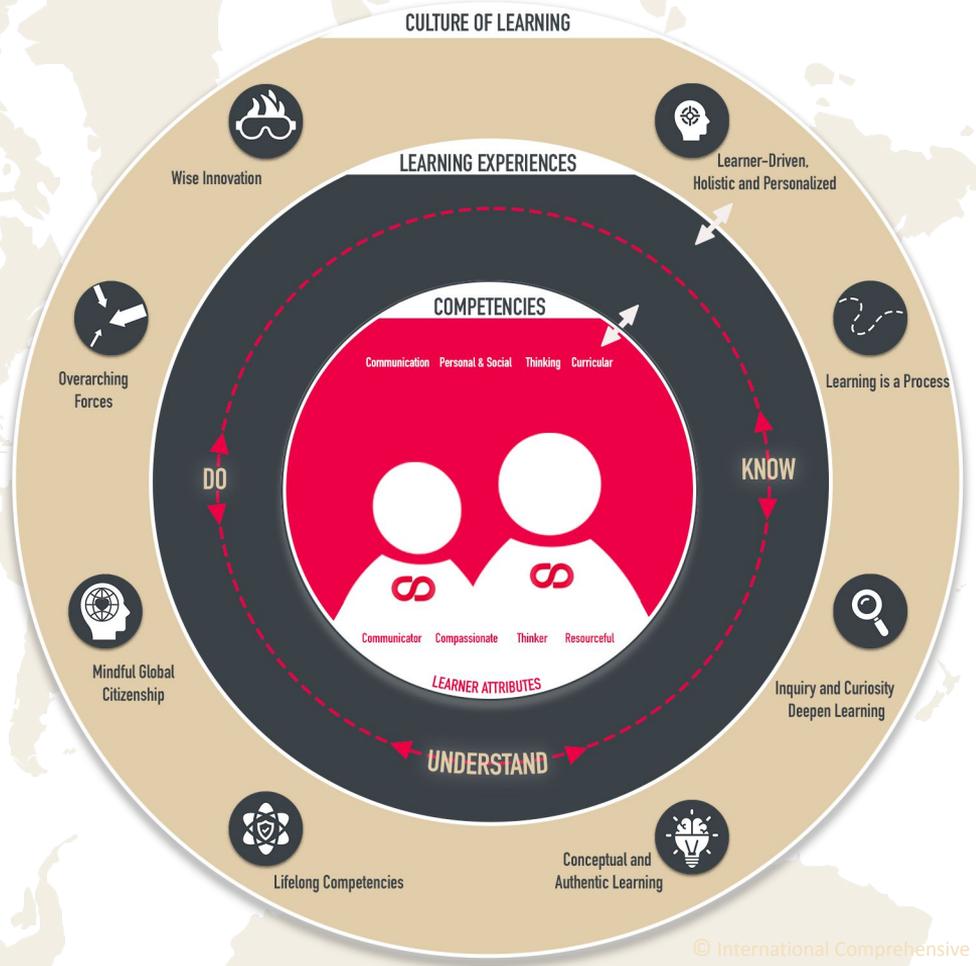
The IC Learning Framework

The **lifelong learner** is at the heart of the framework. **Lifelong competencies** allow the learner to grow, adapt and thrive over time.

Learning is a **process** which involves ongoing questioning, feedback, documentation and reflection.

Learning experiences create conditions for students to know, do and understand. They go hand in hand with a **learning portfolio** that documents the process.

The **culture of learning** in an organization is built on key principles and overarching forces that need to be thoughtfully tailored to every context.





8 Key Principles



1

Learner-Driven, Holistic and Personalized

We believe that learners and educators are agents of their growth and development. Therefore, a learner-driven, holistic and personalized approach makes learning more relevant and tailored to everyone's needs, strengths and interests. We all have a unique combination of identity, experience and mindset that must be noticed, valued and taken into account to personalize learning.



CULTURE OF LEARNING

2

Learning is a Process and Happens Everywhere

Every stage is essential, not just the final polished product. Learning is a complex and non-linear process that involves hands-on engagement, ongoing questioning, prototyping, feedback, observation, reflection and documentation to name a few. This process can happen in the classroom but also anywhere else and in a variety of settings.

The role of teachers has shifted from being a sage on the stage to an activator and a facilitator of learning who models inquiry, builds culture, reflects, gets and gives feedback, designs purposeful and personalized learning experiences, asks questions and documents the learning process.



Inquiry and Curiosity Deepen Learning

Inquiry encourages learners to ask questions, wonder, explore, think, investigate, notice, research, and reflect. Inquirers demonstrate a higher level of engagement and achievement because the process is driven by their own interests and curiosity. Inquiry also helps learners to understand how they learn. By developing metacognitive skills they become more creative and self-directed learners who are mindful of their actions.



Conceptual and Authentic Learning

Big ideas and concepts are necessary to construct deep understanding and create organic transdisciplinary connections. Conceptual understanding allows learners to use their prior knowledge, identify patterns, grasp big ideas in a transferable way and apply what they learned across topics and subjects. Using real-world examples helps learners to transform and construct their own understanding and create something original and relevant to them.





Lifelong Competencies are Critical Assets

Core and curricular competencies are essential to thrive at any stage of our life. Each competency embodies skills, knowledge, and attributes that make us grow, adapt and thrive over time. When learners foster core thinking, communication, personal and social competencies, they can use them in a variety of contexts to better understand themselves, relate to others and contribute to the world in a meaningful way.



Mindful Global Citizenship

Mindful global citizens develop an awareness of the importance to honour, value, promote and take action for social justice, equity, inclusion and diversity. They contribute to making the world a better place by considering different viewpoints, reflecting on their own identify and understanding their responsibility to respect and protect all living things and the environment. They are engaged and knowledgeable global citizens who take concrete actions in their community and beyond.



Overarching Forces have a Significant Influence on Learning

Time, environment, language, relationships and external factors like politics or health regulations are overarching forces that operate in every community, school, and classroom. They are cultural markers that can influence how we learn and contribute to our well-being and social-emotional development. We learn better in a trustful, safe, inclusive and collaborative culture. For them not to become obstacles or constraints, we need to think deeply about how we can monitor, adapt and tailor them to optimize the culture of learning in an organization.



A Wise Use of Innovation Opens New Possibilities

When technology integration is authentic and purposeful, it amplifies learning, opens new possibilities, shapes engaging learning experiences and enables accurate documentation of the process. Technology is constantly changing so the main challenge is to develop a flexible yet critical mindset to be able to embrace change and use any forms of innovation purposefully and wisely. New learning opportunities emerge everyday for agile digital creators who can operate responsibly.



PROGRAM AND CURRICULUM

Competency-driven

The learning process does not start or end in a predetermined place and time. Through powerful learning experiences and regular, authentic reflection, students will activate and develop a set of useful competencies. The term competency embodies skills, knowledge and personal attributes.

These competencies empower students to grow as active, adaptable, socially aware and self-motivated learners all along their life both personally and professionally so that they can contribute to the rapidly evolving world in a meaningful and purposeful way.



**PERSONAL
and SOCIAL**



THINKING



COMMUNICATION



**SPECIFIC
COMPETENCIES**

PROGRAM AND CURRICULUM

Transdisciplinary Units (TU)

The EPYP program aims to help students understand the interconnectedness of knowledge, understanding, competencies, and personal attributes. Each school works together to create a customized curriculum based on the **four transdisciplinary themes**:



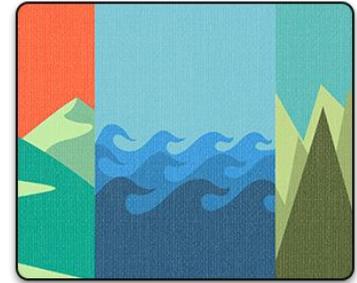
Who we are



How we live together



How we communicate



How we understand the world:
past, present and future

ASSESSMENT THAT SHAPES LEARNING

A Formative Approach

Assessment is intended to support the learner's growth. It is designed to give students a wide variety of opportunities to demonstrate their understanding and to develop their knowledge, curriculum skills and lifelong competencies. The IC Learning Experience Planner Template helps teachers design powerful experiences for their students. The student's portfolio has a variety of artifacts of learning, along with samples from formative assessments with clear learning outcomes.

1**EXPLORING****2****DEVELOPING****3****APPLYING****4****EXTENDING**

IC PLANNERS

Design for Powerful Learning

IC provides teachers with a set of comprehensive planners to help them design meaningful units and powerful learning experiences. Using the IC collaborative planners also brings consistency and continuity across grade levels, and enhance team planning.

IC Collaborative Unit Planner

UNIT TITLE:

School:

Grade: 3 Transdisciplinary Theme: Who we are

Duration: 4 Weeks Expected Start Date: Nov 1, 2022

Learner Attributes: Communicator Thinker Resourceful Compassionate NA

Choose between three and six attributes that particularly resonate with this unit

TABLE OF CONTENTS:

- The Big Picture
- Learning Goals
- Learning Experiences
- Unit Flow
- The Inquiry and Responsive Teacher

Replace this image with one that particularly resonates with this unit

IC Learning Experience Planner Template

LEARNING EXPERIENCE TITLE:

Grade: 3 Unit:

Disciplinary Theme: Who we are

Replace this image with one that connects well with the learning experience

1: The Big Picture
What are the key elements of the unit? Why is it relevant to your students?

| | |
|---|--|
| CENTRAL IDEA The unit's central idea is... | |
| LINES OF INQUIRY Learners will inquire about... | |

2: Learning Goals
What will students be able to understand, know and do as a result of inquiry?

UNDERSTAND
Conceptual Understanding

Click on the graphic to enter the unit concepts
The main overarching concepts of this unit are...
The related (smaller) concepts of this unit are...

PROFESSIONAL LEARNING MODEL

A Flexible and Impactful System

IC offers many Professional Learning opportunities for Early Childhood and Elementary **educators, coordinators, school leaders and families.**

Schools can choose between a variety of **synchronous and asynchronous online courses, online workshops** or **in-person workshops** on site.

All courses and workshops are facilitated by an IC Coach.



PROFESSIONAL LEARNING MODEL

Our State-of-the Art Community Platform

All IC teachers and school leaders have access to the **TeacherWit** online community platform, where **educators from all around the world** share ideas and resources, attend live events, build relationships and develop projects. IC educators are given access to a **private space** where they can find original pedagogical content and connect with other educators who share similar interests.

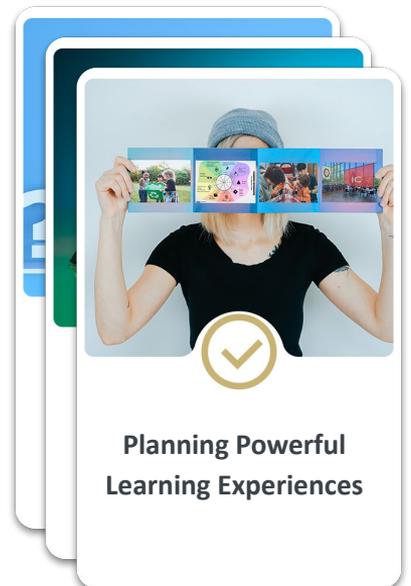
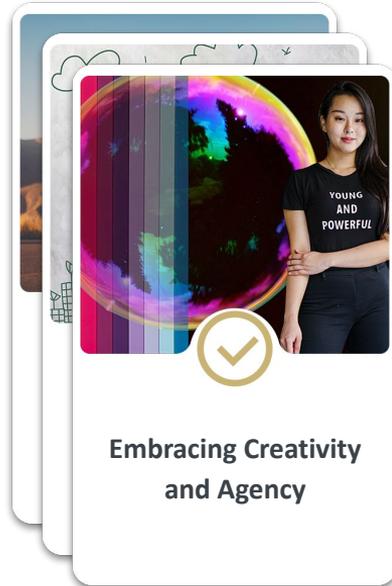
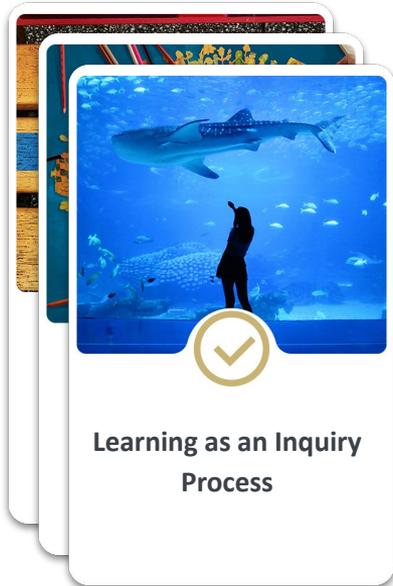
The screenshot displays the TeacherWit Global Community website interface. The top navigation bar is blue and includes the TeacherWit logo, a search bar with the text "Search International Comprehensive - IC", and several utility icons. Below the navigation bar, the main content area features a header for the "International Comprehensive - IC" community, with a sub-header "A community for all IC educators around the world". A navigation menu below the header includes "Page", "Table of Contents", "Feed", "Discovery", "Chat", and "More". The main content area is dominated by a large banner with the text "Welcome to the IC Community!" and a sub-message: "Empowering learners to THRIVE in all aspects of their LIFE and contribute to the lives of OTHERS." The banner image shows a young girl in a white shirt and dark skirt looking through a telescope against a backdrop of rolling hills. A blue share button with a "0%" indicator is visible on the right side of the banner. On the left side of the interface, there is a sidebar menu with various options: "Create", "Feed", "Discovery", "Connect", "Socialize and Collaborate" (with a notification badge), "Get Oriented", "Share", "In Practice", "Big Ideas", "School Culture", "Live Events", "Chats", "Espace Francophone", "SEE MORE", "Groups", and "International Comprehensive - IC" (with a notification badge). At the bottom of the sidebar, there is an "Explore" button.

TeacherWit is available as an App in every online store.

PROFESSIONAL LEARNING MODEL

Our Catalogue of Flexible Professional Learning Opportunities

Our catalogue of Professional Learning opportunities covers all areas of what makes quality education and can be delivered in many different ways: synchronous, asynchronous and in person. All courses and workshops are scheduled in alignment with the school Continuous Learning Cycle. Our subscription-based system gives educators access to all our online courses. IC requires all educators to complete at least one course every year.



PROFESSIONAL LEARNING MODEL

Course Structure

Our courses follow a consistent structure to enhance learning and deepen understanding. The use of thinking routines and mini-projects makes the learning experience more engaging and purposeful. All courses are designed to meet the needs of Early Childhood and Elementary teachers and school leaders.



PROFESSIONAL LEARNING MODEL

Empowering Teachers and School Leaders



**IC EDUCATOR
LEVEL 2**



We believe that one of the most impactful ways to improve Education in the world is to **focus on building capacity in teachers and school leaders**. Participants receive a certificate for course and workshop completion, and apply to become **IC Certified Educators, Leaders and Coaches**.



PROFESSIONAL LEARNING MODEL

Empowering Teachers and School Leaders

Every teacher chooses a minimum of one course per school year connected to their annual growth objective.

IC Educators are also eligible for the following certificates:



TANIKA J.

IC EDUCATOR
LEVEL 1

E1



EMMA M.

IC EDUCATOR
LEVEL 2

E2



DIEGO L.

IC COACH

C



NADIA Z.

IC LEADER

L

To become an IC Level 1 Educator, you must complete at least four courses or workshops within two consecutive years.

To become an IC Level 2 Educator, you must complete at least eight courses or workshops within four consecutive years.

To become an IC Coach, you need to have completed both level 1 and 2, and submit your portfolio. IC Coaches have the opportunity to be hired by IC to run workshops and courses.

To become an IC Leader, you must complete at least four leadership courses or workshops within two consecutive years.

IC PROGRAM AND SERVICES FEES - 2023

| | | |
|---|----------------------|---|
| Personalized ongoing support and visiting team report | Included in the fees | ✓ |
| Onboarding Professional Learning and materials | Included in the fees | ✓ |
| Online Community, IC private groups and free webinars | Included in the fees | ✓ |
| Digital access to materials and guides | Included in the fees | ✓ |
| Subscription to access all online courses* | \$59/month/educator | |
| Individual online course | \$280/course | |
| 1-day online workshop | \$190/participant | |
| In-person workshop - 3 days | \$440/participant | |
| Full Harvard Certificate in Early Education Leadership (CEEL) | \$2,840/participant | |
| Application Fee | \$3,400/school | |
| Candidacy and Consultation Fees | \$8,200/school | |
| Annual Fees | \$8,200/school | |
| EPYP Certificate, including an evaluation of student's portfolio and projects | \$99/student | |

*limited to one course at a time and a total of six courses per year per educator



www.icomprehensive.com

Learn more about the EPYP

Empowering learners to **THRIVE** in all aspects of their **LIFE**
and contribute to the lives of **OTHERS**.