

Al-Rayan International School

Career-Related Programme (CP)

Orientation Session with Parents



By
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AGENDA

IBCP course Model & Structure

Meet the IBCP Team

CP Core Subjects

Career-Related Studies (BTEC & SCAD)

Diploma Programme Courses In IBCP

Award of Certificate

Timetable for IBCP students

Attendance

Learning Management System (Managebac & Google Classroom)

Teaching & Learning in IBCP

ARIS Expectations from Parents

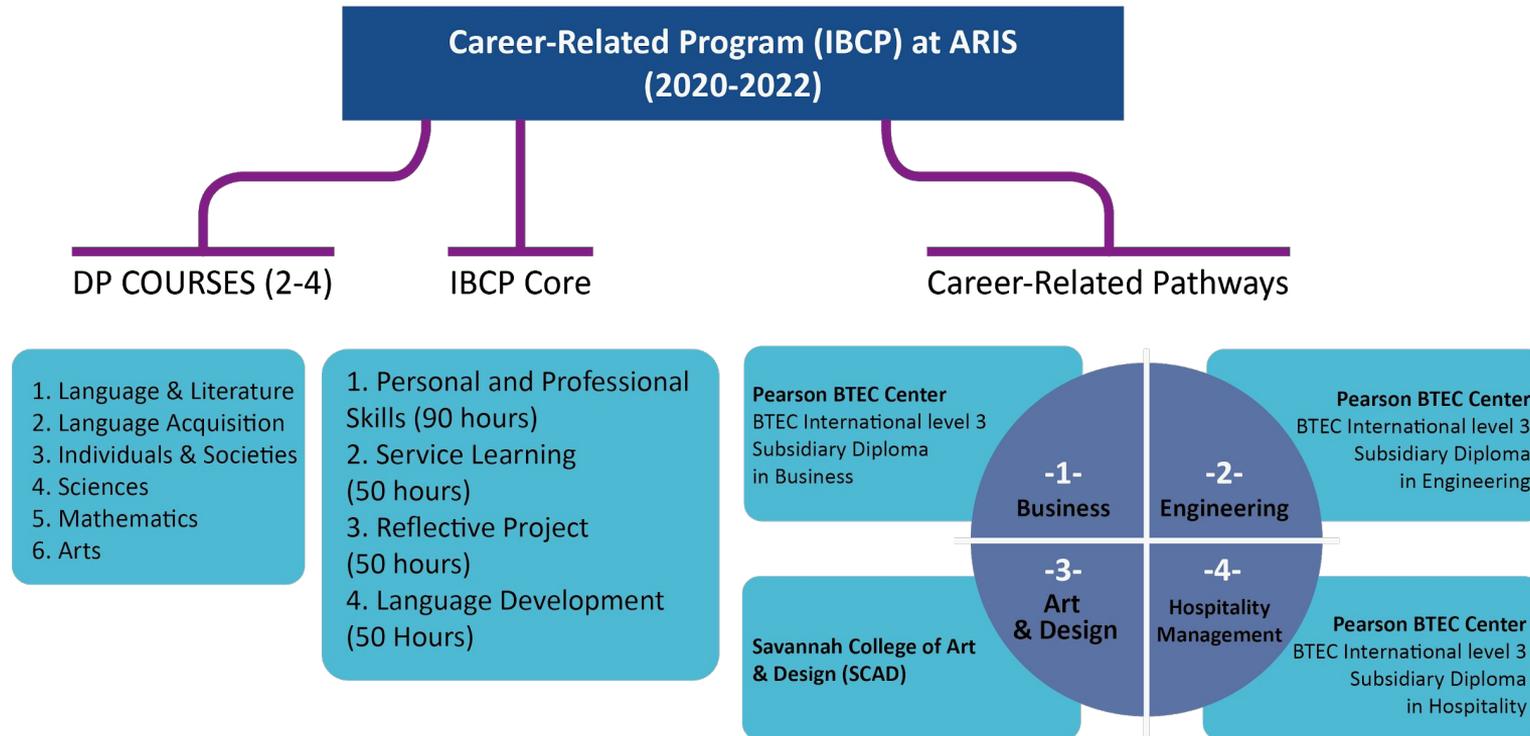
Padlet link to ask parents to write their views-----<https://padlet.com/amukherjee/zsd7uo0yzx0j>

IBCP Course Model

- > Specialised studies focused on one or two areas within the IB educational framework and philosophy.
- > Suit students' personal interest and strengths
- > Customized to equip students with future skills critical to seize opportunities.
- > Flexible Education system.



IBCP Course Structure



Meet the IBCP Team



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& IBCP coordinator*

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Meet the IBCP Team

CP Core Subjects Coordinators



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Meet the IBCP Team

BTEC Facilitators



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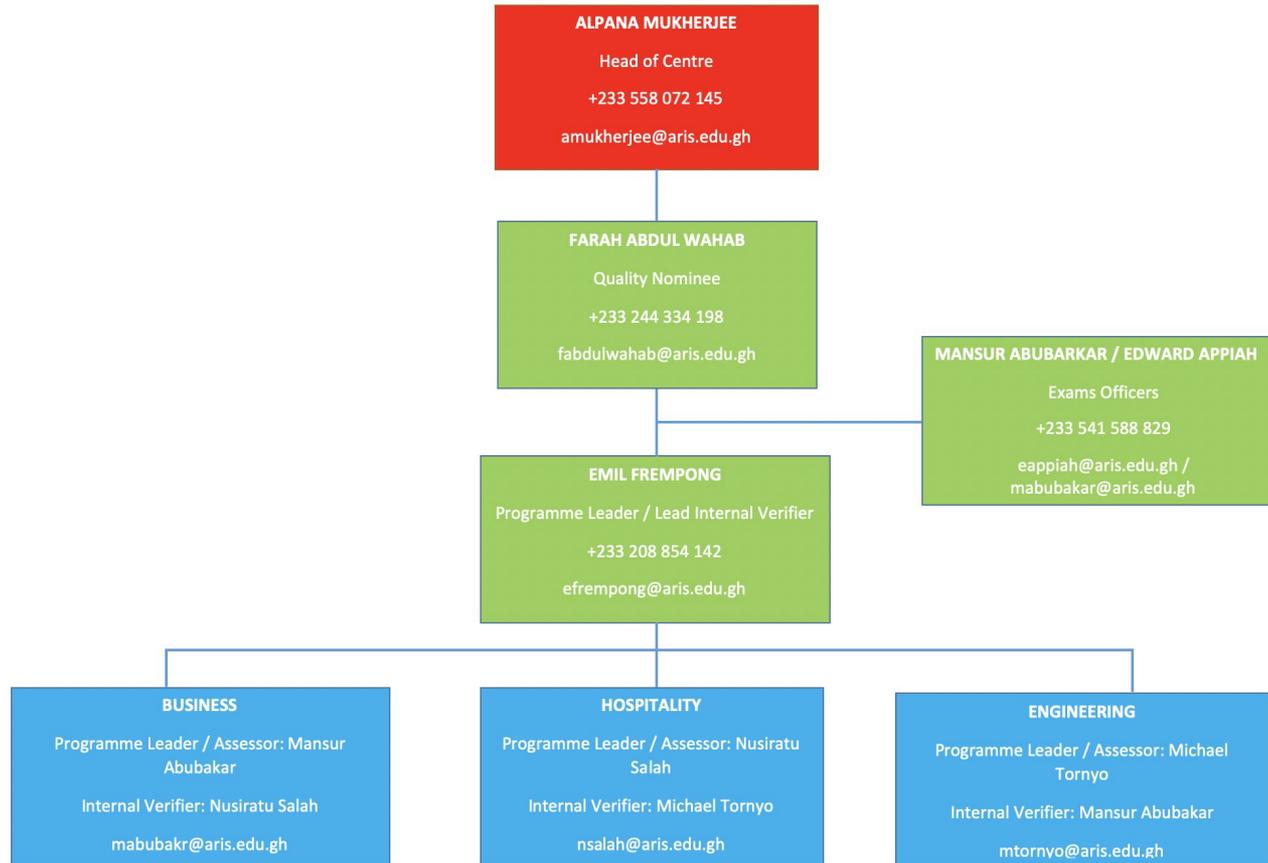
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ARIS BTEC Organizational Chart



CP Core Subjects

PERSONAL & PROFESSIONAL SKILLS (PPS)

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.

In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Time

It is expected that a minimum of **90 hours** will be met in a timetabled course.

Learning Outcomes

- 1- Identify their own strengths and develop areas for growth
- 2- Demonstrate the ability to apply thinking processes to personal and professional Situations
- 3- Recognize and be able to articulate the value of cultural understanding and appreciation for diversity
- 4- Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
- 5- Recognize and consider the ethics of choices and actions.

Delivery

There are five themes in the personal and professional skills course. 3 themes covered in CP1 (Y12) and 2 themes in CP 2 (Y13)

Scheduled, taught course, designed by the school but with the curriculum framework prescribed by the IB.

Assessment

Every CP student must complete the personal and professional skills course by submitting a portfolio that will be assessed by the school.

The school is responsible for confirming with the IB that students have completed the requirements for personal and professional skills.

CP Core Subjects

SERVICE LEARNING (SL)

Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need.

In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.

Time

It is expected that a minimum of **50 hours** will be met in a timetabled course.

Learning Outcomes

- 1- Identify own strengths and develop areas for growth
- 2- Demonstrate participation with service learning experiences
- 3- Demonstrate the skills and recognize the benefits of working collaboratively
- 4- Demonstrate engagement with issues of global significance
- 5- Recognize and consider the ethics of choices and actions

Delivery

Linked to the taught curriculum.
Research-based approach.

Assessment

Successful completion of the service learning component as evidenced through the student's service learning portfolio.

The school is responsible for confirming with the IB that students have completed the requirements for Service Learning.

CP Core Subjects

SERVICE LEARNING (SL) through online learning

Due to COVID-19, Service learning this year will not be Direct, as students won't be able to visit organizations in their community to help.

However, the Service Learning will take place as Indirect form, where students offer students virtually. For example:

- They can help NGOs to redesign their website for free
- Upload learning videos on youtube for a school to help their students
- Write original picture book to teach a language
- Any service that they can render virtually

Or they can do Advocacy, where students speak on behalf of a cause or concern to promote action on an issue of public concern. For example:

- Awareness campaign on hunger
- Creating a video on sustainable water solutions

Or they can do research, where students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice. For example:

- Environmental Surveys to influence their school
- Compile effective means to reduce litter in public spaces.

CP Core Subjects

LANGUAGE DEVELOPMENT(LD)

Language development ensures that all students have access to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

Language development encourages students to improve their proficiency in a language other than their best language.

Time

It is expected that a minimum of **50 hours** will be met in a timetabled course.

Delivery

Designed by the school to meet the needs of individual students.

Assessment

Formative assessment determined by the school. Schools report to the IB whether each student has successfully completed the language development programme as evidenced in the student's language portfolio.

The school is responsible for confirming with the IB that students have completed the requirements for Language Development.

Online Experience

- Students will go on virtual trips to museums and other places of interest to collect evidence.
- Students will look for online newspapers, read them and compare them with the source language
- Make a weekly list of vocabulary specific to their career
- Compare the grammar of the target language and the source language
- Write a story in the target language

CP Core Subjects

REFLECTIVE PROJECT (RP)

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss and evaluate an **ethical issue** arising from their career-related studies.

The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.

Time

It is expected that a minimum of **90 hours** will be met in a timetabled course.

Delivery

Managed by the school with a designated supervisor for each student.

The reflective project is assessed by the school and moderated and graded by the IB. They are graded from A to E, with A being the highest.

Assessment

Summatively assessed by the school against assessment criteria defined by the IB. Externally moderated by the IB.

The school is responsible for confirming with the IB that students have completed the requirements for personal and professional skills.

CAREER-RELATED STUDIES (CRS) - BTEC OPTION

> ARIS is officially a Pearson Recognised centre and all BTEC teachers have received the BTEC training.

> Courses offered from BTEC:

BTEC International level 3 Subsidiary Diploma in Business

BTEC International level 3 Subsidiary Diploma in Engineering

BTEC International level 3 Subsidiary Diploma in Hospitality

> BTEC Marking system is:

Pass (P) – all assignments for a Pass grade must be completed;

Merit (M) – all assignments for a Pass must be completed and all assignments for a Merit must be completed;

Distinction (D) – all assignments for a Pass and Merit must be completed and all assignments for a Distinction must be completed.

> Scheduled as part of the IBCP timetable

CAREER-RELATED STUDIES (CRS) - SCAD OPTION

- > All SCAD courses are online courses
- > 5 courses of 5 credits each - Total of 25 credits in 2 years (3 courses in Y12 and 2 courses Y13)
- > Duration of every course is 10 weeks
- > Pass all SCAD courses

DIPLOMA PROGRAMME COURSES IN IBCP

- > Students can choose at least 2 DP subjects from any group subject in any level
- > Diploma Programme (DP) courses within the CP are assessed in accordance with rigorous international standards. Students take written examinations at the end of their courses, which are marked by external IB examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest).
- > Student should get a grade of 3 or more in at least two of the Diploma Programme courses registered for the career-related Programme.
- > Students will be assessed on the concepts treated through **Exam.net** and a variety of online tools such us:
 - Padlet
 - Kahoot
 - Edpuzzle
 - Kognity
 - Quizlet
 - Education Perfect
 - Mathletics

AWARD OF CERTIFICATE

The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- The candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- The candidate has been awarded a grade of at least D for the reflective project.
- Personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.

TIMETABLE FOR IBCP STUDENTS

- > Every IBCP student has a customised timetable based on the selection of his courses.
- > Timetable promotes working independently and in collaboration with others.
- > Develop self-management and time-management skills
- > Develop greater self-confidence and self-awareness
- > Demonstrate high levels of resilience and flexibility
- > School hours from 8:20am till 3:15pm

ATTENDANCE

> Regular attendance is compulsory in order to fulfill the requirements and assignments in all subjects. Regular, punctual attendance is therefore non-negotiable and required of every pupil.

> Authorised/Excused Absences

A student may be excusably absent from school due to personal illness, death in the family, emergency dental or medical treatment, religious holiday, procurement of essential documents, renewal of passports, or other vital reasons if approved in advance by the Principal. **If at all possible, medical/dental appointments during school hours must be avoided.**

Unauthorised/Unexcused Absences

Unexcused absences include truancy, cutting/skipping a class, suspension, absences that have not been followed up with a note from parents, or other reasons not approved by the Principal. Work missed for such absences must be completed. Unexcused absences inevitably affect marks and report grades negatively.

> Follow-up Procedures

The following time quota applies from the start of any one academic year.

- Parents will be contacted by the ARIS Administrator when the student has reached six days of unexcused absence.
- Parents will be informed in writing by the ARIS Administrator when the student has reached 12 days of unexcused absence.
- A final telephone call will be made by the ARIS Administrator to parents when the student has reached 16 days of unexcused absence.
- When the student has been absent for 18 days, the parents will receive notification in writing that the student will not be allowed to return to school the following year.
- If a student is absent for more than 30 days, s/he will not be able to return to school without the approval of the Board.

[More Information on ARIS website](#)

LEARNING MANAGEMENT SYSTEMS

The main Learning Management Systems used by ARIS are Managebac and Google Classroom.

> In Managebac:

- Unit planners and resources
- Tasks posted and marked (Summative and Formative assessment)
- End of year reports
- Monitoring Students progress
- Monitoring Students Behavior
- Attendance

> In Google Classroom:

- Weekly planners
- Assignments and tasks
- Links to Edtech tools
- Shared resources and guides
- Share feedback with students
- Announcements

Teaching & LEARNING IN IBCP

1- We aim for student Agency

- Build strong communication system because it empowers the students
- Clear communication can take two forms: synchronous (zoom or google meet) and asynchronous form (google classroom, padlet, flipgrid, edpuzzle,...)

HOW?

Prepare and share weekly planner on google classroom with students to know what to expect this week with submission timeline.

Be consistent in communication routines however consider different formats like videos, messages or audios.

Synchronous sessions for class discussions, planning tasks and answering questions.

Asynchronous sessions for lectures and content delivery.

Share feedback in timely manner (between 24H and 48H) consider different formats like videos, messages or audios in google classroom.

Teaching & LEARNING IN IBCP

2- We aim for Accessibility

- The design of online spaces must be clear, coherent, and concise in order to provide a smooth, navigable experience.
- Online learning creates an opportunity for personalized pathways.

HOW?

Use visual clues and videos

Create very detailed instructions given as videos, text or links

Divide tasks into chunks

Create pacing guide (timeline) to keep track of students' progress

3- We aim for Connecting with Students

- Students need to connect with each other, as well as with the teacher. These interactions are a vital way to prevent students (and teachers) from feeling isolated or disconnected.

HOW?

Video during or google meet switched on.

Create social space for fun and low stakes conversation.

Icebreaker activities.

Assigning Office hours for support and help accessible for both parents and students.

ARIS EXPECTATIONS FROM PARENTS

Parents play an important role in their child's education. In a digitally-immersed school environment, many parents, with or without a technology background, are often confused and unsure of how to support their child at home. This certainly doesn't look like their own experience in elementary, middle, or high school.

Here's a critical piece that parents need to understand now that Devices are Learning Tools.

Although the tool has shifted from a textbook to a device or online program, *the fundamental role of the technology is to enhance learning*. Yes, many devices have embedded entertainment capabilities, but at this moment the role of this technology in school is allowing students to engage in an individualized program and create their own pace of learning.

ARIS EXPECTATIONS FROM PARENTS

Therefore we request our Parents to -----

1. Reinforce the use of the device for learning at home.
2. Establish routines and expectations which allow minimum 6 hours of sleep
3. Choose a good place to learn, quiet and clear from distractions.
4. Stay in touch (Ask everyday about their day)
5. Help students 'own' their learning
6. Begin and end the day by checking-in. Kindly make sure they have good internet connection, tablets or laptops are charged and they are dressed appropriately.
7. Establish times for quiet and reflection
8. Encourage physical activity and exercise
9. Manage stress and make the most of an unusual situation
10. Monitor time on-screen and online
11. Help them connect safely with their friends, and they should be kind.
12. Kindly create a gmail account (if you don't have) in order to receive weekly report from google classroom. *Update your email account in the padlet.*
13. Communicate with School as soon as a problem or challenge is presented
14. Fill Parents Surveys when requested to help with feedback
15. Make sure students have breakfast before they start the lessons at 8:20 am to join their homeroom session and start their day.

THANK YOU