



COMMUNITY INFORMATION BOOKLET

International Middle Years Curriculum (IMYC)



NIS
North Zealand
International School

Contents

Introduction from our Leaders	4
The International Middle Years Curriculum (IMYC).....	5
The Needs of a teenage brain	6-7
Learner Focused Goals	8
Subject Goals	9
Personal Learning Goals	10-11
International Learning Goals, International Mindedness	
Global Competency.....	12-13
Knowledge, Skills and Understanding	14-15
The Process to Facilitate Learning	16-17
Assessment for Improving Learning	18
Positive behaviour at NIS	19
Community Involvement	20
Self-Review and Accreditation	21



Our Mission Statement

North Zealand International School enables each learner to actively shape their learning and deepen their understanding through developing inquiring minds in an engaging environment. Through making connections to the wider world, we endeavour to develop global learners ready for the challenges of today and tomorrow.

Values at NGG/NIS

The values that underpin NIS run through the entire school of NGG. Curiosity is central to learning. It drives us to explore, to find out, to enquire, to learn. At NIS we are curious about learning globally and building community. We need to be curious to learn – in and out of the classroom and about each other, so we can build community. The curiosity of NIS learners is lifelong and prepares them for the future.

Nurturing
curiosity

Learning
globally

Building
community

Our Shared Vision

NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners’.

Introduction from our Leaders



“North Zealand International School enables each learner to actively shape their learning and deepen their understanding through developing inquiring minds in an engaging environment.

Through making connections to the wider world, we endeavour to develop global learners ready for the challenges of today and tomorrow.”

JOAKIM PHILIPSEN
HEAD OF SCHOOL,
NORTH ZEALAND INTERNATIONAL SCHOOL (NIS)



“Through the International Middle Years, learners are inspired to think critically, develop curious minds, embrace diversity and become global citizens ready navigate our ever-changing world.”

STEPHANIE BEAUVAIS
HEAD OF SECONDARY
NORTH ZEALAND INTERNATIONAL SCHOOL (NIS)

The International Middle Years Curriculum (IMYC)

The International Middle Years Curriculum (IMYC) was first introduced in 2011 in response to the need of a curriculum to meet the needs of learners beyond the primary years. The IMYC was developed using neuro-scientific research on the teenage brain and how the it learns. The IMYC is used taught in schools in over 60 countries around the world.

The IMYC is a broad curriculum built on a sound research-based philosophy that makes meaning, connects learning and develops minds. The curriculum is future thinking and develops in coordination with current research about learning. The **IMYC** is a comprehensive international curriculum, structured around subject disciplines, that prepares learners for the next stage of their education. It offers a solid foundation for future studies towards a national examination, high school diploma, International **GCSE (IGCSE)** or the International Baccalaureate Diploma Programme (**IBDP**).

At NIS, we believe that the **IMYC** builds on well with the Knowledge, Skills and Understanding taught in Primary, as well as preparing learners for what is to come with **IGCSE** and **IBDP**. In other words, we feel that the **IMYC** can bridge the divide between primary and secondary education.

The **IMYC** is a global curriculum. With our ability to move around the world the curriculum is structured to be very international and were designed to make learners ‘mobile’. In order to be this ‘mobile’ curriculum, the **IMYC** has been created taking into account key elements of other world curricula such as: International Baccalaureate **MYP** and Diploma Programme, Cambridge Lower Secondary Checkpoint and **IGCSE**, The English national curriculum and the Australian National Curriculum to name just a few.

As the **IMYC** is an international curriculum, there is a great emphasis on being globally minded, through International Mindedness and Global Competence. Learners are given agency to make a difference, to take action and to use the UN Sustainable Development Goals to create change for the future.

The **IMYC** keeps up to date with research into learning and is truly future orientated. Research into the adolescent brain is a key component of what makes the **IMYC** unique and so well suited to NIS. During Lower Secondary, the needs of an adolescent brain will change from that of a learner in Primary and the IMYC is designed to ensure that rigorous learning will still take place.

The Needs of the Teenage Brain

Interlinking Learning

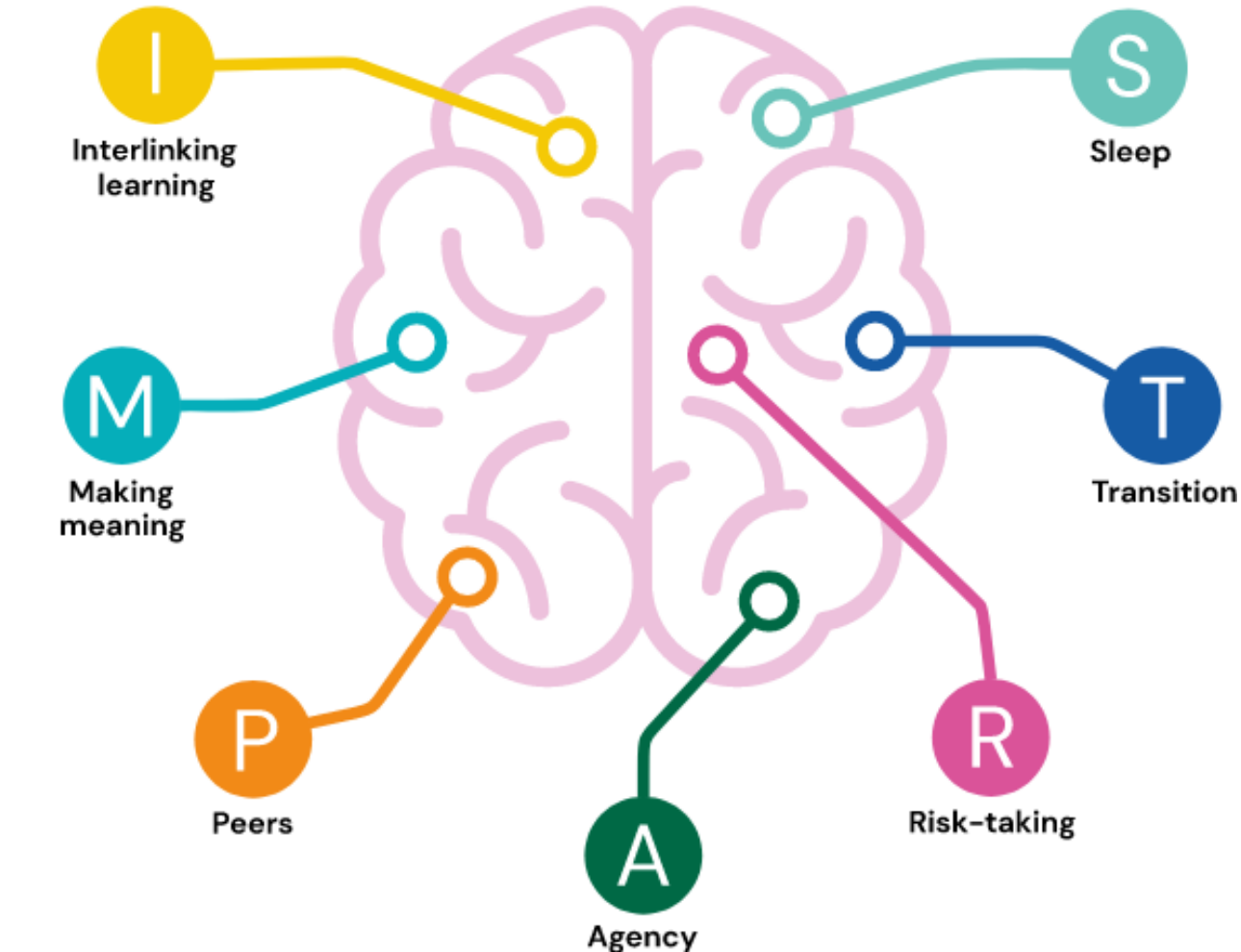
Neuroscientific research identifies that the brain learns by making connections between brain cells, thus forming a constellation of neurons related to a concept or idea. During puberty, it has been identified that the brain goes through a 'pruning' process where some connections are lost. The IMYC is designed to seek to address the 'pruning' process, through the provision of interlinking learning.

Making Meaning

Making meaning of learning is particularly important during the teenage years as research indicates a risk of important connections, or learning being lost as part of the teenage brain 'pruning' process. Through the inclusion of Big Ideas, journalling within the IMYC and the Exit Point, the curriculum aims to encourage students to reflect on their subject learning and make personal meaning.

Peers

Research indicates the teenage brain is wired in a way that makes social connections more rewarding. Therefore, the design of the IMYC has recognised the importance of creating collaborative learning opportunities where learners have the chance to collaborate in small and large groups.



Agency

There is much research to demonstrate that agency is one of the most important contributors to both success and happiness. Having the belief that we can influence our own lives predicts many positive outcomes, including higher

emotional wellbeing, improved academic performance and lower stress. The IMYC provides ample opportunity for them to take ownership in their learning and supports them being engaged in making a difference locally and globally.

Sleep

This is a new addition to the needs of a teenage brain. Through adolescence learners will normally prefer to stay up later. However, they still require at least 8 hours sleep to ensure they are not sleep deprived. The IMYC unit Brainwave, gives learners the chance to explore the importance of sleep and then teenage brain in greater detail.

Transition

This refers to changes experienced by a learner as a result of progressing from one learning context to another. The transition from Primary into a Secondary environment can initially be unsettling and confusing. During this transition time the prefrontal cortex, which controls executive functioning, is in flux; specialising and maturing during the Middle Years. The design of the IMYC links learning through a Big Idea, which is constant and familiar for students as they move from class to class, aiming to provide a structure to support learners through the state of flux.

Risk Taking

Research has shown that adolescences who have made risky decisions generally understood the risks they were taking but valued the perceived reward more highly than the risk. Understanding how teens make decisions indicates that we need to create opportunities for them to practise decision-making and take risks during their learning activities, in a safe environment. The learning activities and the Entry and Exit Points in every IMYC unit offer many opportunities for learners to practise decision making.

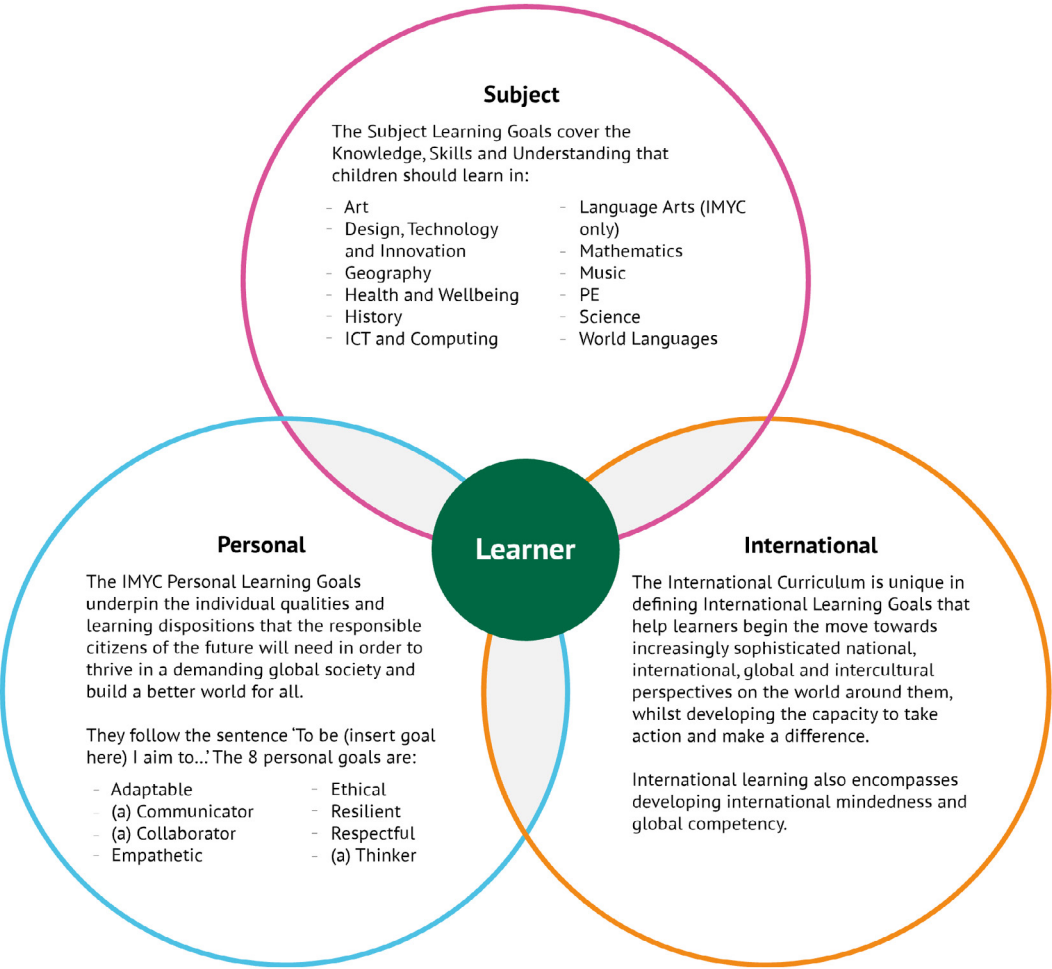
Learner-focused Learning Goals

The Learning Goals define what learners are expected to know, what they should be able to do and the understanding that they will develop through learning. The Learning Goals are organised into the following 3 unique but connected sections:

Subject
Cover the knowledge, skills and understanding that children should learn in.

Personal
Underpins the individual qualities and dispositions that learners will need to thrive in an ever-changing world.

International
Helps learners move toward a national, international, global, and intercultural perspectives.



Subject Goals

The subject goals from IMYC cover Knowledge, Skills and Understanding in the following subjects:

- Art and Design
- Computer Science
- English
- Geography
- Health and Wellbeing
- History
- Mathematics
- Modern Foreign Language
- Music
- Physical Education (P.E).
- Science

All subjects have specific learning goals that are considered Knowledge, Skills or Understanding. At NIS, we identify knowledge in yellow, skills in blue and understand in green. This helps our learners to identify the subject goals.

An important focus area for all teachers and learners at NIS is promoting a positive Growth Mindset encouraging lifelong learning in the subjects.

The subject goals are carefully planned for, taught and assessed throughout NIS. They follow on perfectly from the IPC learning goals and help to support a smooth transition into the International Middle Years Curriculum (IMYC).



Personal Learning Goals

The Personal Learning Goals shape our attitudes and capabilities as learners and people. They will help learners to flourish and overcome challenges in life and learning. These Goals help learners develop a Growth Mindset as well as become more confident and independent learners.

These goals are included in unit tasks so that children learn about what they mean and put them into practice.

The Personal Learning Goals are visible in lessons and consistently planned for in order for them to be taught explicitly.

At NIS, the Personal Learning Goals develop from IEYC to MY1. The Personal Learning Goals and visible with our school mascot KindNIS as well as age-appropriate definitions in each classroom.



The Personal Learning Goals are defined as:

Adaptable:

We approach all learning with an open mind and are flexible in our learning. We are able to change our ideas sometimes and accept that this might be necessary for the best outcomes and are confident in this ability to change our ideas.

Collaborator:

We work and learn together and understand that different people will have different roles in a group. This means we will be able to think about the needs of the group and work with others to meet them.

Communicator:

We are able to make our opinions and intentions clear as well as listen to the opinions and intentions of others. We are able to do this in lots of different ways - through spoken and written word, in different contexts and for different audiences.

Empathetic:

We think and reflect on our learning and experiences. This means we are able to think about issues raised by what we are learning, understand and respect the points of view of others while also considering how they impact our own lives. We are able to show compassion for others and appreciate our commonalities and differences.

Ethical:

We do the right thing even when no one is watching as well as make selfless decisions in order to support our own and others' learning. We learn about ethical and moral choices, which are linked to the school behaviour policy.

Resilient:

We keep on trying when things are difficult and cope with our feelings when we might not be successful. We realize

that learning takes effort even if we are not always successful first time.

Respectful:

We are polite and kind to everyone and the world around us. This means we understand that others have needs that are sometimes the same as ours, but sometimes different. We can understand and show respect for these needs in people, other living things and the environment.

Thinker: We like to find out and learn new things as well as make connections between new learning and other things we know or understand. This means we ask, think about and find answers to the questions that can help us find out even more. We use this questioning to also reflect further on our learning in order to show a greater depth of understanding.

In addition to the Personal Learning Goals, the **Growth Mindset** and **Learning Pit** are in the learning landscape at NIS. These tools help to shape learners to be resilient in their learning, willing to take on challenges and develop their rigorous learning. You will see examples of these in classrooms from Early Years to Year 7.

The Learning Pit



International Learning Goals

The UN stated that by 2019, the number of international migrants worldwide people residing in a country other than their country of birth reached 272 million. Many of us now live beyond the borders of our families and live in communities with a variety of cultures, languages, beliefs and cuisine. It is therefore important that learners have the chance to have opportunities to learn to collaborate, learn about and value the differences and similarities with their shared communities.

The International Learning Goals help learners begin to move towards increasingly sophisticated national, international, global and intercultural perspectives on the world around them, whilst developing the capacity to take action and make a difference. The IMYC split the International Learning goals into two parts: International Mindedness and Global Competency.

International Mindedness

International Mindedness at NIS is defined as:

International Mindedness is learning together while appreciating our similarities and differences through respect, collaboration and communication.

At NIS, we encourage learners to develop an interest in their own and other cultures as they start to understand multiple perspectives. By inspiring learners to be internationally minded, they are more likely to develop a passion for their local and global communities. Each year, we celebrate our similarities and differences with International Day. This day is a chance for our community to celebrate our similarities and differences in line with our definition of international mindedness.

Global Competency

Global Competency is taking my learning outside the classroom to find out more about the world and to take action!

In order for learners to become engaged, globally competent citizens, it is crucial for them to develop not only a strong interest in their own and other cultures and a deep understanding of multiple perspectives, but also a keen desire to help shape local and global communities through actions to make an impact positively to society.

At NIS, learners are known as Action Ambassadors, where they can come up with ideas of ways to help improve, develop, and support the local and global community. These ideas are learner led and the action may come as a result of links to the learning journey, current affairs or an area of interest.

Terminology to support the development of globally competent learners includes the use of the following throughout the IPC thematic units:

HOME

The country where the child may have been born and/or has cultural roots.

HOST

Where the child is living now, and where the school is located.

HERITAGE

The countries where the child's family originates from.

ADOPTED

Countries that enhance learning by allowing for comparison to the home/host/heritage country.

Knowledge Skills and Understanding

At NIS, we recognise that Knowledge, Skills and Understanding are learnt, taught and assessed differently

Knowledge

Is usually data, facts, or information that is invariably right or wrong. It can be taught fairly quickly and usually needs to be remembered. Learners can use various strategies to help them recall and use these facts in their learning. Knowledge is assessed in a variety of ways such as: quizzes, questioning, multiple choice, knowledge harvests

Skills

Are more practical and refer to what the learners can do. Skills are transferable between different subjects and can be cross cultural. Skills are developmental needing time to develop through deliberate practice and learners go through a continuum of Beginning, Developing and Mastering of a specific skill. Skill development is often dependent on Knowledge that learners have acquired. Skills are assessed using the Assessment for Learning toolkit, which have specific learner rubrics.

Understanding

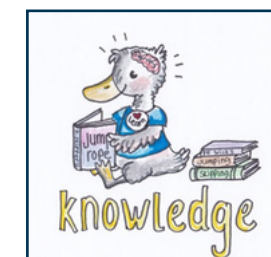
Is complex and is about helping learners to understand why. We think of understanding as 'making meaning'. Understanding is always developing. Understanding requires time and it may take significant time for it to develop. Learners will begin to make connections between the knowledge and skills they have and this in time will develop into a deeper understanding. The development of understanding often involves a lot of personal reflection. Understanding is monitored through: Observation, connections to the Big Ideal, Exit Point presentations, learners presentations.

Learners will see a variety of Knowledge, Skills and Understanding learning goals throughout their time in Middle Years. These will be signposted with the below symbols, which link back to our school mascot KindNIS.



Knowledge

I Know that ...



Skills

I am able to ...

I can



Understanding

I Understand....

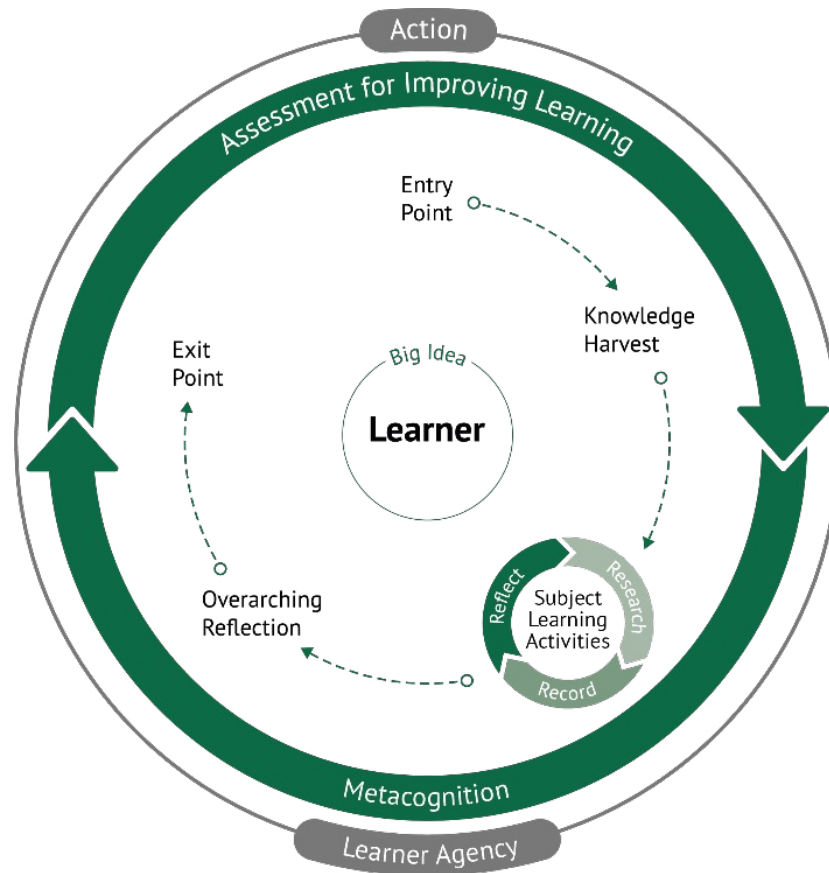
I explain



The Process to Facilitate Learning

All IPC units follow the Process to Facilitate Learning, with the learner at the centre, which is structured to make sure that the child's learning experience is stimulating and effective.

The process involves 5 stages encircled by the essential connection between Assessment for Improving Learning, Self-Assessment and Action.



ENTRY POINT

The Entry Point is an activity for learners that begins each unit of learning and provides an exciting introduction to the learning. The Entry Point is designed to activate schemata- learner's previous knowledge and experiences, as well as hook learners for the coming unit.

KNOWLEDGE HARVEST

The Knowledge Harvest take place in the early stages of each unit and provides an opportunity for learners to reveal what they already know about what they are studying. The learner's Knowledge Harvest is analysed by the teaching team and used to guide planning as well as differentiation. During the Knowledge Harvest, learners will begin to ask questions about the unit of learning and have the opportunity to add these to the 'I wonder' wall.

SUBJECT LEARNING

- RESEARCH, RECORD, REFLECT

Each IMYC unit has a number of tasks that require learners to Research, Record and Reflect on their learning. The mini circle inside the Process to Facilitate Learning will be repeated multiple times throughout the unit of learning as a way to extend Knowledge, develop Skills and deepen Understanding.

Research: These activities always precede the recording activities. IMYC research activities are designed to be experiential and exploratory. During research activities, learners use a variety of methods and may work collaboratively in groups of individually to find a range of information.

Record: During recording activities, learners think about the process and interpret the learning they have researched. At NIS, we promote 'Choice and Challenge', which enables learners to take ownership of their learning, provide rigorous challenge and provide opportunities to develop their strengths or interests.

Reflect: Activities should as self and peer assessment of learning, including using skills rubrics form the reflection strand. Giving learners the opportunity to reflect both through discussion and through recording (written, audio or visual) is key to further support metacognition and develop deeper understanding.

Reflective questions are intended to support learners with:

- Making connection with other Subjects, Personal and International Learning
- Planning the next steps in their own learning
- Identifying what they would like to know, understand and be able to do

OVERARCHING REFLECTION

Each unit of learning has subject-specific reflective journaling questions that are used to further support facilitating understanding. Throughout each unit, learners will participate in regular journal writing. At NIS, learners will have a journaling portfolio and this will be used to provide some initial reflection time to consider the Big Idea. Journaling will be done as a class activity and as homework and will help learners to organise their ideas for their Exit Point Project.

Journaling supports the following needs of the teenage brain:

- The need to **interlink/connect** their learning
- The need to **make meaning** of their learning
- The need to work with **peers**
- The need for **agency**

EXIT POINT

The Exit Point completes the Process to Facilitate Learning and has a number of purposes:

1. It helps learners synthesise subject learning, Personal and International Learning
2. To strengthen connections between learning and the wider world which may include an invitation to take action (Action Ambassador suggestion spaces are located in all Homeroom classrooms)
3. To celebrate the learning that has taken place

Assessment for Improving Learning

Assessment for Improving Learning is a key tool to support learners during their learning journey and ensure that rigorous learning is taking place. Knowledge, Skills and Understanding are taught, learnt and assessed differently, with learners having multiple opportunities to show their learning during the units.

Knowledge Assessment - At NIS, assessment of knowledge supports our shared vision and is done in a variety of ways to improve learning. Knowledge assessments happen regularly and can often be simple, quick checks to ensure learners can retrieve knowledge.

The ways we assess Knowledge are:

- Knowledge Harvests
- Knowledge quizzes
- Questioning (self, peer and teacher-led)
- Learner responses on whiteboards
- Knowledge-based activities (matching, sorting cards)
- Vocabulary checks

Skills Assessment – At NIS, learners continue to have key skills which they are assessed against. These skills build on skills that learners have developed during the Primary years. Skill assessments happened regularly and learners will use rubrics to self-assess before being given clear learning advice on the next steps to improve.

Assessment of Skills takes place through

- Observation
- Practice
- Self-reflection with child-friendly rubrics

The IMYC provides both learner and teacher rubrics, with a combination of both being used in order to support learning. Learners have the opportunity to self-assess against the rubrics before the teachers give their feedback. After each key skill has been assessed, learners are given feedback via learning advice, which will give a specific target area in order to further improve learning next time.

Monitoring Understanding – Learners are given many opportunities to show, develop and explore their understanding. The monitoring of this is multifaceted and consistently built into the learning journey. In the IMYC, learners will make use of journalling questions in each subject, as a way to support metacognition and the Exit Point. As learners understanding of the unit develops through different subject lens, the level of understanding with gradually deepen. .

Monitoring of understanding takes place through:

- Daily, weekly and edit of unit journalling
- Exit Points
- Open ended tasks
- Connecting subject learning to the Big Idea

Marking – Teacher marking is also an integral part of the learning process. Learning portfolios will be marked at regular intervals, with learners given the opportunity to respond to feedback.

Positive behaviour at NIS

Restorative Practices is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasising the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which everyone feels that they are seen, heard, and respected.

Restorative Practices at NIS:

Restorative Practice is an integral part of our school behaviour policy. We focus on repairing relationship breakdowns as opposed to blaming and enforcing punitive punishment. Learners are able to talk through what has happened, agreeing on steps

Restorative Chat:

Teachers may ask the learners involved:

1. What happened?
2. How do you feel?
3. Who has been affected by the action?
4. How did your actions make the other person feel?
5. What do we need to do to make thing right?
6. What will we do next time?

Community Involvement

“When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more”

Community involvement is an essential part of the learning journey and at NIS it is encouraged in order to support the learners. Parents have the opportunity to be involved in the Exit Points at the end of the learning journey of a unit, as this gives learners the opportunity to share what they have learnt with a wider range of audiences.

What the community do to support learning at NIS:

- Use the Language and talk about learning- Knowledge Skills and Understanding, Beginning, Developing and Mastering, Using the Personal Learning Goals
- Join Exit Point celebrations- The dates for these will be sent out at least 3 weeks before the date
- Attend Parent Consultations and Learner led conferences- This will be a chance to find out reflections from the teacher, goal set and celebrate the learning of your children
- Attend information evenings, coffee mornings, parents sessions and IMYC webinars. This will be a chance for NIS to explain how and why we teach in the way we do and any strategies we have to support you and your learners
- Volunteer- If you have specialty, interest or experience that can be used to support the learning in school
- Be involved in the school community



Self-Review and Accreditation

NIS Leadership and teachers are constantly on a mission to improve learning experiences and outcomes for all learners. To help us get the most from our curriculum, we use a self-review process which focuses on seven key foundations.

Foundation 1- Learner focused Personal, International and Subject Learning Goals

Foundation 2- A progressive Pedagogy

Foundation 3- A process to Facilitate Learning for All

Foundation 4- Globally Competent Learners

Foundation 5- Knowledge, Skills and Understanding are taught, learned and assessed differently

Foundation 6- Connected Learning

Foundation 7- Assessment for Improving Learning

Each of the above criteria have recognised developmental stages that are described in rubrics that follow the progression of Beginning, Developing and Mastering. Mastering implies that a school is implementing the IMYC at a high level.

NIS are currently the only school in Denmark providing the IMYC. As innovators in learning, we are working with our partners around the world to ensure the curriculum is rigorous, engaging and ultimately, improves learning. We look forward to the continued successes of learners!

