



ICanadianAcademy.com

Empowering learners
to thrive in all aspects of
their life

Early Childhood Franchise Education
for Children Aged 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.



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.



ICA LATIN AMERICA, CARIBBEAN & USA

ICA LATAM & 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





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.



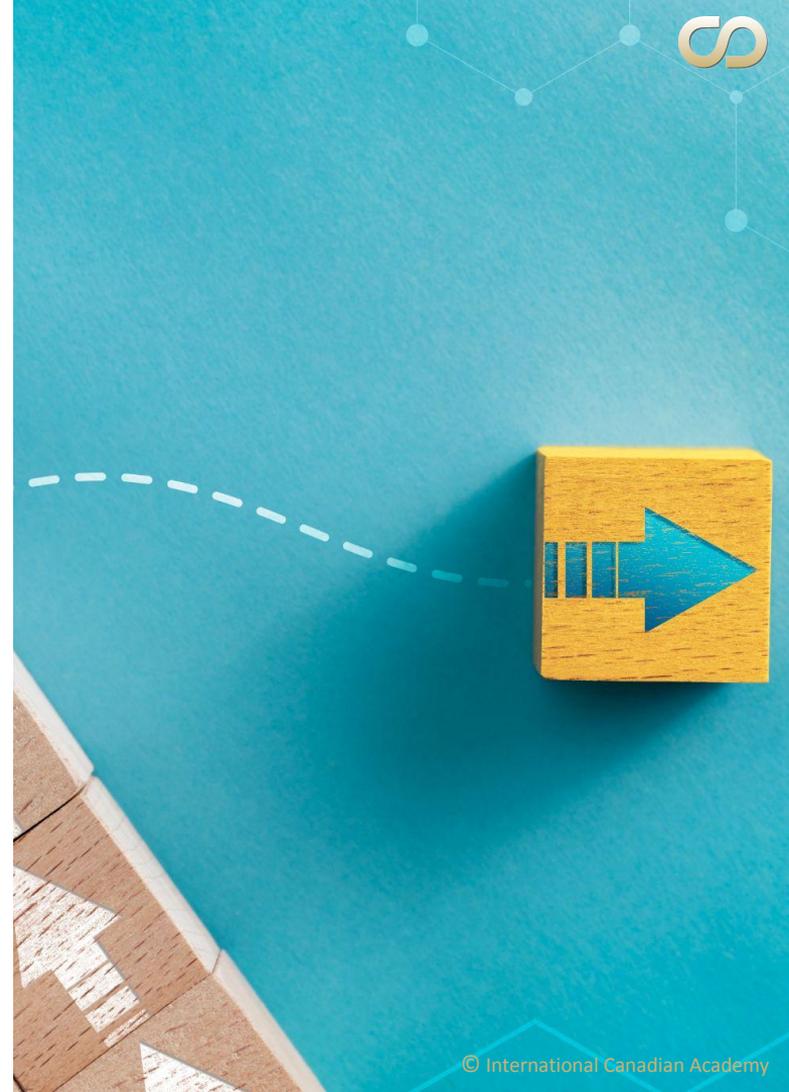
OUR VISION

- 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.

Our system can be implemented in both new and existing schools.



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**

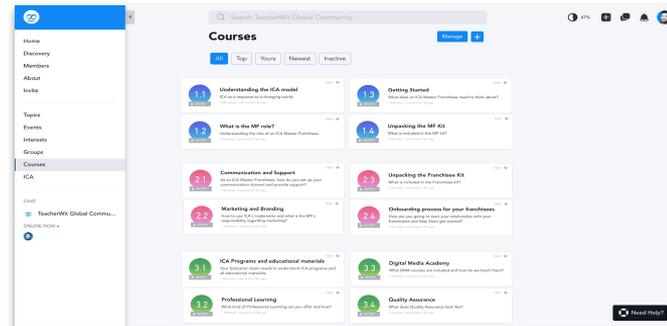
MASTER FRANCHISEE

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.

Ongoing and personalized **support** to the MF team regarding all components with guaranteed office hours and a direct channel of communication between the MF and ICA.

ICA also provides Master Franchisees on the TeacherWit platform 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.



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



Richmond
International Education



International
Comprehensive (IC)





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.



ICA QUALITY ASSURANCE HANDBOOK

Published September 2021



THE QUALITY ASSURANCE TEAM

Role and Responsibilities of the Team?

The QA Team, sometimes called Validation Team, is a group of 2-5 ICA evaluators who are authorized to evaluate schools to operate as an ICA School Franchisee at the Validation Phase of the Quality Assurance process.

The QA Team is responsible for:

- Conducting a pre-visit preparation and review of the school, based on a school-wide portfolio, surveys, ICA Facilitator's insight, Proficiency and can be entirely done remotely.
- Visiting the school, conducting interviews and collecting evidence for each standard.
- Evaluating the school against each ICA Quality Assurance Standard.
- Writing a Quality Assurance Report with appropriate commendations if appropriate.

All QA Team members shall be committed to our shared values, and the Quality Assurance Standards and act professionally at all times.



STANDARDS

What are the ICA Quality Assurance Standards?

ICA has defined 15 core standards that schools need to meet in order to be authorized to operate as an ICA Franchisee. These core standards each have between 3 and 5 sub-standards. Comparing to most accreditation systems, this number is very limited. This is an intentional choice to keep the process as effective and purposeful as possible, and to prevent schools from having accreditation fatigue. Our procedures are effective, simple and targeted because we value your time and our standards focus on what is really essential.

The following ICA four categories of standards are the reference to measure the capacity of a school to ensure a high quality of education: Vision and Planning, Learning, Operations, Culture and Environment.

We believe that you will find our annual Quality Assurance process seamless, constructive and meaningful.

ICA QUALITY ASSURANCE STANDARDS	Category	Priority	Yes	In Progress	No
The school has a vision statement and provides information on vision and alignment with the learning goals. All administrative, educational and support staff are committed to the vision statement.	Learning	High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a strategic plan and a vision statement. The strategic plan includes: Vision and mission, Governance and structure, Financial and operational goals, and a timeline for implementation. The strategic plan is reviewed and updated annually.	Learning	High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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What tools and materials will the QA Team need?

Standard Evaluation Tool

ICA has defined 15 core standards and a set of sub-standards that schools need to meet in order to be authorized to operate as an ICA Franchisee. They are organized around four main categories: Vision and Planning, Learning, Operations, Culture and Environment.

In order for the Quality Assurance process to be seamless, the Quality Assurance Team members must have a deep knowledge and understanding of the standards so that they know what to look for during the pre-visit review and the visit itself. They must also be familiar with the tool they will use to evaluate the school.

The QA Team use ICA forms, templates and procedures to undertake their work before, during and after the visit. They communicate with the ICA Facilitator and exchange files and media through an online secured platform. These tools include self-reflection questionnaires and surveys, Pre-Visit Interview Template, Quality Assurance Report Template, and Visit Interview Templates.





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.



TeacherWit

Inspiring Community of Educators





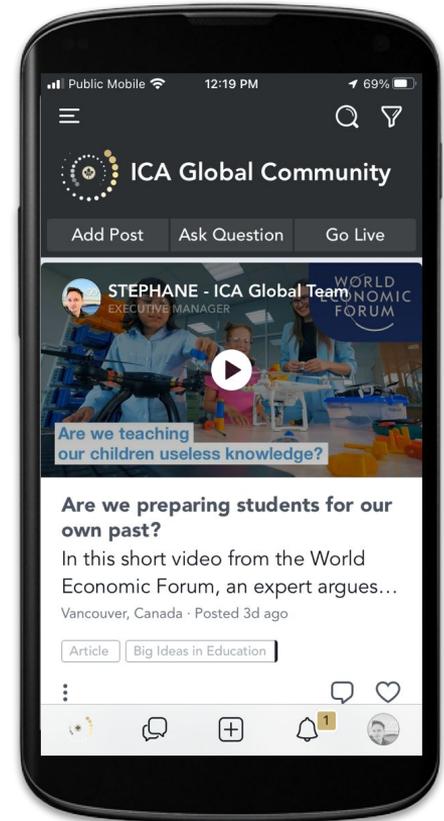
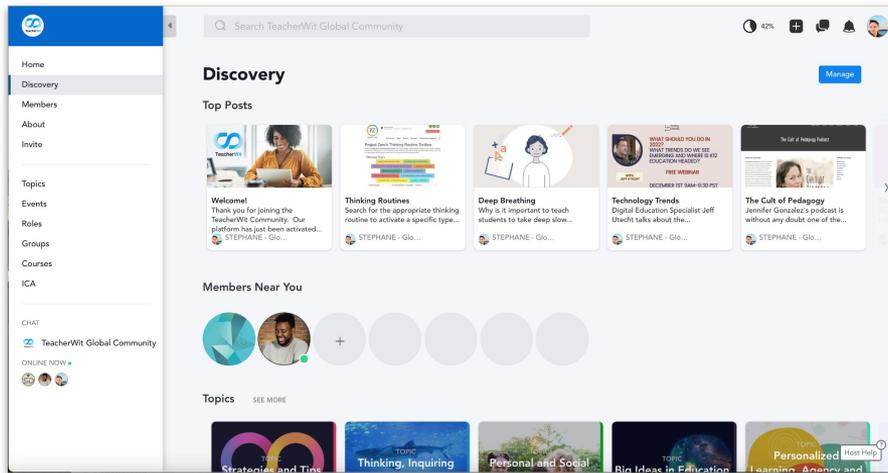
PROFESSIONAL LEARNING MODEL

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 a **private ICA group** and to **TeacherWit Uplift Premium** 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.



Uplift Premium - Original Pedagogical materials, online courses and a space where renowned international experts share their knowledge.





EARLY CHILDHOOD PROGRAM

INTERNATIONAL
CANADIAN
ACADEMY
Early Childhood Centre



PROGRAM and CURRICULUM

Enriching learning with a bilingual
& well-rounded program

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.

“The extant research strongly suggests that young children learn best (indeed all of us do) when the learning is active, engaging, meaningful, iterative, socially interactive, and joyful—when it is playful.”

Kathy Hirsh-Pasek, Dale C. Farran, Margaret Burchinal, and Kimberly Nesbitt



EARLY CHILDHOOD PROGRAM

EC 1



1 ½ - 2 years old



EC 2



2-3 years old



There are **5 areas of development** for children 18 to 36 months:

- Emotional Development
- Social Development
- Fine Motor Development
- Gross Motor Development
- Intellectual Development

All EC1 and EC2 educators receive a **comprehensive kit** that includes all the learning activities, strategies and pedagogical materials needed to teach their age group. They also get access to an **age-specific space** on TeacherWit with additional resources.

Knowing Early Learners at 18 - 24 Months

Toddlers can recognize themselves in pictures or mirrors and imitate the behaviors of adults and children around them; they spend more time in pretend play. They can recognize the names of familiar people and objects, can form simple phrases and sentences, and can follow simple directions.

There are 5 areas of development that early childhood educators should maintain awareness. Development in one area affects and is influenced by developments in all five areas. The following is an overview of the five areas of development for children 18 to 24 months:

1. Emotional Development

Emotional Development involves how the children feel about themselves, their understanding of feelings, their ability to control their feelings and express themselves appropriately. It means developing a full range of emotions, from sad to happy to angry, and learning to deal with them appropriately. This leads to deeper qualities like empathy, caring, kindness, self-esteem, self-awareness, and being able to rise to life's challenges.

EMOTIONAL SKILLS

- Is guided between reading to show independence and still feeling dependent
- Self-soothe around unfamiliarity (for example, the child will play with a new adult in the presence of a familiar caregiver)

EMERGING EMOTIONAL SKILLS

- Use words such as "no" to communicate a range of needs
- Show a range of facial expressions
- Familiar with routines and the order of the day, may be unhappy about any changes to routine

2. Social Development

Social Development is the capability of the child to build a relationship with adults and children. It means being able to interact and getting along with others. To ask as part of a team, seek for a good leader, all of which are built as self-confidence, cooperation, and trust.

TYPICAL SOCIAL SKILLS

- Enjoys playing alone for a few minutes such as building blocks, drawing, or looking at books
- Shows ownership or possession of objects and cannot share easily
- Looks out and tries to do things without help

EMERGING SOCIAL SKILLS

- Develops relationships as separate persons, contrast themselves with others
- Begins to be better treated
- Attempts to meet emotional and physical needs of others
- Put on simple clothing without help

Knowing Early Learners at 18 - 24 Months

3. Fine Motor Development

Fine Motor Development is gaining control over small muscles like holding, pinching, and flexing fingers. It means learning precise and accurate small muscle movements of the fingers and hands to reach for things and grasp and manipulate small objects.

TYPICAL FINE MOTOR SKILLS

- Put cups and blocks inside each other
- Take off shoes, hat, and socks
- Bring large blocks, using one hand to slide the base while the other hand holds the string

EMERGING FINE MOTOR SKILLS

- Carry blocks by holding them
- Grasp with thumb-steady objects
- Push open a lid

4. Gross Motor Development

Gross Motor Development allows a child to gain balance and bring large muscles under control to master physical activities like sitting, crawling, walking, running, jumping, throwing a ball, climbing, and other movements their bodies allow them to do.

TYPICAL GROSS MOTOR SKILLS

- Sits on small, unsteady toys
- Centers to large toy while walking
- Walks backward or sideways pulling or pushing

EMERGING GROSS MOTOR SKILLS

- Walks on a line
- Throws and catches objects
- Jumps in place with both feet

Knowing Early Learners at 18 - 24 Months

Intellectual Development (Language and Thinking Skills) is the capability of the child to communicate, to think both creatively and abstractly, to pay attention, to solve problems, and to develop their judgment and a lifelong readiness to learn.

TYPICAL FINE MOTOR SKILLS

- Shows two-word sentences, for example, "more juice" or "want cookie"
- Children in the car use on focus of words while talking to childed animals or self
- Names some pictures in a book

EMERGING FINE MOTOR SKILLS

- String string with correct words and letters
- Starts to use pictures
- Does page turn

Curriculum Framework for Well-Being and Belonging

Strategies for Building Trusting Relationships

Express Joy

Express joy along with the children. Great them loudly each day. Show your pleasure in their presence. Smile, laugh and share funny jokes with them. Celebrate your milestone development of babies, every look or skill they were able to do.

Build Trust by Being Dependable

Be able to answer their questions. Spend one-on-one time with each child often. Be dependable. Inform children if you are leaving the room and another teacher is taking care of you. Be aware. Make sure you can provide whatever was promised, such as "That ball will be called about bedtime, we will play a bit during our morning outdoor play. We will do it right after your morning snack."

Use a Caring Tone

Use caring words to show that the children are respected, understood, and valued. Toddlers are sensitive and only to your words but how you talk. They can feel you through the tone and volume of your voice when you speak to them. Whenever possible, use the child's home language. Practice to make a second native to using caring words and using them in a caring tone.

Foster Positive Relationships

Foster positive relationships with all children, including those who may seem to dislike you. Sometimes, all of the caring you have shown, a child may not warm up to you quickly. Make your personality and temperament are different from that of the child or the person in the household. Focus on the positive characteristics of each child.

Curriculum Framework for Exploration and Creativity

"The capacity to explore and create is vital to nurturing the zest for life that is the basis of all learning. Through play, children express their natural curiosity about the world and explore multiple early learning goals simultaneously. Supporting children's explorative play is perhaps the most important and the most natural and accessible means to promote meaningful learning in the early years."

Playing for children 18-24 months is:

To promote exploration and creativity, adults provide an environment where young children can:

- Explore the world using their bodies and all their senses
- Build, create, and design using different materials and techniques
- Actively explore, think, and reason
- Identify and try possible solutions to problems in meaningful contexts, and situations
- Be creative and expressive in a variety of ways
- Express a zest for living and learning

Curriculum Framework for Diversity and Responsibility

3. Help Children Appreciate Differences and Respect the Personal Feelings and Property of Others

Children are similar in many ways yet different from each other too. Their differences make them unique, and exceptional in one or more ways.

The children's deep understanding of children's differences, respect for the teaching and modeling practices that build trust, tolerance, and respect for all children. Understanding children means appreciating their unique ways of interacting with people and the environment. Likewise, it means taking time to learn, with open minds and hearts, about children's strengths, the challenges that frustrate them, their feelings, and ways to comfort them. As each child is unique, educators act and respond in ways that address each child's needs.

EARLY CHILDHOOD PROGRAM



EC3 3-4 years old



	UNIT TITLE	BIG IDEAS
1	Our School	Learning how our school is organized can help us to feel comfortable, safe and successful.
2	Our Feelings	We can express our feelings and try to understand the feelings of others.
3	Play!	We can learn and express ourselves through play.
4	Senses	We can learn about the world using our senses.
5	Homes	Animals and people have different kinds of homes.



EC4 4-5 years old



	UNIT TITLE	BIG IDEAS
1	Building Friendships	Friendships need to be taken care of to develop and grow.
2	Stories	Stories help us learn, spark ideas and give us joy.
3	Changing Materials	Understanding how materials change can help us use them well.
4	Plants	Plants support life on Earth.
5	Celebrations	We can celebrate important times in our lives.



EC5 5-6 years old

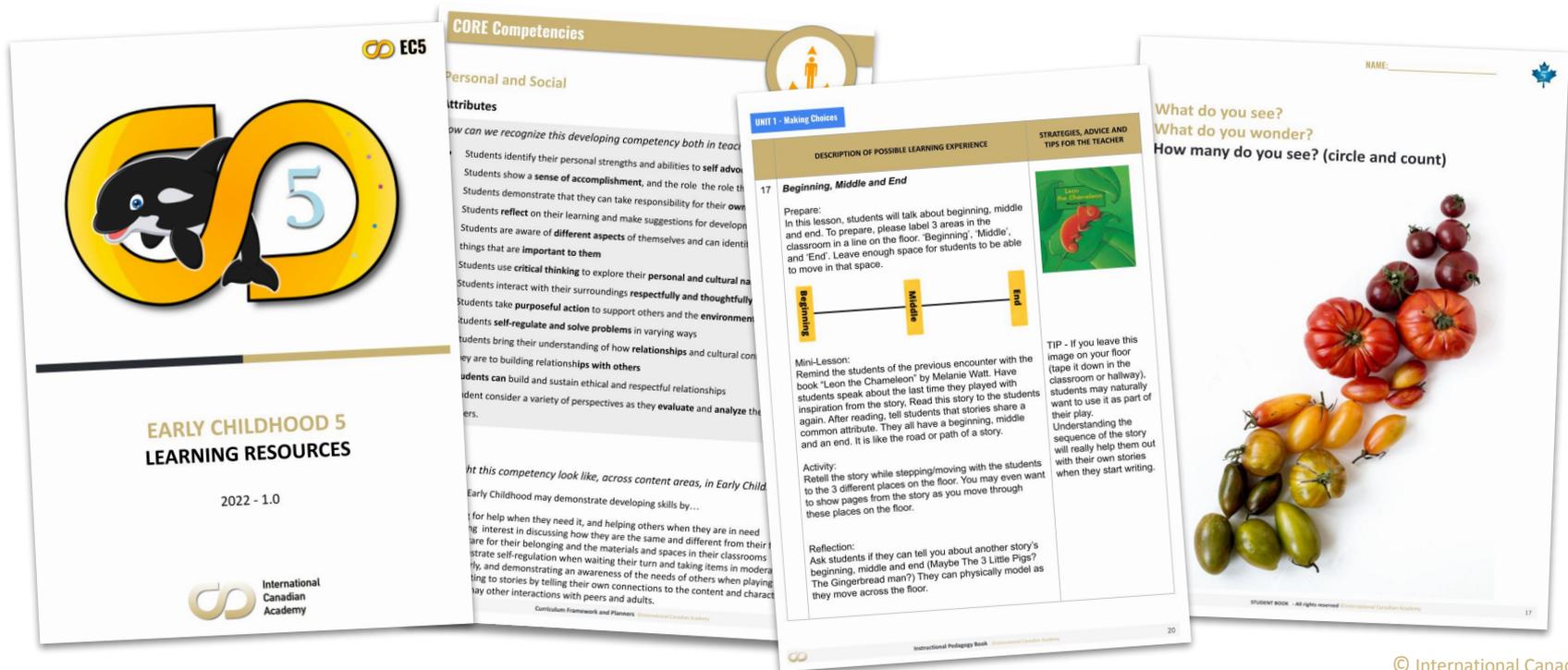


	UNIT TITLE	BIG IDEAS
1	Making Choices	Our many characteristics and experiences make us unique.
2	Communities	People have different roles and responsibilities in communities.
3	Expressing Ourselves	We use different art forms to express ourselves.
4	Life Cycles	Nature has many patterns we can observe.
5	Transportation	Communities use many modes of transportation for different reasons.

All EC3-5 educators receive a **comprehensive kit** that includes all the scope and sequence, learning activities, strategies and pedagogical materials needed to teach their age group. They also get access to an **age-specific space** on TeacherWit with additional resources.

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.



PHONICS AND PHONEMIC PROGRAM

ICA has developed a unique Phonics and Phonemic Awareness Program to enhance student's pre-reading and pre-writing skills. Teachers receive a full pedagogical book that goes along with a student book of original, fun and purposeful activities.

Phonics

EARLY CHILDHOOD 5 (age 5-6)

Interactive Phonics and Phonemic Awareness Student Book

2022 - 1.0

International Canadian Academy

How Can We Use This Book?

This book and the *Phonics and Phonemic Awareness Student Book* are a companion to the *ICA Early Childhood 5* lessons and units.

There are a few common interactive learning activities/experiences into your classroom routines, and are repeated throughout this book. These activities address phonemic and phonological awareness in a way that is interactive and fun.

The following are samples of these repeated activities, they will be found on the following pages of this book.

Order of letter introduction is the same in *Phonics and Phonemic Awareness Student Book* in *ICA Early Childhood 5* lessons and units. You will not find letters in alphabetical order, but rather in an order that will support students' understanding of words and playing with language almost immediately after starting writing for students who are budding readers and writers!

Introduce the letters in the groups suggested, in complement with the units.

s,a,l,p	g,i,n,o	b,f,l,u	c,k,e,h
r,d,m,j	q,u,v,w	x,y,z	

Phonics and Phonemic Awareness - ECS International Canadian Academy

Repeated, Routine Learning Experiences

Kinesthetic Alphabet

TRACE IT
An option for students to trace the letters of the alphabet. Students can start with their pencil/marker on the black dot and move along the letter. Practice together in the air, on the floor or on a white board and then trace.

MAKE IT
A body challenge where students can make a capital or lowercase letter with their bodies. Try along, or even with a partner (2 students to make one letter).

ACT IT
Students can use actions to act out the sound of the letter. Of course, this is often only one of the possible sounds that the letter (or that letter in combination with another letter) would make. Acting out the letter, while saying the sound at the same time can help students to connect their writing to sound knowledge. Just another tool to use!

You can introduce sets of letters and have students review these letters. Consider also how you can integrate the actions of the letter sounds in a way that supports students to be more independent when using their knowledge for writing letters and words.

To support students through the workshop model of writing - as is evident in the later units of ECS, you might want to have students stretch out the sound and recall the corresponding action for the letters that they are looking to write.

You might even use a combination of any of the forms in the appendix of this book as support of display in your classroom. Set aside a few minutes each day for a fun, kinesthetic look at letters!

STUDENT NAME: _____

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 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?

- 200+ m2
- 4+ classrooms
- Ages from 1 ¹/₂ to 6 years old
- Preferably an outdoor area 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 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.

Canada has a long and successful experience of Bilingualism with an extensive dual language programme across the nation. 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

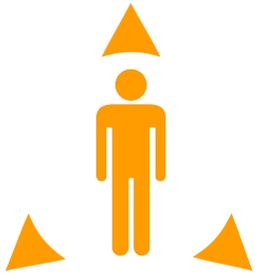


PROGRAM AND CURRICULUM

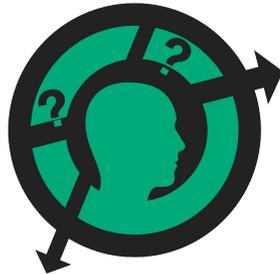
Competency-driven

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

EMERGING



2

DEVELOPING



3

APPLYING



4

EXTENDING





HOW WE LEARN

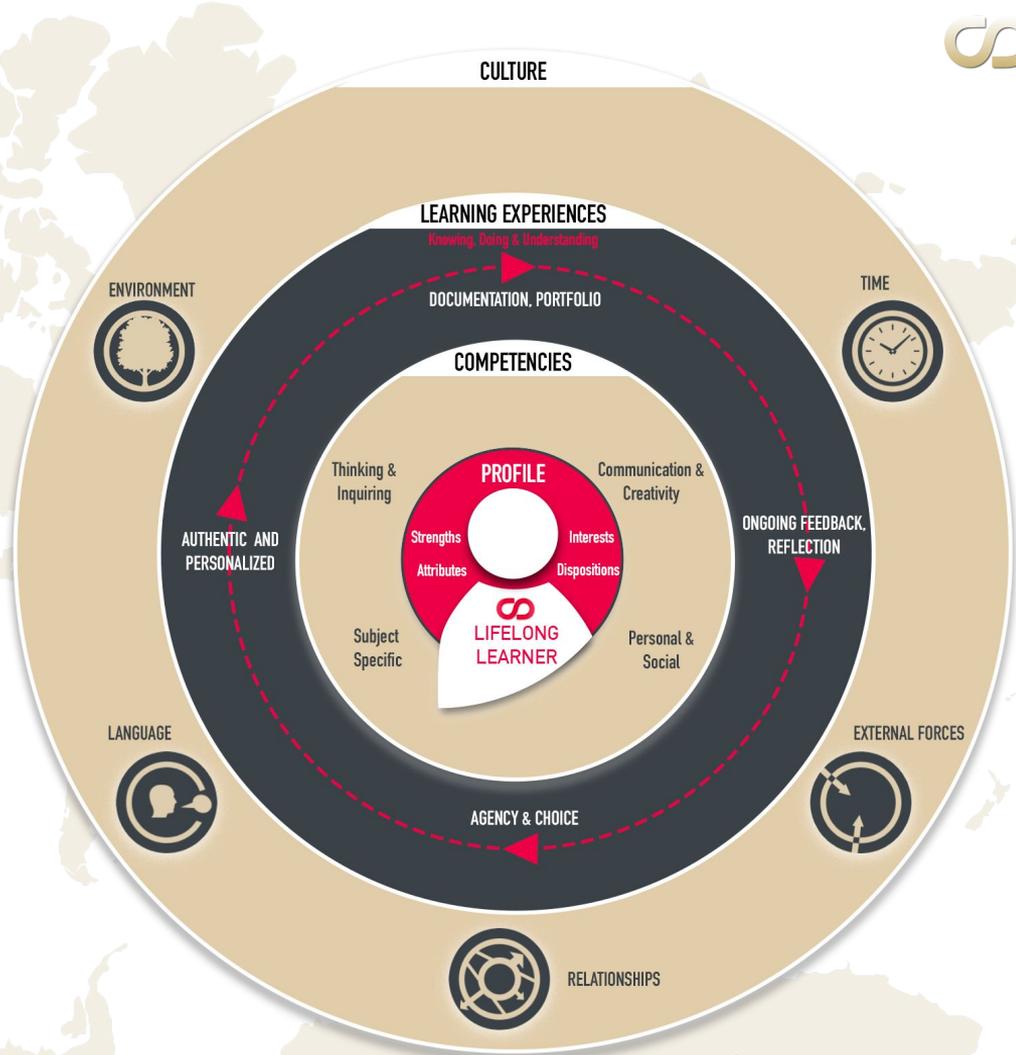
The IC Learning Framework

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.





IC'S LEARNER PROFILE

A lifelong learner ready for any future scenario



You demonstrate **confidence** in a variety of situations.

You set **goals** and evaluate progress towards your intended outcomes.

You take **ownership** of your choices and actions, express needs, and seek assistance or help when needed.

You **evaluate** and use a variety of sources, tools and techniques to **communicate** appropriately.

You appropriately communicate **information and ideas**, and contribute constructively.

You express **curiosity** by **inquiring** into personal interests, shared challenges, or global issues.

You **analyze, critique, and question** your work to make informed decisions that **refine and improve** your final product.

You use communication as a tool to **influence, engage, inform, or inspire**.

You demonstrate **creativity and innovation** by generating new ideas, processes, and products.

You demonstrate **active** learning and respond with **action**.

You **adapt and respond** to challenges by using reflective **thinking strategies**.

You build and maintain positive, caring, and respectful **relationships** with peers and teachers.

You identify and appreciate different **perspectives**, you show **empathy**, disagree respectfully and encourage voice.

You make space for multiple leaders; **listen** actively and **share** voice in discussions

You demonstrate **intent and purposeful design** to support your planned outcome.

You give **meaningful and constructive feedback** to peers both individually and collaboratively.

You **seek and apply feedback** from peers and teachers.





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 simplifies 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

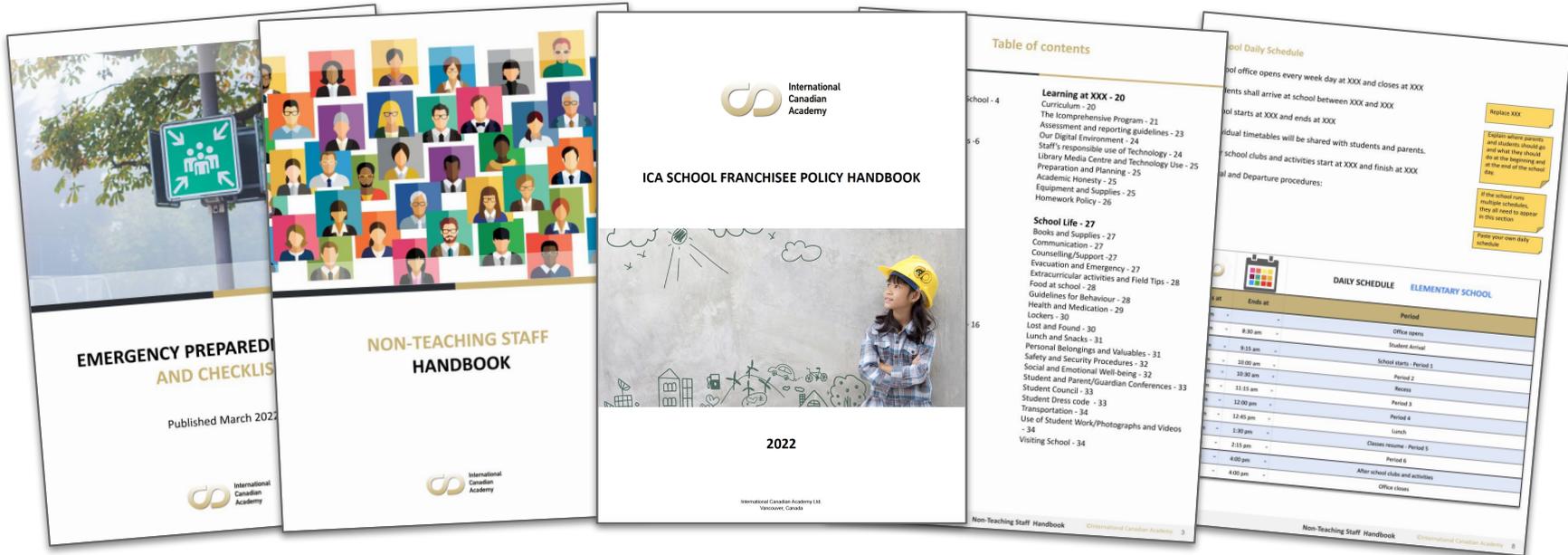


A TRANSFORMATIVE CULTURE OF LEARNING

A culture of learning equips students for life

One size does not fit all!

Our team supports you from Day 1 to define a **personalized school organization** that fits your needs. We provide you with guidance regarding all aspects of the school operations like customized class schedules, field trip forms or handbooks.





THANK YOU

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