

EMPOWERING LEARNERS TO THRIVE IN ALL ASPECTS OF THEIR **LIFE**



[IComprehensive.com](https://www.IComprehensive.com)

PreK-12 International Program

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OUR VISION

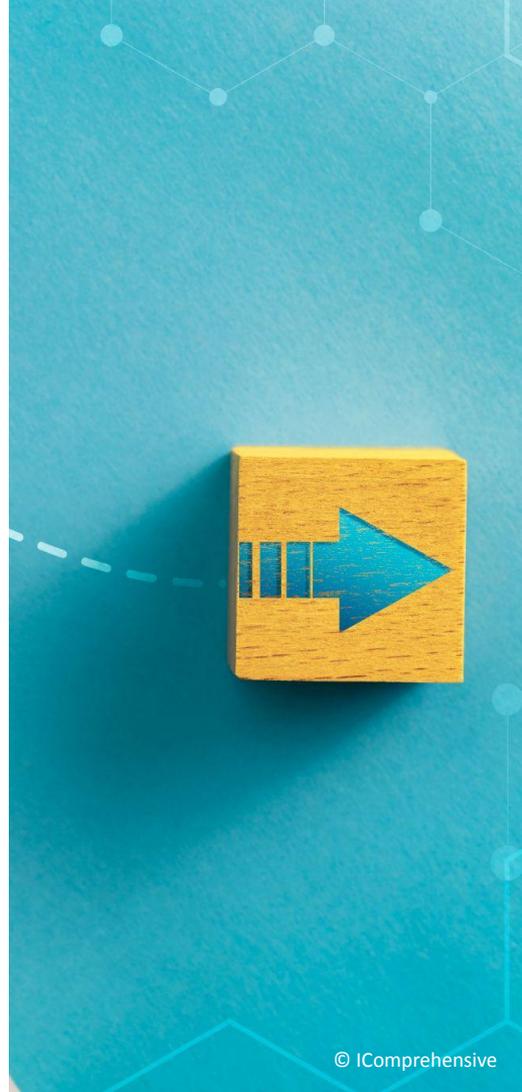
Building a new culture of learning focusing on lifelong competencies

International Comprehensive is a worldwide inquiry-based, competency-driven and technology-wise K-12 program. IComprehensive's goal is to help schools and educators build a transformative culture of learning that empowers learners to thrive in all aspects of their life.

All around the globe, experts, international institutions like the OECD, and educators are urging schools to adapt to the changing reality of the world by focusing on deep thinking, personal and social competencies, and conceptual understanding. We are committed to bringing this vision to life.

Based on efficient and up-to-date international teaching and learning practices, the IC inquiry-based and competency-driven program creates a unique culture of learning focusing on lifelong growth.

Embark with us upon an educational experience unlike any other!





OUR TEAM

A strategic partnership to reshape Education

Our team works in close partnership with Richmond International Education and the Richmond School District, which has 20,000 students in 38 elementary schools, 10 secondary schools and other educational settings in Canada. Our partnership with Digital Media Academy offers access to 100+ K-12 Online & In-Person Applied Technology Courses easy to implement in all subjects.

We are all fully committed to working together with you and with our partners to leading the worldwide reshape in Education that all learners need.



International Canadian Academy



Richmond International Education



International Comprehensive



Richmond School District



Digital Media Academy





THE IC PROGRAM

A Comprehensive and Forward-Looking Approach

Our program offers flexible pathways and clear guidance to embrace change as it can constitute a unique opportunity to improve our practices and habits of mind. The IC Program actively promotes and values student agency and interests, real-world challenges, inquiry, creative and critical think, trustful relationships, meaningful integration of technology, cultural and self awareness as well as social and environmental justice.

The program has been designed so that schools can create an inviting, caring and stimulating learning environment.

Our central focus is the lifelong growth of every learner to pursue their aspiration and reach their full potential. We are committed to leading the way to a reshape in Education by empowering all learners to thrive and contribute all together to build a better world.





WHAT WE OFFER

An Effective, Simple, Fast and Personalized Process

Accredited Schools are authorized to:

- ✓ Receive the IC Onboarding Kit with all necessary information.
- ✓ Access all teaching and learning materials, guides, tools and templates.
- ✓ Receive ongoing and personalized support and a dedicated IC Facilitator for your school.
- ✓ Use the International Comprehensive (IC) name, programs, framework and logos.
- ✓ Use our partners' innovative curricula in Math, Science, English and Technology.
- ✓ Access a catalog of empowering teacher training courses.
- ✓ Obtain Educator certificates for course and workshop completion.
- ✓ Receive personalized online and in-person workshops led by IC Coaches.
- ✓ Get a seamless, fast and efficient accreditation recognition.
- ✓ Access our Online Resource Centre with hundreds of educational resources.
- ✓ Access the IC Global Learning Community Platform.





OUR QUALITY GUARANTEE

Our Commitment

1 PERSONALIZED

Our relationship and communication with you matters, you will have a dedicated ICA Facilitator who knows you and offers a personalized and ongoing support to meet your needs.

2 UP-TO-DATE

Our model, resources, courses and workshops will always be up-to-date with the latest trends in global education to maintain a high level of quality.

3 EFFICIENT

We respect your time and value your expertise. Our processes are quick, simple and efficient. You will not be overwhelmed by paperwork.

4 SOLUTION-ORIENTED

We stand by our model and are confident that you will have a very positive experience with it. However, if you have a problem, we are dedicated to solving it and doing whatever it takes.





BENEFITS FOR STUDENTS

Adaptive Lifelong Learners

- ★ Be empowered to develop key lifelong competencies that are critical to thrive in life
- ★ Be able to foster and use personal and social competencies to cooperate and collaborate both locally and globally.
- ★ Be encouraged to think, act and communicate independently and responsibly
- ★ Be empowered to drive their own learning and choose their own pathway
- ★ 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
- ★ Undertake both collective and personal actions to respond to authentic challenges
- ★ Take part in programs of education that can lead them to find and pursue their aspirations
- ★ Use Technology in a purposeful, creative and wise way.





BENEFITS FOR SCHOOLS

Forward-thinking schools

- ★ A high standard quality assurance recognition
- ★ A clear, modern and research-informed learning framework
- ★ Programs that are compatible with local requirements
- ★ A personalized support with a dedicated IC Facilitator for your school.
- ★ An unlimited access to the IC resource centre
- ★ A simple, fast and effective accreditation process
- ★ A large choice of Professional Learning courses at a member price
- ★ A consistent, yet flexible program to adapt to any future scenario and to your unique needs

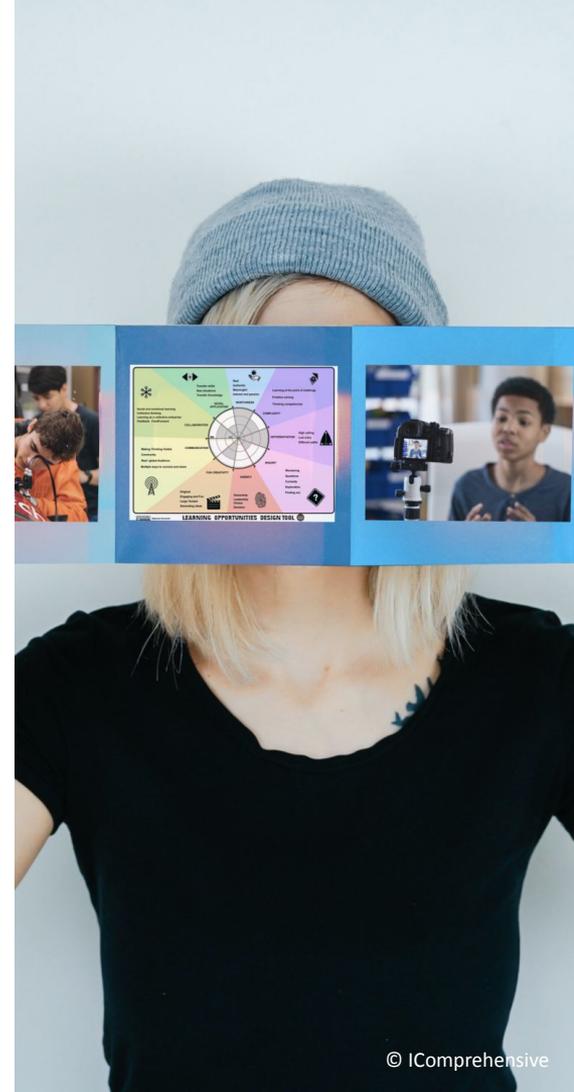




BENEFITS FOR EDUCATORS

Empowered Educators

- ★ Choice and ownership to expand and deepen their professional competencies from any time zone with flexible online courses
- ★ Access to up-to-date learning resources and practical guides in a variety of formats
- ★ Access to a network with diverse educators from around the globe
- ★ Practical tools and templates to plan, collaborate and design powerful learning experiences connected to the real world and student's interests.
- ★ A clear and meaningful learning Framework and Assessment approach





THE IC FRAMEWORK

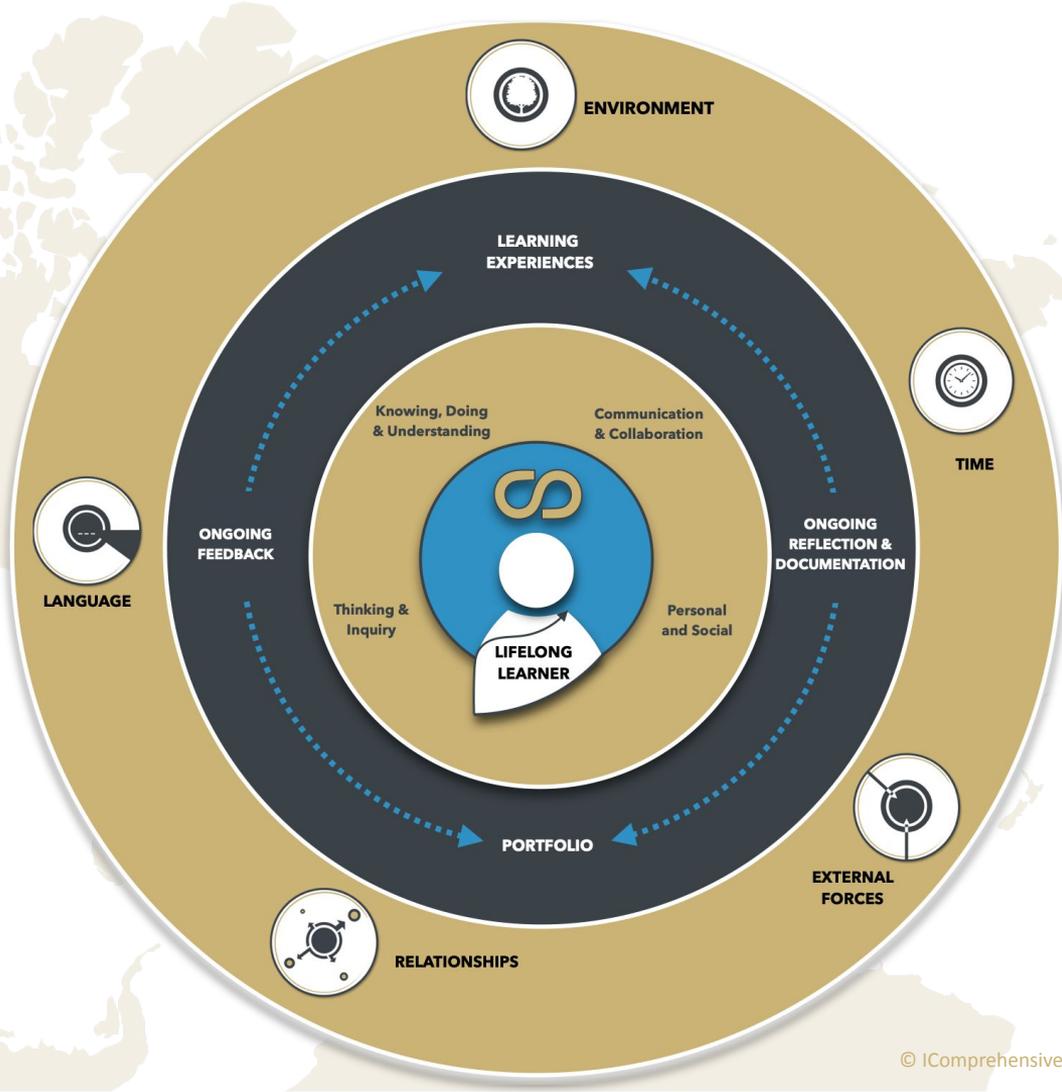
Key points

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.

Overarching forces like Time or Environment can be leveraged to benefit student's learning.



A TRANSFORMATIVE CULTURE OF LEARNING

A culture of learning equips students for life

Our culture of learning is built around the 7 following principles:

1. Learner-driven and personalized
2. Inquiry deepens learning
3. Making learning conceptual, relevant and authentic
4. Lifelong competencies are critical assets
5. Learning is a process
6. Technology opens new possibilities
7. Overarching forces have a significant influence on learning



1. LEARNER-DRIVEN AND PERSONALIZED

Our approach is learner-driven and based on students' interests. Students and educators are agents of their own growth.

Every learner comes with a unique combination of identity, personality, passions, experience, needs, culture, mindset, toolset and skillset that has to be noticed, valued and taken into account to personalize learning.



2. INQUIRY DEEPENS LEARNING

Inquiry and curiosity deepen learning. Inquiry values questioning, wondering, investigation, observation and research with the learner being the main driver of the process. It also helps learners to understand how to learn and develop metacognitive skills.

Learning happens everywhere, both within and outside the classroom. The role of the educator is to be an activator of learning who models, wonders, notices, documents, asks questions, cares, reflects, clarifies, gives and gets feedback, designs and facilitates learning.



3. MAKING LEARNING CONCEPTUAL, RELEVANT AND AUTHENTIC

Big ideas and concepts are necessary to construct understanding. Conceptual understanding moves away from subject-specific content and memorization by focusing on the big ideas. Because concepts are not restricted to one domain or one period of time, they allow learners to make connections with their prior knowledge, identify patterns, grasp big ideas in a transferable way and apply what they learnt across subjects. By nature, concepts are indeed transdisciplinary and promote a higher level of thinking.

Real-world stories, examples, facts and challenges both local and global constitute relevant materials that learners use and transform to construct their own knowledge and create something original.

4. LIFELONG COMPETENCIES ARE CRITICAL ASSETS

Both children and adults need to develop a set of complex skills, knowledge and dispositions, but more importantly, they need to use this combination wisely and purposefully depending on the context. Personal and social competencies are essential to thrive as individuals at any stage of our life as they help us better understand ourselves and how we relate to others.





5. LEARNING IS A PROCESS

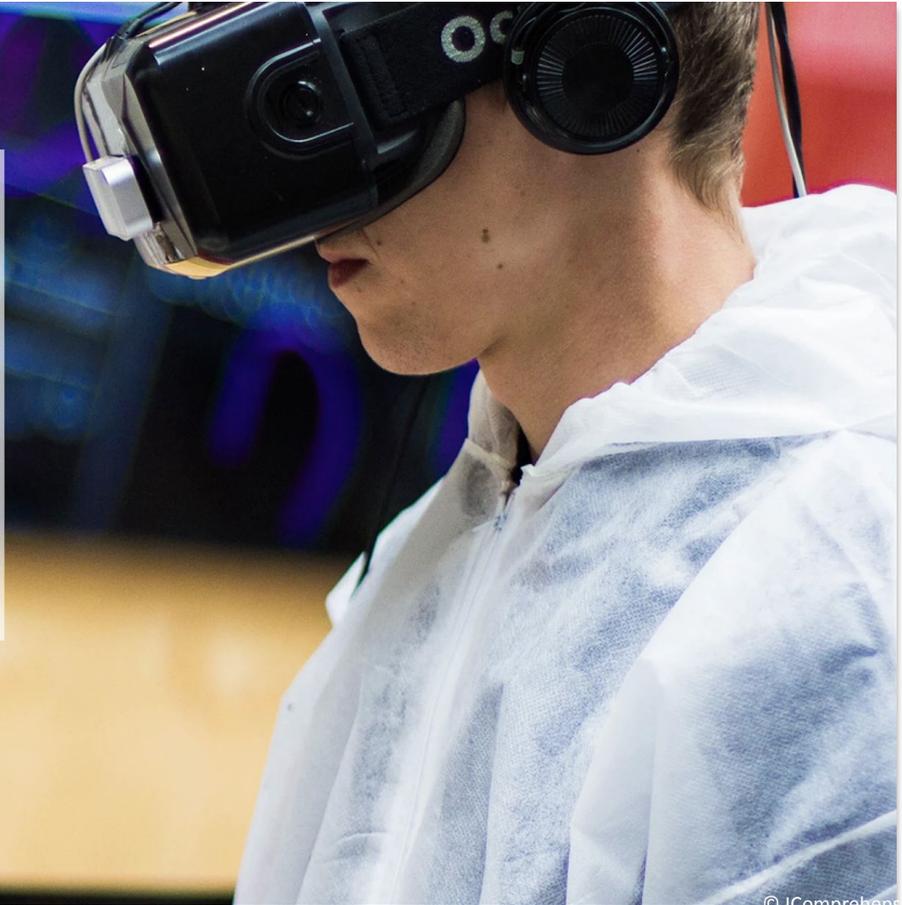
Learning is a process that involves ongoing questioning, feedback, observation, reflection and documentation.

A portfolio captures this process and tells the story of who we are as learners over the years. While the journey is exciting and worthwhile in itself, the real added value comes from the reflection we have all along the way.

Assessments are designed for learning. They are thoughtfully integrated into the whole process and aligned with well-defined criteria.

6. TECHNOLOGY OPENS NEW POSSIBILITIES

When the integration of technology is authentic and purposeful, it amplifies learning, opens new possibilities, shapes engaging learning experiences and enables an accurate documentation of the process.





7. OVERARCHING FORCES HAVE A SIGNIFICANT INFLUENCE ON LEARNING

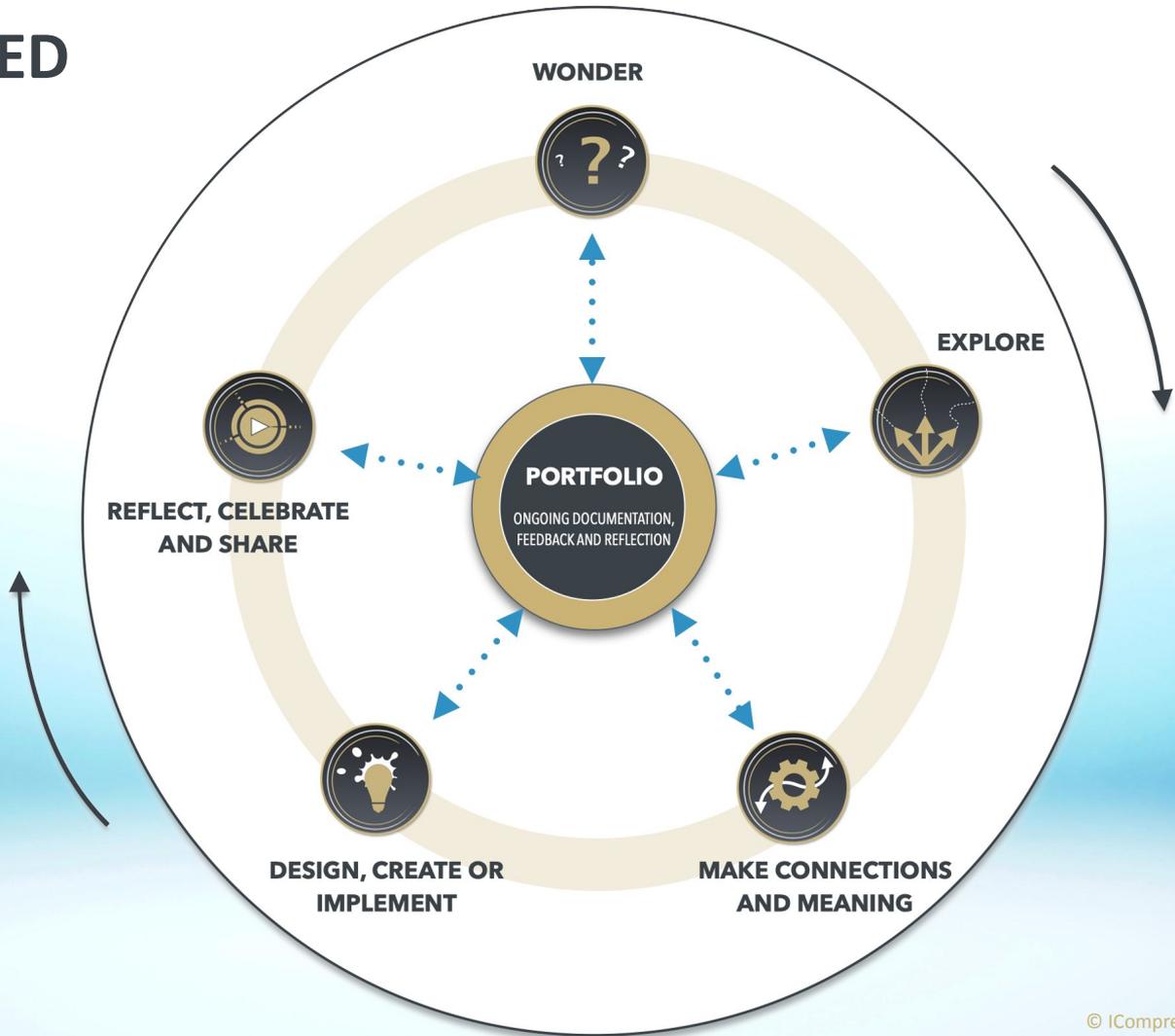
Time, Environment, Languages, Relationships and External factors are overarching forces which operate in every community, school and classroom. They are important cultural markers which shape safe, effective, inspiring and engaging conditions for learning.

These forces also highly contribute to our well-being and social emotional development. In order for them not to become obstacles or constraints, we need to think deeply about how we might be able to monitor, adapt and tailor them to build an impactful culture of learning.





INQUIRY-BASED LEARNING



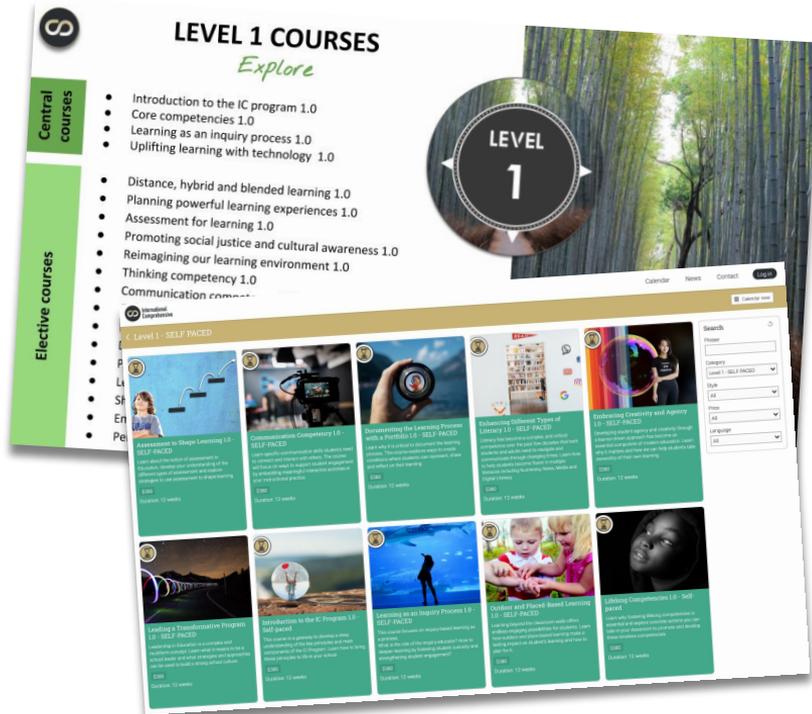


PROFESSIONAL LEARNING

Empowered educators

Our [catalogue of courses](#) is designed to empower educators worldwide so that they can develop their own competencies and grow both as individuals and educators. Being an educator has probably never been so exciting and challenging at the same time. That's why we want to honour your time and intelligence by offering choice and flexibility to all educators to define their own pathway and pace from a rich catalogue of meaningful and manageable courses.

At International Comprehensive, we take Professional Learning seriously because we believe that we cannot empower students without empowering educators. Professional Learning is fundamental to reshaping Education so it will have a sustainable impact on student learning and growth.





1 FRAMEWORK, 3 PROGRAMS



**EARLY CHILDHOOD AND
ELEMENTARY PROGRAM**



SECONDARY PROGRAM



THE COMPREHENSIVE DIPLOMA



EC & ELEMENTARY PROGRAM

An inquiry-based, technology-wise and personalised program to embark on an engaging, meaningful, joyful and empowering learning journey.

The IC Early Childhood and Elementary Program empowers the whole child so they become lifelong learners who thrive in all aspects of their life and easily adapt as the world changes.

The focus of the Program is less on content and more on the process of learning by encouraging students to ask and answer their own questions. The IC Elementary Program is designed around 7 key principles that define a unique culture of learning.

While supporting schools to align their program with their vision, the EC & Elementary Program starts in PreK and is also highly compatible with local and national requirements.





EC & ELEMENTARY PROGRAM

■ 7 key principles

The 7 key principles create a unique culture of learning that will inform everything we do and help us create an international educational experience unlike any other.



■ Learning Portfolio

Learning is a process. Students develop an ongoing Learning Portfolio to document their journey. Not only this portfolio displays successes but challenges. It goes hand in hand with the Individual [Profile](#).



■ Personal Inquiry

Although inquiry is infused in all units, students also conduct a Personal Inquiry which can be completely independent from any course they take. Depending on their age, they might be able to choose a learning partner within the school community to provide them with feedback.



■ Collective Action

Students participate in a collective action, which aims at responding to an identified challenge that could be either local or global, small and big.





SELECT YOUR EC & ELEMENTARY PROGRAM

IC ELEMENTARY PROGRAM

- **GROUPING:** Age is the main criterion to create small class sizes. Depending on the moment of the day, students learn individually, in small groups or with the entire class. They frequently spend time and collaborate with students from other classes and grade levels.
- **ENVIRONMENT:** Each class has a designated room, arranged according to the principles of flexible classrooms. They also use common areas - pods- where students can interact with other students and educators.
- **TIME:** Class schedule includes some elements of interdisciplinary and choice
- **CURRICULUM:** Depending on the school context, content may relate on local requirements. Even so, some content should always be defined by educators and involve student's participation. Co-teaching and interdisciplinary projects take place regularly.
- **ASSESSMENT:** If the school already has prescribed and mandatory standards, they will be aligned with IC Standards to avoid any duplication. Students self-assess, and are assessed by their educators and peers according to their mastery of these standards. Every student and educator document the learning process and reflect on a portfolio.

IC ELEMENTARY FORWARD PROGRAM

- **GROUPING:** Multi-age and competency/interest-based groupings. Groups are not traditional classes. They are smaller groups that are redefined for each project. Educators are either assigned groups or a room for a determined time period.
- **ENVIRONMENT:** There is no designated classroom. Every room corresponds to a set of resources and equipment under the supervision of an educator. Every room is arranged according to the principles of flexible classrooms and vast common areas - pods- are created where students can interact with other students and educators.
- **TIME:** Class schedule is designed around blocks with a high degree of flexibility within each block. Learning time is interdisciplinary and personalized.
- **CURRICULUM:** Depending on the school context, content may relate on local requirements. Even so, some content should always be co-defined by educators and students. Co-teaching and interdisciplinary are fully integrated into the curriculum.
- **ASSESSMENT:** If the school already has prescribed and mandatory standards, they will be aligned with IC Standards to avoid any duplication. Students self-assess, and are assessed by their educators and peers according to their mastery of these standards. Every student and educator document the learning process and reflect on a portfolio. This portfolio is open to comments and feedback from the whole school community.



SECONDARY PROGRAM

An engaging program that develops a sense of self and community while helping students explore their interests and define their aspirations.

The IC Secondary Program, made of 7 areas of focus is meaningfully designed to meet the needs of every student.

The Program is also highly compatible with local and national requirements.

It offers flexibility to schools and choice to students.

Students must do a minimum of 1 course per year in each of the 7 areas of focus. Additionally, they can choose any other course offered by their school.





SECONDARY PROGRAM

■ 7 learning principles

The **7 key principles** create a unique culture of learning that will inform everything we do and help us create an international educational experience unlike any other.



■ 7 areas of focus

Students must do a minimum of 1 annual course per year or two semester courses in each of the **7 areas of focus**. Additionally, they can choose any other course offered by their school.



■ Learning Portfolio

Learning is a process. Students develop an ongoing **Learning Portfolio** to document their journey. Not only this portfolio displays successes but challenges both in school and out-of-school. It goes hand in hand with the Individual [Profile](#).



■ Personal Inquiry

Students conduct a **Personal Inquiry** which can be transdisciplinary and completely independent from any course they take. They can choose a learning partner within the school community to provide them with feedback.



■ Collective Action

Students start or join a **collective action**, which aims at promoting civic and community engagement by responding to an identified challenge that could be either local or global, small and big.





SECONDARY PROGRAM

IC SECONDARY PROGRAM

- **GROUPING:** Age is the main criterion to create small class sizes. Students can choose their courses according to the guidelines defined by the school. Depending on the moment of the day, students learn individually, in small groups or with the entire class. They frequently spend time and collaborate with students from other classes and grade levels.
- **ENVIRONMENT:** Each course takes place in a designated room, arranged according to the principles of flexible classrooms. They also use common areas - pods- where students can interact with other students and educators. In any case, learning time is always used for thinking, inquiring, creating, and collaborating.
- **TIME:** Daily schedule includes some elements of interdisciplinary and choice
- **CURRICULUM:** Depending on the school context, content may relate on local requirements. Even so, some content should always be defined by educators and involve student's participation. Courses are organized around the 7 areas of learning with frequent co-teaching and interdisciplinary opportunities.
- **ASSESSMENT:** If the school already has prescribed and mandatory standards, they will be aligned with IC Standards to avoid any duplication. Students self-assess, and are assessed by their educators and peers according to their mastery of these standards. Every student and educator document the learning process and reflect on a portfolio.

IC SECONDARY FORWARD PROGRAM

- **GROUPING:** Multi-age and competency/interest-based groupings. Students can choose their courses according to the guidelines defined by the school.
- **ENVIRONMENT:** Every room is arranged according to the principles of flexible classrooms and vast common areas - pods- are created where students can interact with other students and educators. The environment is open and modular.
- **TIME:** Daily schedule is designed around blocks with a high degree of flexibility and personalization within each block. In any case, learning time is always used for thinking, inquiring, creating, and collaborating. During the week, students can decide how to use their flextime periods.
- **CURRICULUM:** Depending on the school context, content may relate on local requirements. Even so, some content should always be co-defined by educators and students. Co-teaching and interdisciplinary are fully integrated into the curriculum. Although courses are organized around the 7 areas of learning, a majority of them are interdisciplinary and project-based.
- **ASSESSMENT:** If the school already has prescribed and mandatory standards, they will be aligned with IC Standards to avoid any duplication. Students self-assess, and are assessed by their educators and peers according to their mastery of these standards. Every student and educator document the learning process and reflect on a portfolio. This portfolio is open to comments and feedback from the whole school community.



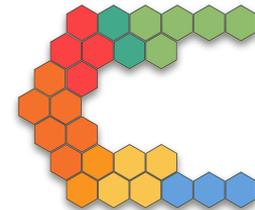
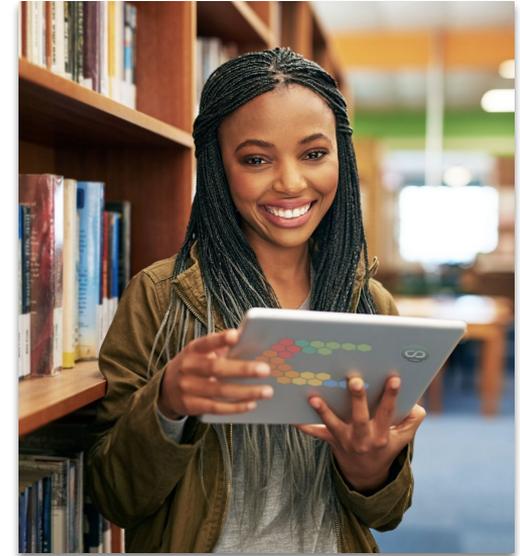
THE COMPREHENSIVE DIPLOMA

A Diploma that captures the full picture.

International Comprehensive has developed a new diploma that not only provides evidence of academic proficiency, but also truly captures students' holistic growth, interests and personality traits.

Subject scores alone fail to tell the story of a whole person. Currently, most school transcripts only capture academic success and are designed around assessments and tests. What do passing grades and current transcripts tell about a student's competencies, personal growth, personality, interests, community involvement or out-of-school experiences and achievements? Not much.

The Comprehensive Diploma offers a student-driven solution that empowers them to drive their own learning and choose their own pathway to Higher Education and beyond.



The **combined mastery credits** earned by a student create a unique and authentic visualization of each learner's strengths and interests.



THE COMPREHENSIVE DIPLOMA

Graduation requirements

In alignment with the Mastery Transcript Consortium, learners are assessed on their mastery of specific knowledge, skills and competencies. To graduate, Learners must earn **60 Mastery credits** and have completed the **3 mandatory projects**: Portfolio reflection, Personal Inquiry and Collective Action reflection.



4 areas of focus

Learners must take their courses in at least **4 of the 7 areas** of focus. Each course of a minimum of 60 hours gives students 2 credits. Annual courses (>110 hours) give students 4 credits. **External training** such as Lifeguard, Entrepreneurship or Programming can also be authorized by IC and give Comprehensive Diploma students Mastery credits.



Learning Portfolio reflection

Students will **reflect** on their learning based on their portfolio which explains their growth over the past years both in school and out-of-school. - 4 credits



Personal Inquiry

Students conduct an **Inquiry** about one event, process or action that has had a **significant impact** either locally or globally on Human life and/or the Environment. They must choose a learning partner within the school community to provide them with regular constructive feedback. - 4 credits



Collective Action reflection

In their last two years before graduation, students participate to a **collective action** aiming at responding to an identified challenge that could be either local or global, small or big and reflect on their experience. - 4 credits



ASSESSMENT THAT SHAPES LEARNING

What is the Icomprehensive assessment 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 student's portfolio will have a variety of artifacts of learning, along with samples from formative and summative assessments.



ASSESSMENT THAT SHAPES LEARNING

What do we mean by formative assessments?

Formative assessments are generally quick and simple ways to get a clear indication of what students know or are able to do and understand at a certain time. They play a fundamental role in the process of learning.

Students use formative assessments to improve their knowledge, understanding and skills by getting feedback, self-assess, reflect and define strategies for further improvements.

Formative assessments constitute important milestones that inform the educator on where the learner is so that they can give students feedback and plan the next moves.



ASSESSMENT THAT SHAPES LEARNING

What do we mean by summative assessments?

Summative assessments are designed to give educators information about a student's learning progress. They should refer explicitly to learning outcomes, and should provide students with the opportunity to think deeply, apply their knowledge to new and novel situations and effectively communicate their understanding as shown on the Learning Opportunities Design tool. Summative assessment may be undertaken in a variety of formats, for example, project-based learning.

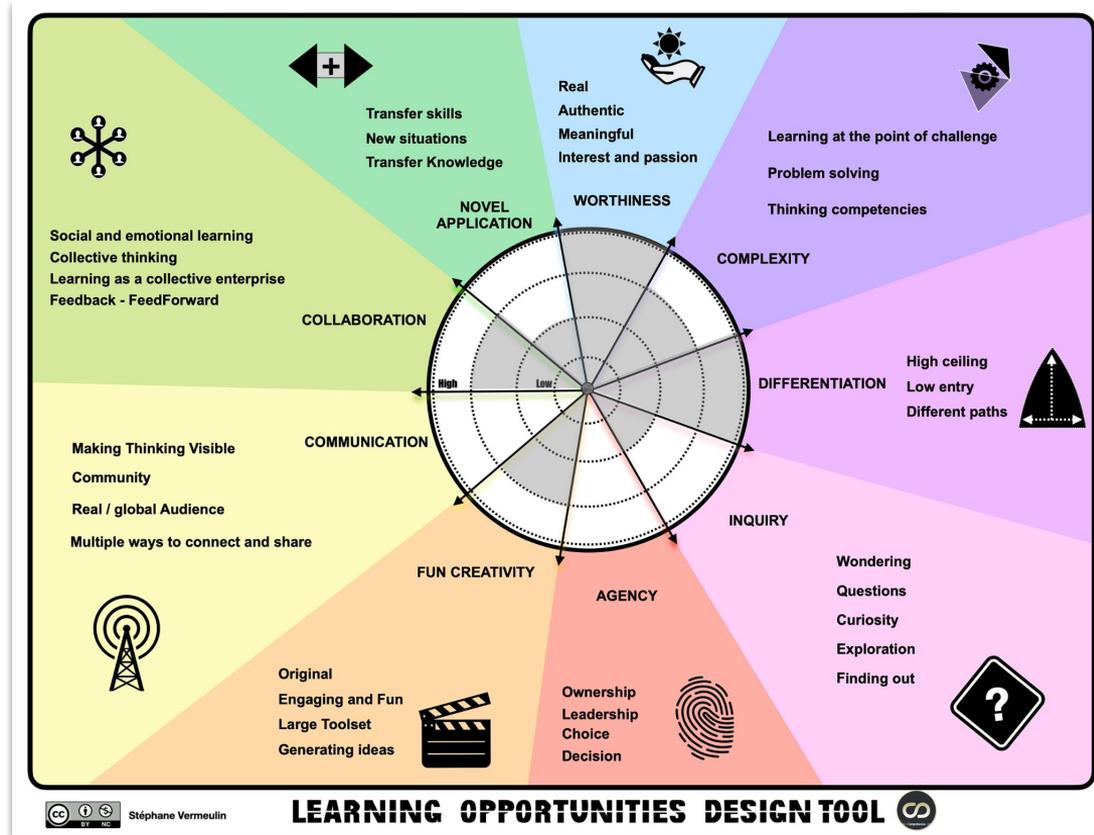




ASSESSMENT THAT SHAPES LEARNING

Assessment Design

This tool is intended to support the planning process by creating a visual of some of the main elements that an educator can use to create deep learning opportunities.





ASSESSMENT THAT SHAPES LEARNING

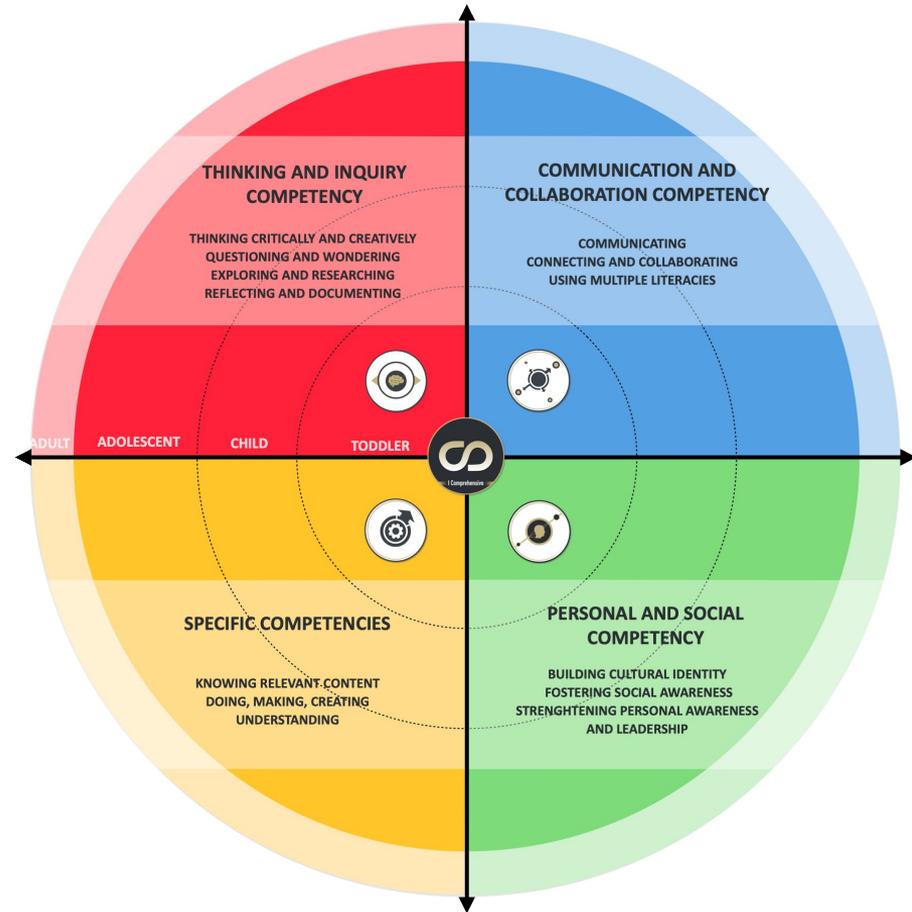
Learning Standards

IC Learning Standards are based on strategic competencies and mirror the different development stages of students as they pursue their growth over time.

At every stage of their development, students strengthen their competencies and acquire new ones at their own pace. This process does not take place in the same way for every learner and continues during their adult life.

Learning Standards are concise, student-centred and measurable criteria that describe what students are expected to know, understand, be and do as a result of a learning experience. They can be easily aligned with local curricula and are mostly used by educators to:

- Plan learning experiences and assessment opportunities
- Monitor student progress throughout the learning process, make adjustments if necessary, and report.





ASSESSMENT THAT SHAPES LEARNING

Learning Standards are organized in four main categories:

- **COMMUNICATION AND COLLABORATION COMPETENCY:** Communicating, Collaborating and Mastering Multiple Literacies
- **PERSONAL AND SOCIAL COMPETENCY:** Personal Awareness, Cultural Identity and Social Awareness
- **THINKING AND INQUIRY COMPETENCY:** Thinking, Questioning, Wondering, Exploring, Researching, Reflecting and Documenting.
- **SPECIFIC COMPETENCIES:** Learning Area specific competencies, Knowing relevant content, Doing, Making, Creating, Understanding.





ASSESSMENT THAT SHAPES LEARNING

How do we assess students?

In the IComprehensive approach, educators prioritise standards and focus on essential learning and competencies. Schools are offered the possibility to keep their current assessment policy as it is or to integrate the IComprehensive assessment system by which educators determine how students meet every standard:

1

EXPLORING



Students are familiarising themselves with the standard and are beginning to engage with it independently.

2

DEVELOPING



Students are on their way to develop the standard in a more consistent and independent way.

3

APPLYING



Students consistently meet and apply the standard.

4

INTEGRATING



Students fully integrate the standard and can confidently apply it to different contexts.



RESOURCE CENTRE

Accredited schools are given unlimited access to the IC Resource Centre where they can find many guides, materials and tools to enable them to bring the IC program to life.

Some of the resources available for Educators include:

- Unit Planner Template
- Individual Profile Template
- Assessment guide
- Learning experience Design Tool
- Portfolio guidelines and templates
- Report card guidelines and templates





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