International
Canadian
Academy

ICanadianAcademy.com

Empowering learners
to thrive in all aspects of their life

**Early Childhood Franchise Education
for Children Age 1 ½ – 6 Years**

OUR TEAM

A strategic partnership to reshape Education

With decades of global experience in paving the way for quality education programs, **Andre Nudelman, chairman of ICA and Entrepreneur in Residence at Stanford Graduate School of Education**, is the former co-owner and President of Maple Bear Schools Latin America.

ICA is the result of this successful experience, combined with a vision to reshape education and the solid expertise of his other company, **Digital Media Academy**, founded in 1999 in the Silicon Valley.

As a brand new, yet experienced education company, ICA offers a unique education model, in partnership with the **Canadian Public Education System**, through Richmond School District, and with Digital Media Academy, the top quality STEM program, offered at DMA's Tech Camps at Stanford, Harvard, and other leading universities in North America.

ICA schools are also authorized to use the **International Comprehensive (IC)** competency-driven learning framework focusing on the lifelong growth of every learner through an inquiry-based approach.

ICA

International Comprehensive

Digital Media Academy

Richmond International Education

RICHMOND SCHOOL DISTRICT NO.38

Richmond School District

OUR FRANCHISE MODEL

A Simple Pathway to Quality Education

ICA's franchising model provides preK-12 schools with the highest quality program, fully developed to potentialize each student, teacher and school.

ICA is an official member of the **International Franchise Association** (IFA) as a Franchisor.

ICA has a Master Franchisee for the **34 countries** of the Latin America-Caribbean-USA region.

IFA
INTERNATIONAL FRANCHISE ASSOCIATION
MEMBER

ICA LATIN AMERICA, CARIBBEAN & USA

PROFESSIONAL LEARNING MODEL

Canadian public system's expertise

Richmond International Education

Richmond School District

ICA works in **partnership** with Richmond International Education and the Richmond School District.

Their **expertise** in all academic areas, English Learning, global education, quality assurance and teacher training contributes strengthen the ICA program.

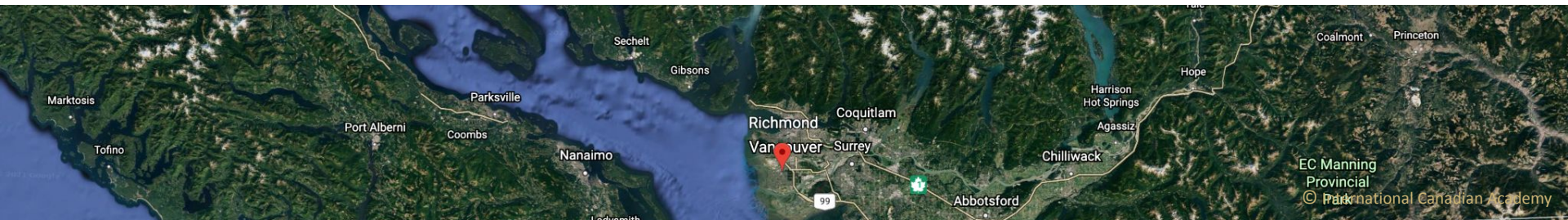**Workshops** can be organized online, on-site and in one of Richmond's 48 schools and learning centers.

20,000+ STUDENTS

48 SCHOOLS

100+ TRAINERS AND CONSULTANTS

© International Canadian Academy

OUR BRAND

A forward-thinking Canadian brand

Our brand's Canadian identity is part of ICA's narrative and is also a symbol of quality education, effective practices and continuous improvement combined with a caring and open-minded mindset.

The infinity symbol of our brand is intrinsically connected to the idea of continuous learning; reshaping of schools by valuing and fostering personal and social competencies, thinking competencies, an inquiry mindset, purposeful use of technology, personalized learning, creativity and communication.

We are fully committed to working together and with schools and educators to lead the worldwide shift in Education that all learners need.

OUR VISION

- Empowering schools to nurture competent lifelong learners -

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 core competencies, conceptual understanding and digital skills.

ICA has developed systems, knowledge and methods that franchisees can easily implement to empower learners to think creatively and critically, be inquisitive, and foster digital, personal and social competencies so that they can thrive in all aspects of their life.
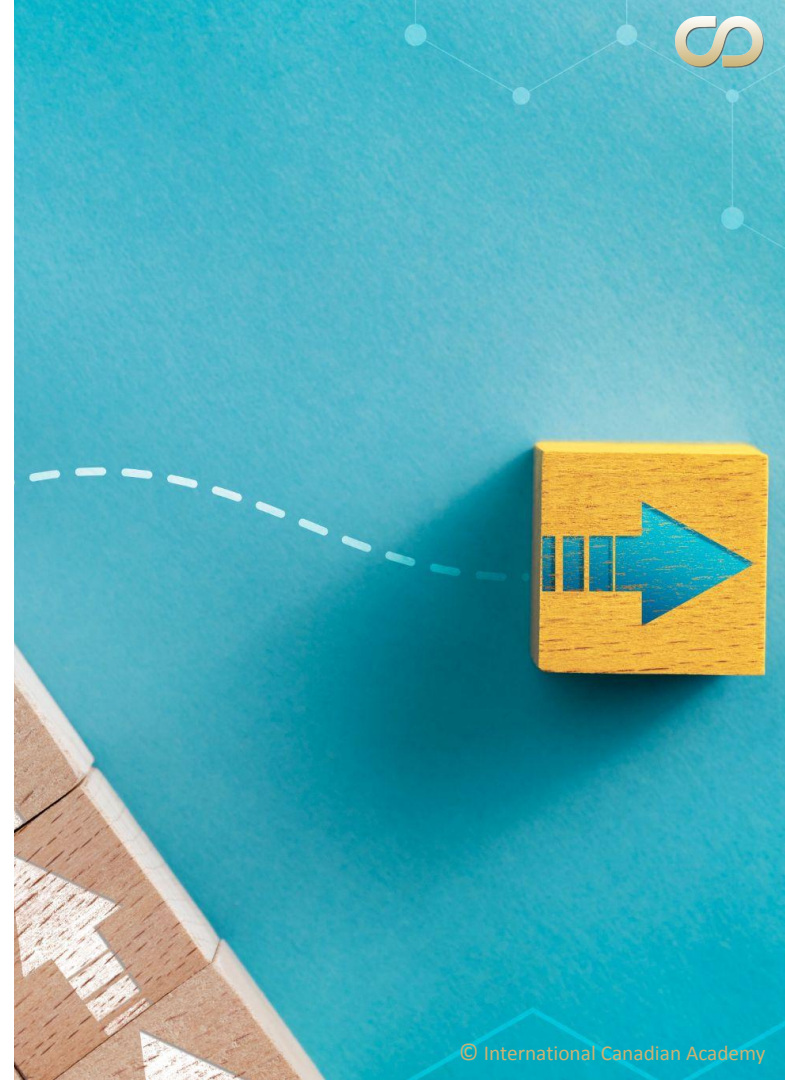
WHY CANADA?

How well does Canada perform in international testing and why?

Canada is recognized worldwide for its remarkable quality of education. For decades, Canada is the top ranked English speaking country on international testing, especially the OECD PISA.

The excellent results achieved by Canadian schools can be explained by the quality and continued professional development of the teaching staff, the capacity to integrate non-English speakers, the expertise in bilingual education, the focus on thinking and understanding rather than content delivery, a pedagogical approach based on inquiry and a genuine desire to know students deeply and personalize learning so that all students can find their own path and reach their full potential.

BECOME A MASTER
FRANCHISEE

MASTER FRANCHISEE

What does it mean to be a Master Franchisee?

Master Franchisees have the **right to establish, franchise and operate** International Canadian Academy Education Preschools within the Territory and to procure, qualify, train and assist Franchisees to establish and implement the ICA model in new and existing schools, and operate Educational Institutions within the Territory.

In addition to ongoing and personalized **support**, ICA provides Master Franchisees with **training** and all **manuals**, procedures, professional learning materials and templates for them to be fully operational in a short period of time, even if they have no prior experience in Education.

MASTER FRANCHISEE

What does it mean to be a Master Franchisee?

The Master Franchisee onboarding process is structured around asynchronous and synchronous training opportunities on the TeacherWit platform. Our courses can be done in a self-paced mode by key personnel of the MF.

At the end of every section, a wrap-up meeting is organized with the ICA Global instructor to clarify and reflect before moving to the next session.
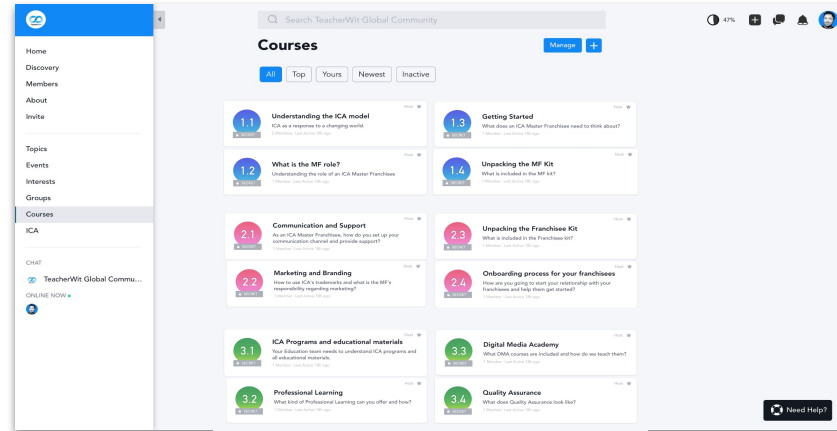
You also have access to all the guides and materials you need to operate and to support your franchisees.

MASTER FRANCHISEE

What does it mean to be a Master Franchisee?

TRAINING YOUR TEAM

Annual and ongoing training:

- ❏ Education Training about ICA programs and curricula
- ❏ Operational Training
- ❏ Franchisee Onboarding
- ❏ Quality Assurance Training
- ❏ Professional Learning
- ❏ Digital Media Academy Training

SUPPORTING YOUR TEAM

Personalized support to the MF team regarding all components with guaranteed office hours and a direct channel of communication between the MF and ICA. On a unique platform, you can easily contact your facilitator, schedule online meetings, organize webinars, share files and access your training modules.

QUALITY ASSURANCE

A guarantee of quality education

Quality Assurance is an effective way for schools to maintain high standards of education through continuous improvement. ICA has defined a clear and effective process to consistently evaluate schools and provide them with constructive feedback. Led by a team of ICA evaluators, the annual visit is organically integrated into an ongoing process of continuous improvement with the support of a dedicated ICA facilitator. ICA evaluators take time and care to support the development of each individual institution through genuine and supportive feedback.

BENEFITS FOR THE FRANCHISEE

A fast implementation of a comprehensive and effective system

A research-based **learning framework and methodology** developed by IC, always up-to-date with the most effective Canadian and International practices.

Student-centered, inquiry-based and competency-driven comprehensive bilingual **preK-12 programs** with access to curated pedagogical resources that will support new, and pedagogically new teachers.

Operations manuals, including an implementation guide and all handbooks, policies, forms and templates.

Online and in-person training and meaningful resources for all educators, principals, coordinators, school owners and parents. Every participant receives an ICA certificate for completion.

Personalized and ongoing support with a dedicated ICA Facilitator from day one and a seamless and efficient **quality assurance** process.
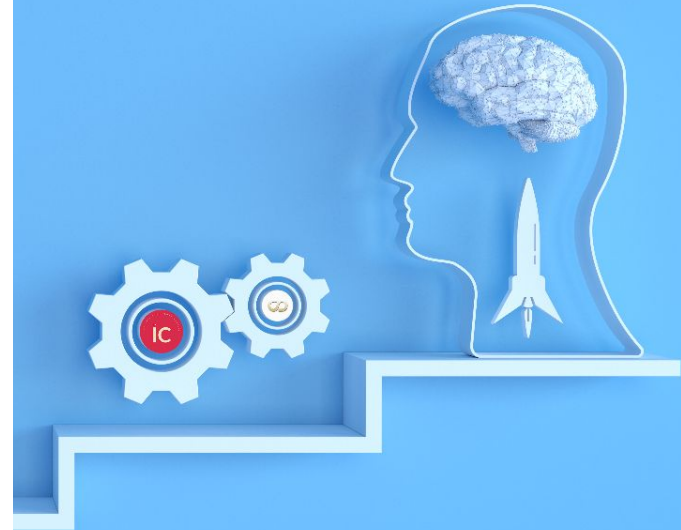
PROFESSIONAL LEARNING MODEL

A flexible high-quality international training

ICA offers many Professional Learning opportunities for preK-12 **educators, coordinators, principals, school owners and parents**.

Schools can choose between a variety of both **synchronous and asynchronous online courses**, **online workshops** or **in-person workshops** on site.
All courses and workshops are facilitated by an ICA Coach.

RICHMOND
SCHOOL DISTRICT NO.38

Richmond School District

Richmond International Education

iC

International Comprehensive (IC)

PROFESSIONAL LEARNING MODEL

Our State-of-the Art Community Platform

ICA teachers have access to the **TeacherWit** online community platform where **teachers from all around the world** can share ideas and resources, ask questions, build relationships and develop projects.
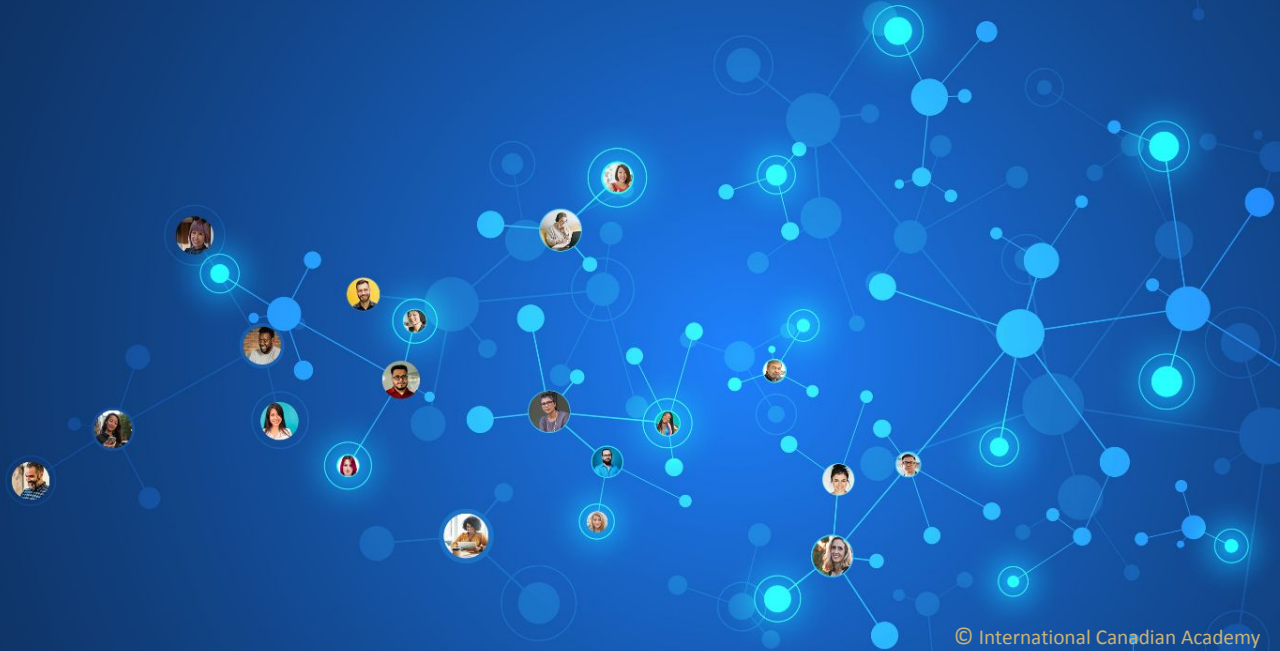
PROFESSIONAL LEARNING MODEL

Our State-of-the Art Community Platform

Free webinars and live sessions are regularly scheduled directly on the platform for synchronous online learning with prestigious guest speakers or ICA coaches.

ICA educators are given access to **private groups** where they can find additional and original pedagogical content and connect with educators around the world.

The Community platform is also available as **an App** on both Android and Apple Store.
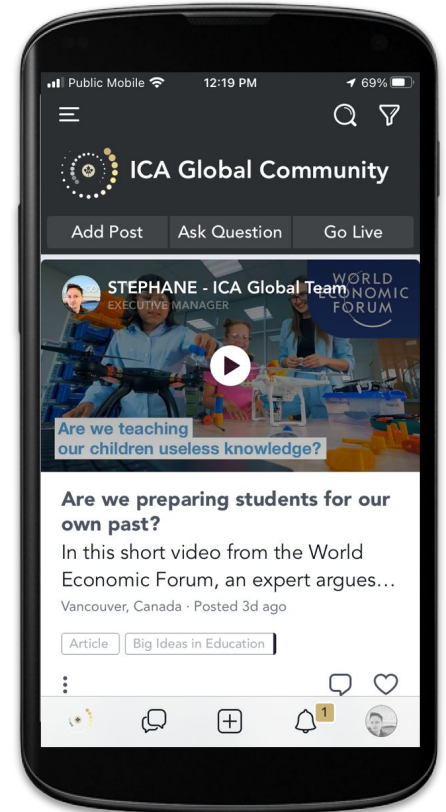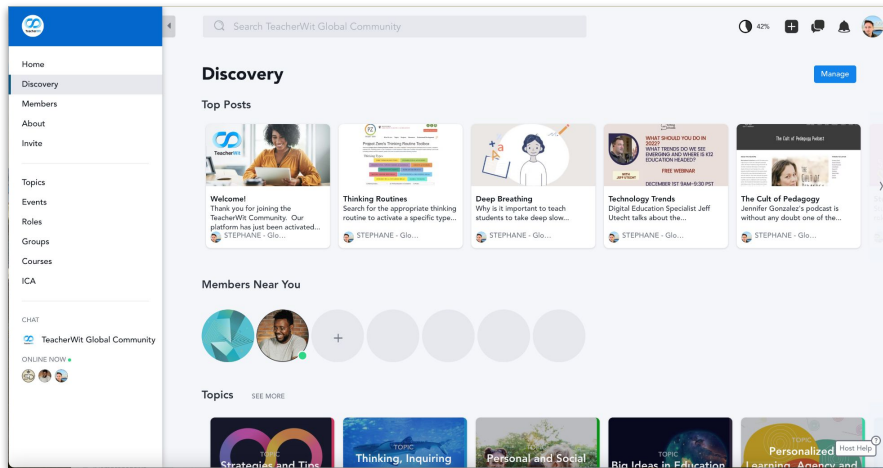
TeacherWit

	EVERYONE	ICA SCHOOL EDUCATOR
Membership - Can join for free	✓	✓
App - Download for free	✓	✓
Connection - Connect with other educators from all around the world to exchange ideas, resources and practices	✓	✓
Discussions - Access and participate in Topic discussions	✓	✓
Resources - Access resources shared in Topic threads	✓	✓
Webinars and Live Events - Attend inspiring webinars from a selection of prestigious guest speakers and other live events.	✓	✓
Regional and Group-Specific Webinars and Live Events		✓
Private Groups- Groups with a common focus: i.e. grade level, subject or country-related.		✓
Original Pedagogical materials and online courses		✓

EARLY CHILDHOOD PROGRAM

PROGRAM and CURRICULUM

Enriching learning with a bilingual
& well-rounded program

© IComprehensive

EARLY CHILDHOOD PROGRAM

An English immersion, inquiry-based, play-based and personalized program to embark children 1 ½ to 6 years old on an engaging, meaningful, joyful and empowering learning journey*.

The Early Childhood Program empowers the whole child so that they can develop essential Language acquisition, cognitive abilities, physical skills and socio-emotional skills. The focus of the Program is less on content and more on hands-on, contextually- based and playful experiences that stimulates student curiosity and creativity.

*ICA schools are accredited to use the International Comprehensive (IC) framework in Early Childhood.

EARLY CHILDHOOD PROGRAM

Key Elements:

1. Learning is driven by **CURIOSITY** and **INQUIRY**. Personal and collective inquiries are both supported through provocations for learning.
2. **LEARNING BY DOING**: Hands-on, creative, low-floor and high-ceiling learning opportunities that engage students, develop executive functions and enhance learning.
3. A **STUDENT-DRIVEN, HOLISTIC AND PERSONALIZED** approach to make learning more relevant and tailored to student needs, strengths and interests.
4. **LIFELONG COMPETENCIES** are essential for every learner to thrive: Thinking and Inquiring, Personal and Social, Communication and Creativity are competencies interwoven throughout the curriculum materials
5. **CONCEPTUAL UNDERSTANDING**: learners make connections with their prior knowledge, identify patterns, grasp big ideas in a transferable way and apply what they learned across subjects. By nature, concepts are transdisciplinary and promote a higher level of thinking that is prompted by rich learning experiences and continual connections and discussions.
6. **REAL-WORLD AND AUTHENTIC**: curricular content is designed to be flexible, relevant, authentic and connected to students' worlds.
7. Learning is a **PROCESS** and every stage is important, not just the final polished product. Suggestions for reflection and documentation are contained in curricular documents and supported with flexible materials. ICA Educators are inquirers who notice, name, respond and learn from and with students. Time management should be flexible to respect the inquiries and initiatives of students.
8. **PLAY** is fundamental in Early Childhood education. We believe that young children learn best through play and playful experiences.
9. The learning **ENVIRONMENT** will be used to create learning opportunities and spark curiosity.
10. Evidence from research and practice shows that **POSITIVE AND SUPPORTIVE INTERACTIONS AND RELATIONSHIPS** and fundamental to improving learning and creating an inclusive and equitable school culture.

EARLY CHILDHOOD PROGRAM

Teachers receive a comprehensive scope and sequence, a learning resource book and an instructional pedagogy book with descriptions of all learning activities and suggestions for supporting materials. They also have access to the private ICA educators group on our Community Platform with original materials to support and inspire them.

EC5

EARLY CHILDHOOD 5
LEARNING RESOURCES

2022 - 1.0

International
Canadian
Academy

CORE Competencies

Personal and Social

Attributes

How we can recognize this developing competency both in teach...

- Students identify their personal strengths and abilities to self advoc...
- Students show a **sense of accomplishment**, and the role the role th...
- Students demonstrate that they can take responsibility for their own ...
- Students **reflect** on their learning and make suggestions for developin...
- Students are aware of **different aspects** of themselves and can identif...
  things that are **important to them**
- Students use **critical thinking** to explore their **personal and cultural na**...
- Students interact with their surroundings **respectfully and thoughtfully**...
- Students take **purposeful action** to support others and the **environmen**...
- Students **self-regulate and solve problems** in varying ways
- Students bring their understanding of how **relationships** and cultural con...
  They are to building **relationships with others**
- **Students can** build and sustain ethical and respectful relationships
- Student consider a variety of perspectives as they **evaluate** and **analyze** the...
  rs.

...ht this competency look like, across content areas, in Early Child...

...Early Childhood may demonstrate developing skills by...

...r for help when they need it, and helping others when they are in need
...ng interest in discussing how they are the same and different from their ...
...are for their belonging and the materials and spaces in their classrooms
...strate self-regulation when waiting their turn and taking items in modera...
...ly, and demonstrating an awareness of the needs of others when playing...
...ing to stories by telling their own connections to the content and charact...
...may other interactions with peers and adults.

Curriculum Framework and Planners International Canadian Academy

---

UNIT 1 - Making Choices

DESCRIPTION OF POSSIBLE LEARNING EXPERIENCE	STRATEGIES, ADVICE AND TIPS FOR THE TEACHER

17 **Beginning, Middle and End**

Prepare:
In this lesson, students will talk about beginning, middle and end. To prepare, please label 3 areas in the classroom in a line on the floor. 'Beginning', 'Middle', and 'End'. Leave enough space for students to be able to move in that space.

Beginning — Middle — End

Mini-Lesson:
Remind the students of the previous encounter with the book "Leon the Chameleon" by Melanie Watt. Have students speak about the last time they played with inspiration from the story. Read this story to the students again. After reading, tell students that stories share a common attribute. They all have a beginning, middle and an end. It is like the road or path of a story.

Activity:
Retell the story while stepping/moving with the students to the 3 different places on the floor. You may even want to show pages from the story as you move through these places on the floor.

Reflection:
Ask students if they can tell you about another story's beginning, middle and end (Maybe The 3 Little Pigs? The Gingerbread man?) They can physically model as they move across the floor.

TIP - If you leave this image on your floor (tape it down in the classroom or hallway), students may naturally want to use it as part of their play. Understanding the sequence of the story will really help them out with their own stories when they start writing.

Instructional Pedagogy Book International Canadian Academy 20

NAME:_____

What do you see?
What do you wonder?
How many do you see? (circle and count)

STUDENT BOOK - All rights reserved ©International Canadian Academy 17

EARLY CHILDHOOD **SCHOOLS**

Class sizes depend on the local context and Franchisees can decide on the maximum number of students for every grade level. The classroom physical environment should be large enough to accommodate a reasonable density of students, but also to allow teachers to create different learning stations, to allow for greater movement, flexibility and fluidity.

What does a typical ICA preschool* look like?

- 400+ m2

- 4+ classrooms

- Ages from $1^{1/2}$ to 6 years old

- Outdoor area of 300m2+ that includes a playground, a discovery area (with vegetation, earth, wood, stones and other natural elements) and a sports area.

- Different seating arrangements for a flexible environment, e.g. small group round tables, sofas, adjustable high tables and stools, smart TVs on wheels, shelves on wheels, and so on.

*Elementary Program is also available, please contact us for more information.

PROGRAM AND CURRICULUM

Benefits of a bilingual education

Research on Bilingualism is abundant and emphasizes the benefits for children and adolescents beyond the sole advantage of speaking two languages. It shows that bilingual students perform higher on problem-solving, creative thinking, focusing, switching between tasks, decision-making skills open-mindedness and communication. Our differentiated approach respects the nature of multilingual learners and fits with every local context.

"Bilingualism is an experience

that shapes our brain for a lifetime"

Gigi Luk, Harvard's Graduate School of Education

Canada leads worldwide bilingual education

Canada is the only English speaking country with an **extensive dual language programme** across the nation.

Canada has developed a solid expertise in the field of Bilingual Education since the 1960's.

ICA provides teachers with training on how to teach and learn **English in context** by using an **innovative approach** similar to *Content and Language Integrated Learning* (CLIL) so that every subject represents an opportunity to improve student's language skills.

*2.4 million young Canadians study French or English as a second language*

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.
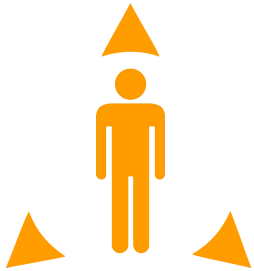
PERSONAL and SOCIAL

THINKING and INQUIRING

COMMUNICATION and CREATIVITY

SUBJECT-SPECIFIC

ASSESSMENT
THAT SHAPES LEARNING

What is our 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 with clear learning outcomes.

1
EXPLORING

2
DEVELOPING

3
APPLYING

4
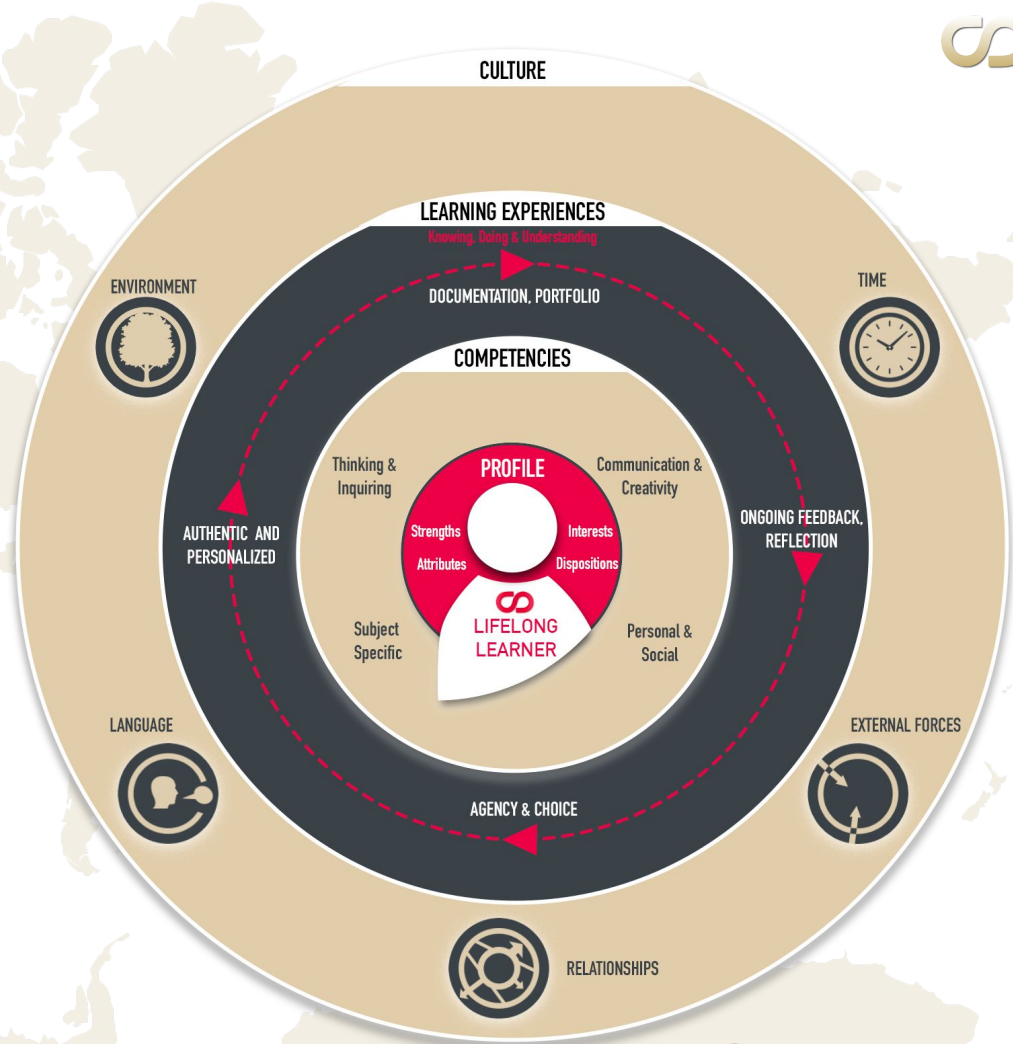INTEGRATING

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.
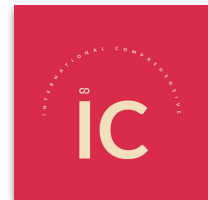
The **culture of learning** in an organization depends on overarching forces that need to be thoughtfully tailored to the context.

CULTURE

LEARNING EXPERIENCES
Knowing, Doing & Understanding

DOCUMENTATION, PORTFOLIO

COMPETENCIES

ENVIRONMENT

TIME

Thinking & Inquiring

PROFILE

Communication & Creativity

Strengths   Interests
Attributes   Dispositions

LIFELONG LEARNER

AUTHENTIC AND PERSONALIZED

ONGOING FEEDBACK, REFLECTION

Subject Specific

Personal & Social

LANGUAGE

EXTERNAL FORCES

AGENCY & CHOICE

RELATIONSHIPS

A TRANSFORMATIVE CULTURE OF LEARNING

A culture of learning equips students for life

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.

INTERNATIONAL COMPREHENSIVE

IC

7 key principles

THANK YOU

ICanadianAcademy.com