

Mothers' Orientation

Rand International School
2019-2020



الرسالة MISSION

Provide a caring, safe and warm learning environment with rich curricular and co-curricular programs that stimulate curiosity, freedom of expression, intercultural understanding and life-long learning. توفير رعاية آمنة وبيئة تعلم دافئة ذات برامج منهجية ولا منهجية قوية تحفز فضول المتعلم وحرية للتعبير والتفاهم ما بين الثقافات المتعددة.

الرؤية VISION

RIS is dedicated to create a supportive learning community for open-mindedness and life-long learning.

تكرس مدارس رند العالمية جهودها لخلق مجتمع تعليمي داعم للفكر المنفتح والتعلم مدى الحياة

SCHOOL PHILOSOPHY فلسفة المدرسة

A commitment to improve the teaching and learning in the school community by delivering rich, high quality program of international education that shares a powerful vision and develops the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.

We encourage curiosity and learn through inquiry in a stimulating environment. We engage our community of learners' in realizing their potentials and growing their knowledge and skills.

We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We support the intercultural understanding and respect different views of others.

SCHOOL PHILOSOPHY فلسفة المدرسة

الالتزام بتحسين عمليتي التعليم والتعلم في المجتمع المدرسي من خلال توفير برنامج غني ذو جودة عالية وذو طابع دولي يتشارك الرؤية القوية ويطور المهارات الفكرية والعاطفية والاجتماعية والشخصية المطلوبة للعيش والتعلم والعمل في عالم العولمة السريع. نشجع الفضول والتعلم من خلال البحث في بيئة نشطة و ننخرط في مجتمع المتعلمين بإدراك امكانياتهم وزيادة معارفهم ومهاراتهم.

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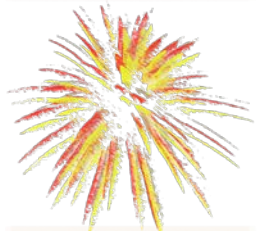
Years of Continuous
Improvement in RIS
Learning Journey



What WE are PROUD of?

بماذا نفتخر؟

Advanced
accredited
Now (Cognia)



Celebration

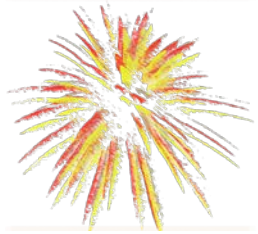


What WE are PROUD of?

بماذا نفتخر؟

IB

Authorization



Celebration



- **Continuous Professional Development and Growth of potentials.**
- **Culture of Feedback and responsiveness.**
- **Students Engaging , Thinking, Collaborating and Actively Learning**

بماذا نفتخر؟

What are we PROUD of?

- مربيات الصفوف من الصف الأول الى الخامس تدرس جميع المواد الأساسية (English, science, math, social)
- إضافة مادة جديدة "هندسة وبرمجة " engineering and coding وستكون فاطمة الخنيزي المعلمة المسؤولة .
- حصة الفن "الارت" لفصول اول وثاني ستنقسم بين معلمتين سندس والمعلمة الجديدة .سيكون نصف الفصل مع معلمة في الفصل والنصف الاخر مع معلمة في غرفة الفن ويتم التغيير للمكان أسبوعيا .
- ستبقى الحصة الأخيرة من يوم الخميس خروج مبكر لجميع الطلاب.
- توحيد التوقيت مع المدرسة الاهلية.
- الطابور الصباحي يبدأ 6:45 وتبدأ الحصة الأولى 7:00 .
- مدة البريك الأول 20 دقيقة والثاني 15 دقيقة وهذا حسب مطلب البكالوريا الدولية وسيكون هناك جدول مراقبة للبريك الثاني .
- البريك الأول 20 دقيقة يختلف باختلاف المراحل وهذا معناه اختلاف التوقيت بين الصف الأول// والثاني والثالث//والرابع الى سادس في الحصة الثالثة والرابعة والخامسة .



HRTs from first to fifth grades will teach all basic subjects (English, science, math, social)

-Add a new engineering and coding Class and Ms. Fatima Al-Khunaizi will be the responsible teacher.

- Art class for the first and second grade will be divided between two teachers Ms. Sondos and the new teacher. Half of the class will be with a teacher in the classroom and the other half with a teacher in the art room.

- The last class of Thursday will remain an early release for all students.

- Unifying the timing with the Ahlyia Section.

- The morning assembly starts at 6:45 and the first class starts at 7:00.

- The duration of the first break is 20 minutes and the second is 15 minutes.

- The first break 20 minutes varies depending on the grade and this means the timing difference between the first grade // second, third // and fourth to sixth in the third, fourth and fifth periods.

التقويم الدراسي

- الترم الأول يتكون من 17 أسبوع من ضمنها أسبوع الامتحانات
- إجازة الطلاب نهاية الترم الأول 3 أسابيع وإجازة المعلمات أسبوعين حسب تقويم الوزارة
- الترم الثاني يتكون من 15 أسبوع من ضمنها أسبوع الامتحانات
- امتحان الطلاب سيكون اول أسبوع من رمضان وسيتم الإعلان عن إجازة المعلمات والطاقم لاحقا



Academic Calendar

- The first Semester consists of 17 weeks including the week of exams.
- Students vacation the end of the first term 3 weeks and teachers vacation two weeks, according to the ministry's calendar.
- The second Semester consists of 15 weeks, including the week of exams.
 - The students' exam will be the first week of Ramadan and teachers and staff vacation will be announced later.



Number of classes:

- *First grade: 11 classes
- *Second grade: 11 classes
- *Third grade: 9 classes
- *Fourth grade: 5 classes
- *Fifth grade: 4 classes
- *Sixth grade: 3 classes

اعداد الفصول:

- *الصف الأول: 11 فصل
- *الصف الثاني: 11 فصل
- *الصف الثالث: 9 فصول
- *الصف الرابع: 5 فصول
- *الصف الخامس: 4 فصول
- *الصف السادس: 3 فصول

“

جدول الحصص DAILY SCHOOL SCHEDULE

Grade 1

	1	2	3	4	5	6	7	8		
6:45-7:00 AM	7:00-7:45 AM	7:45-8:30 AM	8:30-8:50 AM	8:50-9:35A M	9:35-10:20AM	10:20-11:05 AM	11:05-11:45 AM	11:45-12:00AM	12:00 - 12:45 AM	12:45-1:25 AM
15 M	45 M	45M	20M	45M	45M	45M	45M	15M	45M	45M
Morning assembly			break					Prayer break		

Grade 2,3

	1	2	3	4	5	6	7	8		
6:45-7:00 AM	7:00-7:45 AM	7:45-8:30 AM	8:30-9:15 AM	9:15-9:35A M	9:35-10:20AM	10:20-11:05 AM	11:05-11:45 AM	11:45-12:00AM	12:00-12:45A M	12:45-1:25 AM
15 M	45 M	45M	45M	20M	45M	45M	45M	15M	45M	45M
Morning assembly			break					Prayer break		

Grade 4,5,6

	1	2	3	4	5	6	7	8		
6:45-7:00 AM	7:00-7:45 AM	7:45-8:30 AM	8:30-9:15 AM	9:15-10:00A M	10:00-10:20AM	10:20-11:05 AM	11:05-11:45 AM	11:45-12:00AM	12:00-12:45AM	12:45-1:25 AM
15 M	45 M	45M	45M	45M	20M	45M	45M	15M	45M	45M
Morning assembly			break					Prayer break		



➤ Add a picture from Ib that shows that its only 10 schools authorized in the kingdom

The PYP for Students

- In the PYP, students learn how to think for themselves and take responsibility for their own learning through an inquiry-led approach.
- By developing the attributes of the IB learner profile, students also learn how to demonstrate respect for themselves and others, developing international-mindedness by working with others for a shared purpose and taking positive action for change



The IB learner profile

- The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.
- They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.



The profile aims to develop learners who are:

- » Inquirers
- » Knowledgeable
- » Thinkers
- » Communicators
- » Principled
- » Open - minded
- » Caring
- » Risk- takers
- » Balanced
- » Reflective



PYP Curriculum

- The Primary Years Programme (PYP) presents schools with a comprehensive plan for high quality, international education.
- It provides schools with a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.



PYP Curriculum

- Schools work with the five elements to construct a rigorous and challenging primary curriculum for international education.
- The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3– 12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

THE KEY CONCEPTS

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THESE SUPPORT HIGHER-ORDER THINKING
AND PROVIDE LENSES FOR CONSIDERING
KNOWLEDGE RELATED TO THE CENTRAL IDEA
IN A RANGE OF WAYS

FORM

What is it like?



FUNCTION

How does it work?



CAUSATION

Why is it as it is?



CHANGE

How is it transforming?



CONNECTION

How is it linked to other things?



PERSPECTIVE

What are the points of view?



RESPONSIBILITY

What are our obligations?



APPROACHES TO TEACHING



BASED ON INQUIRY



**FOCUSED ON CONCEPTUAL
UNDERSTANDING**



**DEVELOPED IN LOCAL
AND GLOBAL CONTEXTS**



**FOCUSED ON EFFECTIVE
TEAMWORK AND COLLABORATION**



**DIFFERENTIATED TO MEET
THE NEEDS OF ALL LEARNERS**



**INFORMED BY FORMATIVE
AND SUMMATIVE ASSESSMENT**

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



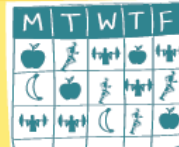
COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



AGENCY

PYP LEARNERS....



VOICE

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MagicStorybooks.com

- students question, guide and direct learning
- students propose and initiate action
- students participate in decision making

• ARE ACTIVELY ENGAGED IN VARIOUS STAGES OF LEARNING, INCLUDING: THINKING ABOUT, PLANNING, MODIFYING AND CREATING

• ARE ACTIVELY INVOLVED IN DISCUSSION, QUESTIONING AND BY BEING SELF-DIRECTED IN THEIR CREATING (AS OPPOSED TO PASSIVE RECEIVING)

• APPLY THEIR UNDERSTANDING OF CONCEPTS THROUGH THE CONSTRUCTION OF THEIR PROJECTS/PLAY

• MAKE CONNECTIONS TO THE REAL WORLD BY TAKING PAST EXPERIENCES INTO THEIR PLAY WORLDS

• HAVE AN ACTIVE VOICE AND STAKE IN THE CLASSROOM/COMMUNITY

• FACE CHALLENGES AND ARE GIVEN THE FREEDOM TO INDEPENDENTLY OVERCOME THESE OR FAIL THROUGH TRIAL AND ERROR OR EXPERIMENTATION

• ARE RISK-TAKERS

• EXPRESS THEIR THEORIES OF THE WORLD AND THESE ARE HONOURED IN THE ENVIRONMENT

• REFLECT ON THEIR ACTIONS AND SELF-REGULATE



CHOICE

- students co-construct learning goals
- students engage with multiple perspectives



OWNERSHIP

- students define own learning goals
- students reflect on own learning goals
- student ideas are supported throughout planning and taking action.

Action



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USE LESS PAPER



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PARTICIPATION
contributing as individual or group

ADVOCACY
action to support social / environmental / political change

SOCIAL JUSTICE
relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP
innovative, resourceful and sustainable social change

LIFESTYLE CHOICES
eg. consumption, impact of choices

KNOWLEDGE

TRANSDISCIPLINARY THEMES

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Who We Are

Where We Are in Place and Time



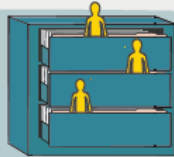
How We Express Ourselves



How the World Works



How We Organise Ourselves



Sharing the Planet



Activity time

- Group 1: approaches to teaching
- Group 2: approaching to learning
- Group 3: action
- Group 4: agency
- Group 5: Learner Profile
- Group 6: Transdisciplinary Themes
- Group 7: Key Concepts



Areas of focus

Goals



Curriculum / Classroom Practices

- » In- Depth Inquiry
- » Students Agency
- » Self- assessment – Success Criteria

Activity


The com pass





Curriculum / Classroom Practices

- » In- Depth Inquiry
- » Students Agency
- » Self- assessment – Success Criteria



The International Baccalaureate® (IB) Primary Years Programme (PYP) is underpinned by six transdisciplinary themes around which learning is planned.

- » Who we are.
- » Where we are in place and time.
- » How we express ourselves.
- » How the world works.
- » How we organize ourselves.
- » Sharing the planet.



The International Baccalaureate® (IB) Primary Years Programme (PYP) is underpinned by six transdisciplinary themes around which learning is planned.

- These themes are selected for their relevance to the real world. They are described as transdisciplinary because they focus on issues that go across subject areas.
- The transdisciplinary themes help teachers to develop a programme of inquiry. Teachers work together to develop investigations into important ideas, which require a substantial and high level of involvement on the part of students.
- Through the PYP curriculum framework, schools ensure that students examine each theme.



Thank you
We are here for you!

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- » Here you have a list of items
- » And some text
- » But remember not to overload your slides with content

Your audience will listen to you or read the content, but won't do both.



Our process is easy

first

second

last