



# 2018-2021 Year 7-9 Curriculum Brochure



International College Hong Kong

*Proud to be one of Cambridge University's  
100 most innovative schools worldwide.*



Dear Parents and Students,

A school's curriculum includes all those student activities — academic and non-academic — for which the school takes responsibility, as they all have a significant impact on student learning.

The purpose of this brochure is to ensure that parents and students have an understanding of the aims of the various components of our curriculum, and of the methods we use to report on student achievement.

It also provides details of our activities programme, our off-site CAS Week and our pastoral support structures, each of which plays an important part in the holistic development of our students.

Please take the time to look through this Curriculum Brochure and feel free to contact us, or the appropriate teacher, with any additional questions you may have.

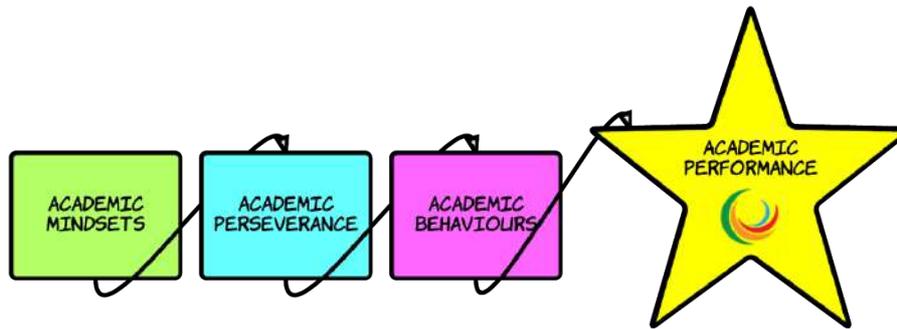
Yours faithfully,

**Toby Newton**

**Head of School**

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From *Teaching Adolescents to Become Learners: Literature Review 2012* -  
University of Chicago Consortium on School Research

## OUR MISSION & VISION

Learning together, thoughtfully

### **Mission**

ICHK is a vibrant and caring community school, where staff, parents and students work in partnership to unlock potential, inspirational teachers share a passion to be the best educators they can be and students thrive in small classes in a stunning natural environment.

### **Vision**

Our vision is to inspire all our students to realise their potential as leaders and learners, to develop creative, inquiring, confident young adults who will exceed expectations, to attract the best teachers, and to ignite a passion for learning which will last a lifetime.

ICHK is a community school and, as a community, we expect each individual to be principled, to appreciate and critically examine different viewpoints and to act in support of each other's learning and development.

Our curriculum has been designed to support these aims and expectations. We recognise that both the material that students engage with and the means and methods of engagement are important factors in their intellectual and emotional development. The ICHK curriculum is our best attempt to create the conditions in which this can happen in ways that are creative, stimulating, well-balanced and challenging for all students.

## PROFILE OF AN ICHK STUDENT

To achieve the mission and vision for ICHK, we ensure that every student:

### **Benefits from an international education by:**

- Gaining historic and contemporary knowledge of the world
- Acquiring international understanding through interaction with others, and by studying and experiencing other cultures and belief systems
- Developing personal values while respecting those of others
- Valuing their language and culture
- Maintaining the fluency of their mother tongue and valuing the acquisition of other languages
- Understanding global issues and problem resolution
- Knowing they can make a difference to global issues
- Engaging in offsite activities to enhance personal, social and physical development, and to appreciate the beauty of our environment

### **Is principled, critically examines viewpoints and acts in support of others by:**

- Sharing, cooperating and contributing responsibly
- Thinking and acting critically, creatively, and independently
- Understanding the relationship between rights and responsibilities
- Practicing tolerance
- Taking action to protect our environment

### **Strives to realise their potential as a learner by:**

- Learning how they learn best
- Discovering the joy of learning
- Attaining depth and breadth of knowledge and understanding
- Acquiring the skills that support intellectual and academic success
- Understanding and developing their Human Technologies
- Preparing themselves for the demands of higher education

### **Strives to realise their potential as a leader by:**

- Developing skills and knowledge that support leadership
- Solving problems independently and with others
- Encouraging and supporting others
- Reflecting on their contribution and setting targets for improvement
- Displaying sound decision-making skills
- Building understanding and trust

## THE IB LEARNER PROFILE

ICHK is well on its way towards becoming an authorized IB school. We have chosen the IB as we believe in developing internationally minded people who help to create a better and more peaceful world. In keeping with this vision for education, and our commitment to the IB, we will aim to ensure that ICHK students strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of others. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## OUR CAMPUS & LOCATION



ICHK's spacious, green and low-rise campus is set in an area of outstanding natural beauty in the northern New Territories.

Surrounded by country parks and spectacular scenery, our school offers the ideal location for students to develop a deeper appreciation for their place in the grander scheme of natural history and human culture, developed on a global scale, as measured in both space and time. We draw on our local environment as an invaluable resource for the teaching of science, the humanities, arts, physical fitness and leadership.

## A LEARNING CULTURE, CURRICULUM & CLASS SIZES



Our commitment to small class sizes promotes a genuinely intimate and sharing learning culture. Small classes allow for a higher degree of interaction between teacher and student, and between student and student.<sup>1</sup>

Through inquiry we encourage creative thinking and innovation. We develop students with technological know-how, a critical perspective on how technologies are most sensibly deployed, and with the knowledge and skills to appreciate and act on issues of local and global importance.

Our Year 10 and 11 Curriculum reflects our belief that students benefit from breadth, balance, progression, continuity and an increasing level of agency in their education.

We achieve this *breadth and balance* by offering a diverse range of subjects and a wide selection of extra-curricular activities.

We ensure *progression and continuity* by building on the achievements in Years 7 to 9, and by preparing students for the requirements of the International Baccalaureate Diploma Programme (IB) offered in Years 12 and 13.

And we build in opportunities for *agency* through Free Learning sessions that give students the chance to build and experience learning opportunities of their own design, with the expert guidance and support of teaching staff.

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<sup>1</sup> We have a maximum class size of 20.

## TEACHING AND LEARNING: GENERAL CHARACTERISTICS

It is our commitment to ensure that all students will continue to find enjoyment in their learning and develop as independent learners and critical thinkers.

In honouring this commitment, ICHK offers an approach to teaching and learning with several key characteristics.

### **Structured Inquiry**

One of the key aspects of our approach is to provide students with opportunities to formulate their own questions related to significant content in real-world contexts. They are required to assess the various means they have available to answer these questions, and to proceed with research, experimentation, observation and analysis that will help them establish their own responses to issues.

As in the students' primary schools, this process of inquiry is supported and structured by the teacher. The starting point is the student's current understanding. The goal is the active construction of meaning by building connections between that initial understanding and the new information and experience derived through the process.

Not all learning takes place using this method - however, when it is used, an inquiry-based approach provides students with the opportunity to take ownership of their own learning and to be motivated to look deeply into key issues.

### **Assessment for Learning**

Students learn best when: they understand clearly **what they are to learn** and what is expected; they are given **feedback and advice** which explains what they can do to make their work better; and they are **fully involved** in deciding what they need to do next. While assessment at ICHK will take many forms, our primary focus is to enable students to improve and thus our approach will reflect these principles.



Some ICHK teachers will make use of rubrics as a means for students to understand the criteria by which they will be assessed and so as to show them what they will need to do to realize a higher level of achievement.

With our smaller class sizes and custom designed virtual learning environment (VLE), all students can expect to receive more frequent feedback.

### **SMART Targets**

In order to maximize the assessment for learning strategies discussed above, students are given time to **reflect** on their progress and **set new targets**. This occurs at the end of a unit of work, term, or the school year.

At the end of each term students will assess their progress; parents and teachers can examine these reflections and schedule times to meet if required.

### **School-based problem-solving**

In keeping with our aim to ensure that students become critical and creative thinkers and problem solvers, ICHK students begin to learn and practice how to use problem solving strategies both in Human Technologies and in Free Learning. School issues are used, wherever possible, to provide a meaningful and real-world context for investigations. The skills generated in the early years are further explored and developed in the senior school.

### **Independent Learning**

As students mature and gain in confidence, subject teachers ensure that they experience opportunities to work independently (or with less direction from the teacher). A central strand of Human Technologies is designed to provide opportunities for students to develop their communication and ICT skills, and provide more occasions for them to work with greater independence.

### **Sources:**

- *International Baccalaureate (2008) 'Middle Years Programme: From Principles into Practice', Cardiff, U.K.*
- *Youth Learn (2010) 'Intro to Inquiry Learning', Education Development Centre, Newton, MA*  
[www.youthlearn.org/learning/general-info/our-approach/intro-inquiry-learning/intro-inquiry-learning](http://www.youthlearn.org/learning/general-info/our-approach/intro-inquiry-learning/intro-inquiry-learning)
- *Department for Education (2010) 'Assessing Pupil's Progress'*  
<http://nationalstrategies.standards.dcsf.gov.uk/secondary/assessment/assessingstudentsprogressapp>

## Learning and Pastoral Support

Our aim at ICHK is to help students to be and to *want to be* the best they can.

By providing Personal, Social, Emotional and Academic guidance, the pastoral team, including form tutors and teachers, provides a secure and caring environment for students to develop as learners and become happy and fulfilled individuals. To enable this, tutors facilitate a Health for Being programme, which explores many of the topics that students are interested in and often concerned about. Our primary aim is to equip them with the skills necessary to deal with these issues, as and when they arise, and to boost our students' confidence in feeling equal to the challenges of their rapidly evolving lives.

For those students who need personal, social and/or emotional support, our team includes educational psychologists and counselors who have considerable experience dealing with young people in an educational setting. Where needs are more academically inclined, the team includes specialist teachers with expertise in developing Individual Education Plans (IEP) that provides teaching strategies and targets for each individual. IEPs are a powerful weapon in helping students who would otherwise struggle to realize their potential. We believe that students grow and progress best when involved in the learning process, and therefore take great care in listening to each individual, valuing and respecting their opinion when putting support provision in place.

Our open door policy means that parents have a direct route through which to gain advice and support should they require it. With everyone working together, in a sympathetic and responsive environment, we aim to develop mentally and physically healthy individuals who are able to take the best possible benefit from their school experience.

**Teacher Responsible: Mr. Douglas Kidd, Head of Learning Needs**

## ASSESSMENT & REPORTING

The school makes use of Assessment for Learning Strategies and has students set SMART targets to help understand and work towards ways to improve. The rationale, process and dates for reporting to parents is shown below. Please note that tutors and teachers can also be contacted outside of these times.

### **Written Reports**

Parents receives one full report each year. These written reports provide a summary of student **attainment**, and an **approach to learning grade**. As these full reports may be shown to other schools or universities, teachers generally focus on the positive aspects of a student's efforts and achievements, while setting at least one area for improvement. At the end of the school year they will also receive a transcript summarizing their child's grades.

### **Grades**

As a school we prefer to give comment-based feedback, which is in keeping with our focus on growth mindset and developing a love of learning. In addition to this, we do offer the following grades (generally only as part of the year of year reports in Years 7-9)

- Students are awarded a UK National Curriculum 'Level' for attainment, for Maths, English, Science and Languages, with levels ranging from 1 to 8 in Years 7 to 9.
- In Years 10 and 11, the UK examination boards award students a grade from A\* to G.
- For Year 12 and 13, the IB awards points ranging from 1 to 7 (with 7 being the highest).

### **Consultations**

The main purpose of assessment is to ensure that students know where they are and how they can improve. Face-to-face meetings are a good way for students, parents and teachers to exchange views and come to an understanding on how to support the student's academic improvement, especially when students are struggling in their work.

Parent-tutor meetings allow parents to meet with the student's tutor. These meetings provide an opportunity to have more holistic discussions about the learning and the progress of a student. Your child's tutor can offer details about a student's development, involvement in activities, and any areas of concern. In any academic year, there will be one meeting with the form tutor in the first term, followed by subject teacher consultations later in the year. These sessions provide an opportunity to delve deeper into issues and set challenging targets so the student can optimise progress.

Parent-teacher meetings allow parents to meet with the student's subject teachers. These meetings provide an opportunity to have more specific discussions about learning and progress in different areas of the curriculum.

**Teacher Responsible: Mr. Ross Parker, Director of Technology, Pedagogy & Assessment**

## SETTING

In order to ensure that students are able to realise their academic potential they must be suitably challenged, motivated and supported. In order to accomplish this, students are placed into attainment groups (or sets) based on their knowledge and performance in Mathematics and Chinese. These sets enable the students to learn at the appropriate pace using the most appropriate teaching resources. Class sizes may be smaller for those students requiring any additional support and guidance.

It is vital that students have the opportunity to move between sets, so subject teachers meet regularly to discuss student performance. At the beginning of Year 7, teachers will wait for a few weeks before placing students into the appropriate sets. They will use the following data to inform their decision: primary school reports, information from conversations with primary teachers, and their own assessments.

If a change is to be made during the year, the subject coordinator will inform parents and discuss such changes with the student concerned.

## TEXTBOOKS

The school has selected publishers who offer differentiated textbooks for each year.

The Mathematics books are differentiated as follows: Plus, Core, Star with the 7+ book having more difficult questions than the 7\* books. In terms of the assessment levels described in the appendix available from our school website, the books cover the levels as follows: 7+ (4 to 7), 7 (4 to 6) and 7\* (2 to 4). This is similar for year 8 and 9.

The Science books : 7 Blue (Levels 4 to 7) or 7 Green/Elements (levels 3 to 6).

The Chinese and Japanese books for 1st language students are all written in the target language, while those for the non-native speakers of the language (Chinese or Spanish) are written with English Instructions.

N.B. Maths, Science & Language Textbooks: in order to **reduce the weight** of student textbooks each student is given a workbook to take home rather than the text. This workbook summarises the concepts/methods along with providing suitable questions.

## YEAR 7 TO 9 SUBJECTS

The Year 7 to 9 curriculum comprises the subjects below. These subjects ensure that breadth and balance is maintained and that students will have the requisite knowledge and experience for the IGCSE/IB programmes in the senior school.

### **Compulsory Subjects/Activities**

1. English
2. Mathematics
3. Science
4. Language (Chinese, Spanish or Japanese)
5. Human Technologies (including Free Learning)
6. Art and Design (Digital Creativity & Visual Thinking)
7. Expressive Arts
8. Big History (Year 7)
9. Humanities (Year 8)
10. Physical Education
11. Curriculum X
12. Extra-Curricular (CAS) Activities

### **Timetable:**

	E	M	S	L	HT	A	Exp	Hum	PE	Act	Tot
Y7	3	3	3	3	4	1	2	3	2	1	<b>24</b>
Y8	3	3	3	3	3	1	2	3	2	1	<b>24</b>
Y9	3	3	3	3	3	1	2	3	2	1	<b>24</b>

## ENGLISH

In English, we aim to teach our students to be competent in being clear, coherent and accurate in both spoken and written communication as well as reading and understanding a range of texts and responding appropriately. Focusing and building on the areas of reading, writing and speaking and listening enables pupils to be successful and to engage with the world beyond the classroom. They are able to communicate effectively and to function in a wide range of situations and contexts. In being able to speak or write correctly, read or listen reliably and accurately they are able to adapt to the demands of work or study and be successful. Through the study of English we encourage students to not only demonstrate secure understanding of the conventions of written language, including grammar, spelling and punctuation, but to focus on creativity, cultural understanding and critical understanding.

Through the study of literature, we explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions, whilst at the same time gaining a sense of the English literary heritage. Students thus gain a sense of culture of their society, the groups in which they participate and questions of local and national identity. Additionally, developing critical skills allows pupils to challenge ideas, interpretations and assumptions on the grounds of logic, evidence or argument, and is essential if students are to form and express their own views independently.

**The curriculum provides opportunities for students to:**

**a) Speaking and Listening**

- Present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal
- Use a range of ways to structure and organise their speech to support their purposes and guide the listener
- Vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently
- Engage an audience, using a range of techniques to explore, enrich and explain their ideas
- Listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say
- Understand explicit and implicit meanings
- Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions
- Take different roles in organising, planning and sustaining talk in groups
- Sift, summarise and use the most important points
- Use different dramatic approaches to explore ideas, texts and issues
- Use different dramatic techniques to convey action, character, atmosphere and tension
- Explore the ways that words, actions, sound and staging combine to create dramatic moments.

**b) Reading**

- Extract and interpret information, events, main points and ideas from texts
- Infer and deduce meanings, recognising the writers' intentions
- Understand how meaning is constructed within sentences and across texts as a whole
- Select and compare information from different texts
- Assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion
- Recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence
- Understand how audiences and readers choose and respond to texts
- Understand how the nature and purpose of texts influences the selection of content and its meanings
- Understand how meaning is created through the combination of words, images and sounds in multimodal texts.

- How texts are crafted to shape meaning and produce particular effects
- How writers structure and organise different texts, including non-linear and multimodal
- How writers' uses of language and rhetorical, grammatical and literary features influence the reader
- How writers present ideas and issues to have an impact on the reader
- How form, layout and presentation contribute to effect how themes are explored in different texts
- How texts relate to the social, historical and cultural context in which they were written.

**c) Writing**

- Write clearly and coherently, including an appropriate level of detail
- Write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader
- Generate and harness new ideas and develop them in their writing
- Adapt style and language appropriately for a range of forms, purposes and readers
- Maintain consistent points of view in fiction and non-fiction writing
- Use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects
- Structure their writing to support the purpose of the task and guide the reader
- Use clearly demarcated paragraphs to organise meaning
- Use complex sentences to extend, link and develop ideas
- Vary sentence structure for interest, effect and subtleties of meaning
- Consider what the reader needs to know and include relevant details
- Use formal and impersonal language and concise expression
- Develop logical arguments and cite evidence
- Use persuasive techniques and rhetorical devices
- Form their own view, taking into account a range of evidence and opinions
- Present material clearly, using appropriate layout, illustrations and organisation
- Use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect
- Summarise and take notes
- Write legibly, with fluency and, when required, speed
- Use the conventions of standard English effectively
- Use grammar accurately in a variety of sentence types, including subject–verb agreement and correct and consistent use of tense
- Signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
- Spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words and derivations, including prefixes, suffixes and inflections.

**Teacher Responsible: Ms. Victoria Lee**

## MATHEMATICS

Mathematical thinking is important for all members of a modern society as a habit of mind for its use in the workplace, business and finance; and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision-making and for participation in the knowledge economy.

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for all students when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. Students who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematics is a creative discipline. The language of mathematics is international. The subject transcends cultural boundaries and its importance is universally recognised. Mathematics has developed over time as a means of solving problems and also for its own sake.

### **The curriculum provides opportunities for students to:**

- develop confidence in an increasing range of methods and techniques
- work on sequences of tasks that involve using the same mathematics in increasingly difficult or unfamiliar contexts, or increasingly demanding mathematics in similar contexts
- work on open and closed tasks in a variety of real and abstract contexts that allow them to select the mathematics to use
- work on problems that arise in other subjects and in contexts beyond the school
- work on tasks that bring together different aspects of concepts, processes and mathematical content
- work collaboratively as well as independently in a range of contexts
- become familiar with a range of resources, including ICT, so that they can select appropriately.

**Teacher Responsible: Mr. Jimmy Lam**

## SCIENCE

The study of science fires students' curiosity about phenomena in the world around them and offers opportunities to find explanations. It engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. At ICHK, through explorations of the Scientific Method, students learn how to think like a scientist - they learn how knowledge and understanding in science are rooted in evidence. They also discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They trace the development of science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

### **The curriculum provides opportunities for students to:**

- research, experiment, discuss and develop arguments - thinking like a scientist
- pursue an independent enquiry into an aspect of science of personal interest
- use real-life examples as a basis for finding out about science
- study science in local, national and global contexts, and appreciate the connections between these
- experience science outside the school environment, including in the workplace, where possible
- use creativity and innovation in science, and appreciate their importance in enterprise
- recognise the importance of sustainability in scientific and technological developments
- explore contemporary and historical scientific developments and how they have been communicated
- prepare to familiarise themselves with a range of science subjects at IGCSE level and consider career opportunities both within science and in other areas that are provided by science qualifications
- consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health
- make links between science and other subjects and areas of the curriculum

**Teacher Responsible: Ms. Flora Lai**

## LANGUAGES

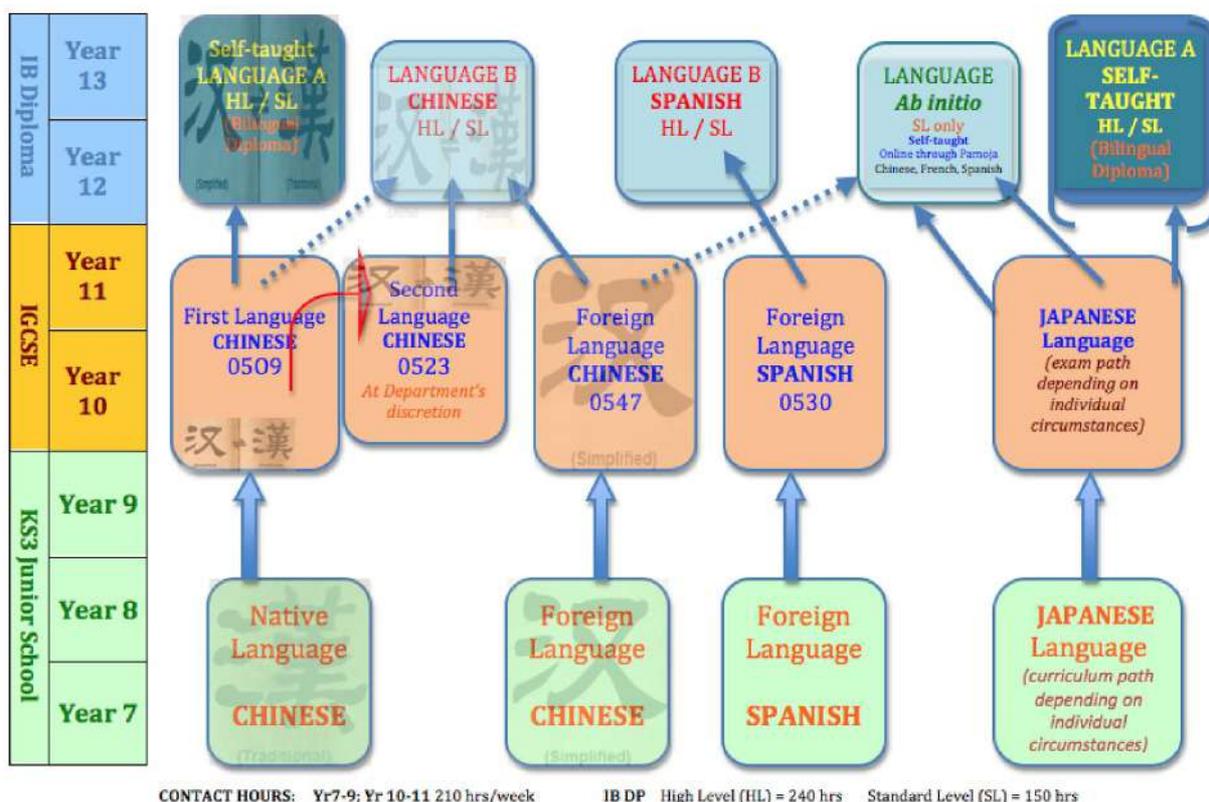
Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in different languages is a lifelong skill for education, employment and leisure.

Language courses at ICHK challenge students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim at nurturing an international outlook, thus appreciating the richness and diversity of other cultures. In ICHK native and foreign language programmes we instill creative thinking and encourage critical thinking in a classroom, which is founded on an inquiry-based approach.

At ICHK we nurture linguistic skills and we treasure all native languages in our community. English language is our medium of instruction and, therefore, every student follows a comprehensive programme of study in English Language and Literature. In addition to English, students follow a programme in one other language.

All students must do a programme in Languages, unless they are doing a self-taught language and/or receiving extra support in EAL (English as an Additional Language) running at the same time as languages.

Some choices are available and the decision made will affect the students' language education itinerary. Our general principle is that all students will be guided through the *language exam/class of the most appropriate level of challenge*.



Based on current Language Policy, requests for language change in once the programme has started are not entertained.

Yr 7 candidates can complete and online “Language Learner Profile Questionnaire” hosted in this link <http://goo.gl/R2RVM> or scan this QR code, and consult with the Head of Languages, Mr. Arriaga if you have questions [narriaga@ichk.edu.hk](mailto:narriaga@ichk.edu.hk)



#### I. **FIRST LANGUAGE PROGRAMME (Chinese or Japanese)**

The study of first language (Chinese or Japanese) focuses on the development of language skills, learning strategies, and processes that are essential for promoting pupils' progress in speaking and listening, reading and writing in their native tongue.

**The curriculum provides opportunities for students to develop:**

##### 1. **Competence**

- a. Being clear, coherent and accurate in spoken and written communication.
- b. Reading and understanding a range of texts, and responding appropriately.
- c. Demonstrating a secure understanding of the conventions of written language, including grammar, writing systems of the target language (Traditional/Simplified characters in Chinese; Hiragana, Katakana and Kanji, in the case of Japanese) as well as punctuation conventions.
- d. The ability to adapt to a widening range of familiar and unfamiliar contexts within the classroom and beyond.
- e. Making informed choices about effective ways to communicate formally and informally.

##### 2. **Creativity**

- a. Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- b. Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.
- c. Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.
- d. Using creative approaches to answering questions, solving problems and developing ideas.

##### 3. **Cultural understanding**

- a. Gaining a sense of the target language's literary heritage and engaging with important texts in it.
- b. Understanding how the target language varies locally and globally, and how these variations relate to identity and cultural diversity.

#### 4. **Critical understanding**

- a. Engaging with ideas and texts, understanding and responding to the main issues.
- b. Assessing the validity and significance of information and ideas from different sources.
- c. Exploring others' ideas and developing their own.
- d. Analysing and evaluating spoken and written language to appreciate how meaning is shaped.

#### **CHINESE AS A FIRST LANGUAGE**

It aims to develop the native or nearly-native linguistic competence and skills of those students who speak Mandarin, Cantonese or other Chinese dialect at home, and can read and write at least at a basic level. Two streams are available, depending on the students' foundation and needs, and in Years 7 to 9, both groups will advance towards IGCSE first language curriculum. Emphasis will be in written language and we will be using mainly traditional characters, though it is expected that students also develop awareness of simplified writing.

Looking ahead to the IB Diploma Programme, this is the path that qualifies to take *Chinese Language A: language and literature* in during Years 12 and 13 (Bilingual Diploma).

#### **JAPANESE AS A FIRST LANGUAGE**

Japanese is a key language in Asia, and ICHK has introduced its study as native Language in academic year 2011-12.

This course is designed for Students are expected to speak, read and write in Japanese. Japanese is spoken at home and/or the student should bring a strong background (e.g. lived or studied in Japan). ICHK follows the Japanese national curriculum, though, as in other language courses, evaluation is based on ICHK assessment criteria and will also train the students to take an international Japanese language exam in Yr 11.

Students taking this course should qualify to take Japanese *Language A* (and optionally its literature) in the IB Diploma programme during Years 12 and 13 (currently as a self-taught course option in ICHK).

Admission is subject to level test and dependant on numbers.

## II. **FOREIGN LANGUAGES (Chinese or Spanish)**

The development of communication skills, together with understanding of the structure of languages, lay the foundations for future study of other languages and support the development of literacy skills in a pupil's own language. Second language courses (students can choose between two options: Chinese or Spanish) focus on the development of language skills, learning strategies, and processes that are essential for promoting pupils' progress in speaking and listening, reading and writing in the target language, following the UK Key Stage 3 National Curriculum for Modern Foreign Languages.

Year7 students are immersed in an introductory linguistic experience, which builds the foundation for the learning of the new language. Grammar is fully integrated into the teaching sequence though as needed it will be isolated and studied with explanations and further practice. Thus, basic skills are taught and revisited through a variety of age-appropriate and challenging exercises and fun-oriented tasks (games, songs, etc.).

Year8 builds upon these foundations and encourages students to dig deeper and to employ a higher degree of sophistication and maturity in their approach to grammar, and culture. Assessment tasks require a greater degree of proficiency of skills as well as more communicative-oriented exercises.

Year9 further builds upon this but also prepares students for the rigor of the GCSE courses and external examinations in Years 10 and 11.

Students joining Foreign Language class (Chinese or Spanish) in Year 8 and 9 without previous knowledge are expected to commit to catch up with the syllabus by following an individualised plan designed according to the stage of the course as well as the profile of the language learner after an overall linguistic aptitude assessment. The measures include support from the teacher during the breaks (Language Clinics) and the work with a student-mentor. Further external assistance might be recommended in some cases. Such cases will be assessed on an individual basis, and are more likely to be viable when there is ample time ahead to prepare (e.g. a summer holiday or a term prior to transition).

**The curriculum provides opportunities for students to:**

**1. Develop their linguistic competence**

- a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- b. Applying linguistic knowledge and skills to understand and communicate effectively.

**2. Extend their knowledge about the language**

Recognizing that languages differ but may share common grammatical, morpho-syntactical or lexical features.

**3. Stimulate their creativity**

- a. Using familiar language for new purposes and in new contexts.
- b. Using imagination to express thoughts, ideas, experiences and feelings.

**4. Increase their intercultural understanding**

- a. Appreciating the richness and diversity of other cultures.
- b. Recognizing that there are different ways of seeing the world.

### **CHINESE AS A FOREIGN LANGUAGE**

Yr 7 students will be streamed into two small groups based on their previous learning experience, so that this course is for both for students with no previous knowledge and for those who have followed a Chinese course at primary school.

ICHK students in the Chinese as a foreign language programme will take IGCSE exam coded CIE 0547 in Yr 11, and should qualify to take *Chinese Language B (Higher or Standard level)* in the IB Diploma during Years 12 and 13.

### **SPANISH AS A FOREIGN LANGUAGE**

Year 7 students who choose Spanish language courses will learn “ab initio”, that is, no prior knowledge of Spanish is required. Students will study one of the three most spoken languages in the world, as Spanish is the first language in 21 countries in America, Europe, Africa, and has an important presence in many other countries around the world. Students taking Spanish as a foreign language programme will take IGCSE exam coded CIE 0530 in Yr 11, and should qualify to take *Spanish Language B (Higher or Standard level)* in the IB Diploma during Years 12 and 13.

**Teacher Responsible: Mr. Nicolás Arriaga**

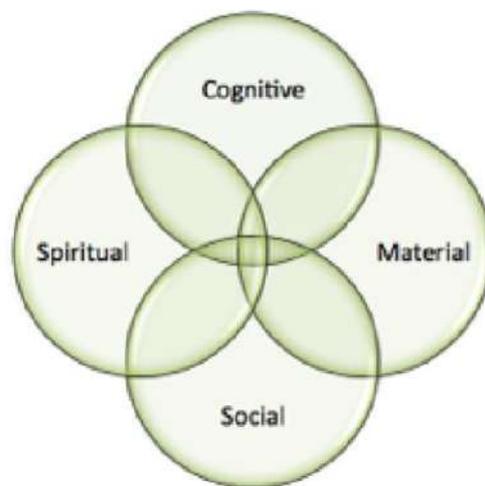
## HUMAN TECHNOLOGIES

Human Technologies is a course of our own design - it introduces students to a perspective on human intelligence, relationships and actions that seeks to make more sense of the curriculum, the process of schooling, the impact of technology on us as a species, and their lives in general. Our aim has been to create a course that:

- draws on mental, social, physical and spiritual tools and techniques to provide opportunities and experiences that encourage the development of skills for learning and living (including self management; collaboration; leadership; critical thinking; enquiry and ICT skills)
- encourages self awareness and reflection
- explores age-appropriate social and cultural issues
- employs a pedagogy that is active and engaging, and which enables students to express and share their thoughts and ideas
- encourages an empathetic and mindful approach to the diverse personalities, values and perspectives of others

Human Technologies adopts a central metaphor of tool acquisition and tool use to build a more connected and meaningful narrative than is typical of many traditional school curricula. We have developed a learning journey that encourages students to draw and explore connections between their broader experience as individuals and learners, within and beyond school.

The course revolves around the interconnectivity of four forms of technology whose development has accompanied and characterised the progress of humankind down the ages. The meaning of technology is understood as: the practical application of knowledge especially in a particular area; a capability given by the practical application of knowledge; a manner of accomplishing a task especially using processes, methods or knowledge; and the specialized aspects of a particular field of endeavour.



Following Vygotsky and others, a governing insight of the course is that much of what we call intelligence resides not within the individual mind but in how that mind relates to, and takes advantage of, the shared and social world around it and of which it is a part.

The course seeks opportunities to engage students mindfully and reflectively in individual, group and team work, skillfully using old and new technologies, to achieve ends that, without the thoughtful employment of human tools, would not otherwise be possible.

In addition to dedicated Human Technologies classes, students will also enjoy classes in Free Learning (which includes elements of our old ICT curriculum). In Free Learning students undertake structured inquiry, and choose a path of study through a map of learning options.

**Teacher Responsible: Mr. Ross Parker**

## ART & DESIGN

In art, craft and design, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

**The curriculum should provide opportunities for students to:**

- Work in, and across, the areas of fine art, craft and design, including both applied and fine art practices
- Explore different media, processes and techniques in 2D, 3D and new technologies
- Study a range of artifacts from contemporary, historical, personal and cultural contexts
- Understand art, craft and design processes, associated equipment and safe working practices

**Teacher Responsible: Mrs. Chris Cook**



## EXPRESSIVE ARTS

At ICHK students study dance, drama and media arts and work creatively and collaboratively on interdisciplinary expressive arts projects throughout the year.

### **Drama**

Drama is an exciting, experimental and inspirational subject and every student is exposed to the innovative and dynamic world drama creates in their lessons.

**The lessons are skills based and provide the students with:**

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers.
- The opportunity to develop and demonstrate competence in a range of performance skills
- The opportunity to learn about the history of Drama and utilise this knowledge within their performance work.

The lessons, in addition are focused on the **communicative skills** that they help the students to develop as a basis for their future role as active citizens in employment and society. These qualities are supportive of the ICHK school mission and vision, including:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Developing self expression and sparking creativity
- Enhancing the skills of analysis, reflection, reasoning, enquiry and evaluation.

### **Dance**

***“a creative and artistic medium in which students can use movement and dance to explore, express and communicate ideas and issues, and their own feelings and moods, thoughts and emotions.”***

- Qualification and Curriculum Development Agency, UK

At ICHK we use dance in our arts curriculum to develop students' personal, learning and thinking skills. Students think about how to express and communicate ideas, emotions and concepts through experiential and inquiry based teaching and learning strategies. This unique approach allows students to use their bodies as a tool for expression along with giving them the opportunity to work as an artist, a performer, a choreographer and critic.

Arts Council England believes movement and dance makes a significant contribution to the lives of young people and we believe that too. Education is the only way to ensure all young people have access to relevant, high-quality performing arts experiences and to learning in, through and about performing arts.

**The curriculum should provide opportunities for students to:**

- Use movement as a means of communication within a variety of cultural, aesthetic and artistic contexts
- Use the body as a medium for personal expression
- Improve physical competence in performance
- Make individual and collaborative responses to a variety of sources and to employ different approaches to choreographing and presenting work
- Develop creative, imaginative, emotional and intellectual abilities
- Learn to be open-minded, to question, to challenge, to take risks and to develop as independent thinkers

**Teacher Responsible: Mr. Liam Greenall**

## DIGITAL CREATIVITY & VISUAL THINKING

The Digital Creativity & Visual Thinking course runs throughout Year 8 and comprises three strands: **Visual Literacy**, **Visual Thinking** and **Photography**.

The aim of the course is to encourage students to appreciate the powerful role that visual images and graphics play in thinking and in communication. 'Visual literacy' is an important skill, which is becoming increasingly central to 21<sup>st</sup> Century life, as texts and technologies invest ever more heavily in visuals as a means of communicating their messages. Contemporary culture is characterized by its commitment to visuals as a core component of how we trade in information, tell stories, elicit emotional responses and persuade one another to feel and act. Television, film, advertising, the internet, text books, apps and interfaces, everyday signage and icons all draw predominantly on the potency and potential of visuals to communicate.

The theoretical aspect of the course provides students with the language and point of view to arrive at more sophisticated analyses of visual texts. The practical aspect of the course places the students in the position of producers of visual texts, some created by hand and some digitally. The course emphasizes that you do not have to be an accomplished artist in order to use visuals to support, strengthen and enrich your thinking and powers of communication.

Throughout the course, there is scope for collaborative work, with students working in pairs, groups and teams to create visually effective and appealing texts.

The curriculum provides opportunities for students to develop competence in:

- visual thinking,
- still and moving photography,
- creating Rich Pictures
- and Sketchnoting.

**Teacher Responsible: Ms. Emma Zhang**

## HUMANITIES (Geography, History)

At ICHK we take an integrated approach to humanities, in which topics are examined using the filters of Geography, History and Religious Studies. Examining issues in this way allows students to develop the language and skills within each separate discipline, but also ensures a more complex understanding of the issues evolves. That said, each subject also has its own importance in expanding human knowledge.

### **Geography**

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

#### **The curriculum provides opportunities for pupils to:**

- Build on and expand their personal experience of geography
- Explore real and relevant contemporary contexts
- Use a range of approaches to inquiries
- Use varied resources, including maps, visual media and geographical information systems
- Undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team
- Participate in informed responsible action in relation to geographical issues that affect them and those around them
- Examine geographical issues in the news
- Investigate issues of relevance to HK and globally using a range of skills, including ICT
- Make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.

### **History**

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their communities and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

#### **The curriculum provides opportunities for students to:**

- Explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today
- Investigate aspects of personal, family or local history and how they relate to a broader historical context
- Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past
- Use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings
- Make links between history and other subjects and areas of the curriculum, including citizenship.

**Teacher Responsible: Mr. Alex Hall**

## [Big History](#)

ICHK's course in Big History is an offshoot of a movement in schools towards synthesis and multidisciplinary that has been growing in confidence over the past ten to fifteen years.

Big History was originally the brainchild of American academic David Christian, who introduced it as a course at Macquarie University in the late 1980s. The course was intended to skill up and orientate undergraduates who had opted to study history, but who had little or no understanding of how humans had come to occupy the position they had on our planet or, indeed, how conditions on Earth impacted on human life – past, present and future.

Christian's course took a novel approach to address this gap in knowledge. It sketched out enough understanding of physics, chemistry and biology, cosmology and astronomy, geology and anthropology, to explain what happened before as well as after *homo sapiens* became prevalent on Earth.

As Big History flourished at universities, so philanthropist Bill Gates became interested in the course's potential. At the TED 2011 Conference in Long Beach, California, with Gates' backing, Christian announced his Big History Project, to teach the subject to secondary school students in Australia, the United States and Europe.

While the Big History Project (BHP) is aimed at senior high school students, at ICHK we have adapted and supplemented its materials to appeal to and engage our Year 7s, and it provides their introduction to Humanities in their first year of study. Our aim is to provide them with an exciting overview of the sweep of cosmic history, in order to deliver them to a better understanding of where we find ourselves now.

Taken together with Human Technologies, Big History offers the perfect framework within which to approach a more informed and situated appreciation of the factors influencing contemporary global society.

**Teacher responsible: Mr. Alex Hall**

## PHYSICAL EDUCATION (PE)

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

### **The curriculum provides opportunities for pupils to:**

- Get involved in a broad range of different activities that, in combination, develop the whole body
- Experience a range of roles within a physical activity
- Specialise in specific activities and roles
- Follow pathways to other activities in and beyond school
- Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- Use ICT as an aid to improving performance and tracking progress
- Make links between PE and other subjects and areas of the curriculum.

**Teacher Responsible: Mr. Raymond Chan**

## Curriculum X

At ICHK we teach Curriculum X in Years 7 to 11, followed by the IB Diploma in Years 12 and 13. Curriculum X is an eXtended **Curriculum**, comprising the conventional core plus Human Technologies, Big History, DCVT, Free Learning and Deep Learning; with the core delivered through IGCSEs in Year 10 and 11.

"Curriculum X", is an innovative approach to education providing an opportunity for students to learn, freed from the shackles and constraints of traditional timetables and subjects. X denotes mystery or the unknown and at ICHK we recognise that each teacher and student will have different interests and passions to bring to the extended curriculum. Accordingly, Curriculum X is an eclectic selection of units that changes and shifts over time, reflecting the evolution of the teaching staff and morphing as the teachers themselves grow and develop. Equally, a major component of the learning in Curriculum X is the personal interest of each individual student. The different choices that students make in terms of their units or routes of enquiry result in very personalised learning experiences.

### **Deep Learning**

Deep Learning units give teachers the freedom to be creative in designing modules which engage students and allows students to choose subjects and topics which are not always available to them in a traditional format, and which may not conform to specific departments and exams. Units will be designed to be delivered across multiple whole days, instead of being parcelled up into periods and taught intermittently over weeks and months. It allows for a deeper study into a topic in greater detail, an interdisciplinary approach combining subjects such as Maths, History, PE and Art, for example, into an overarching theme that realistically recognises the interconnectedness of human knowledge.

The student learning experience is extended to life beyond the confines of the classroom and school, to go on field trips and site visits across the whole of Hong Kong, making the learning all the more pertinent. We are able to engage with relevant organisations and groups, meet with experts, or undertake other activities to deepen understanding which may be possible only outside of the conventional timetable. Instead of taking students off timetable to take part in these important educational events, Deep Learning is embedded into ICHK school life.

Deep Learning allows for activities which are difficult to be undertaken within the confines of a school or a normal school day. The units will cover a broad range of subject areas which may be an extension of subjects that already exist in the core curriculum or an extension of the curriculum into entirely new subject areas. Learning is modular, with students free to make their own choices, grouped by shared interests and across year groups. The main features of this curriculum is an experiential and collaborative approach to education which fully supports ICHK's Four Strategic Directions: Thriving Student, Best Possible Teacher, Community & Partnership, Environment for Living & Learning.

In short, Deep Learning is a pioneering and progressive programme of study drawing upon the individual strengths of our teaching staff, environment and community.

Deep Learning is an evolving programme, however, some examples of courses of study that have already taken place are:

- Cantonese Opera
- Water Sports
- Zombie Apocalypse
- Positive Psychology - PERMA
- Rope Rigging for Adventure and Rescue
- A Life Well Lived for Happiness
- Bamboo Creativity
- Windows of the World
- Data Driven Sport
- Asian Food & Culture
- The Hakka Tribe
- Maps
- The Faces of War

**Teachers Responsible: Mr. Raymond Chan**

## EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities are a critical aspect of the social, emotional and physical development that students require to mature into successful and well-rounded young adults.

Given our rural location and space around the campus, many of our activities focus on outdoor education and appreciation of the environment.

### **Activity Sessions:**

Activity sessions are compulsory for all students and mainly take place on Tuesdays. However, we also have a limited number of optional activities which take place on other days after school. They range from sporting and physical to cultural and reflective practices.

### **Examples of activities include:**

We also offer various activities that run during school break times. These may include Badminton, Table Tennis, Girls Football, and Cross Country.

- Touch Rugby
- Horse Riding
- Rock Climbing
- Cycling
- Gardening
- Drama
- Calligraphy
- Model United Nations
- Yoga

**Teachers Responsible: Mr. Raymond Chan**

## CAS+E WEEK

Creativity, Action, Service + Environment

### **CAS+E allows students to:**

- Develop as leaders and team members.
- Develop their knowledge of camping, hiking and orienteering.
- Demonstrate teamwork through physical activities and challenges.
- Develop their understanding and appreciation for the Chinese Culture and Language
- Develop independence and their organization skills.

Once a year, all Year 7, 8 and 9 students take part in an off-site CAS+E Week. The focus for each year group is as follows:

#### **Year 7 students** (Camping/Team Building/Outdoor Activities)

In Year 7 the key focus is for the students to begin to develop an identity as a form and with their tutor. This period of time is quite an important one for students to begin developing their house spirit and building the leadership capacity of our students.

#### **Year 8 students** (Chinese Immersion Programme in Mainland China)

Community service and outdoor activities feature heavily within this CAS trip. The other main area of focus is language development with all students studying and developing their knowledge of Chinese language and culture (even if taking Spanish in school).

#### **Year 9 students** (Outdoor Adventure Programme)

The aim of this experience is for students to develop their knowledge of first-aid and establish the skills they will need to begin working toward the Hong Kong Award for Young People (HKAYP). It extends on the team building and challenge established as part of the Year 7 experience.

**Teacher Responsible: Mr. Nicolas Arriaga**

### LOOKING AHEAD: GCSE & IGCSE EXAMINATIONS (YEAR 10/11)

During Years 10 and 11, students work towards their GCSE and IGCSE examinations (International General Certificate of Education). Most examinations are taken at the end of Year 11.

The grades available range from A\* to G. Normally a grade C or above is recommended for a student to continue studying a particular subject in Year 12 (with a 'B' normally recommended for a Higher Level Subject).

### LOOKING AHEAD: IB DIPLOMA PROGRAMME (IBDP)

ICHK offers the IB Diploma Programme. The IB Diploma Programme (IBDP) is a leading, internationally recognised pre-university qualification, and is a symbol of academic excellence worldwide. Students who undertake the IBDP demonstrate a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills.

#### **The aims of the IB Diploma Programme are to:**

- Provide an internationally accepted qualification for entry into higher education.
- Promote international understanding.
- Educate the whole person, emphasizing intellectual, personal, emotional and social growth.
- Develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically

The IB Diploma Programme ensures a balanced curriculum through the hexagon. Students select one subject from each group (see diagram below). In addition, students must also study the compulsory core, made up of the Extended Essay, Theory of Knowledge (TOK) and a CAS programme.









**What the Council of International Schools says about us:**

*"The Council of International Schools recognises that ICHK is a wonderful school where community values are authentic at all levels. There are excellent relationships between students and teachers, characterised by mutual respect and understanding. Students are happy and see themselves as learners, leaders and potential leaders. Thoughtful decisions have been made to bring the school's 5+1 model of education, comprising researched-based best practice to teaching and learning programmes. Innovative course such as Human Technologies, Enrichment & Flow, and Digital Creativity & Visual Thinking are designed to develop students' skills for learning.*

*All members of the learning community at ICHK are encouraged to embrace a 'growth mindset' where resilience and persistence are promoted daily throughout school life. Rather than giving up on a learning task and saying "I can't do it", ICHK students say, "I can't do that yet."*

*ICHK is fortunate to have a combination of like-minded school leaders and teachers who share a clear Mission and Vision of what the holistic education of a child can be, which leads to confident young people who believe in themselves and are curious about their world and understand their responsibilities as part of a larger community of citizens. The Head of School, the Deputy Head and the Board of Governors, should be very proud of the high quality community school they have created in ICHK."*

Council of International Schools (CIS) Accreditation  
Report 2016



**Ruth Woodward, Principal ICHK Hong Lok Yuen**

When HLY helped to set up the secondary school, the dream was that the school would wholly reflect the vision and mission we had created at HLY over the previous 30 years. I am continually overwhelmed on my visits to ICHK by just how happy the students are, how they are keen to talk, tell me about their adventures, how special they feel and how much support they get from their teachers. You can't ask for more than that from any school! I am incredibly proud to have been associated with the school, right from the very beginning. I look forward to a strong future together, where we continue to deliver the very best possible education to students of all ages.



**Simon Walton, Principal JIS**

JIS is delighted to have been one of the founding members of the partnership that established ICHK. As a primary school only facility the school was keen to develop a positive alternative for secondary schooling to be offered to the JIS community. The heart and soul of ICHK builds on what we set as our mission and vision for JIS. We have worked hard to ensure that our strong community values are developed and extended by ICHK. Our school community appreciates this shared vision and, as ICHK continues to develop its positive academic status alongside these values, we look forward to many more significant years of development and partnership.



**Eliza Wong, Principal KIS**

KIS is excited to be a partner of ICHK and proud of what the school has achieved and promises to achieve in the future. ICHK is a school that is small by design and intention. As such, it is able to cater to the individual needs of its students. The teachers are passionate about education and dedicate themselves to helping their students reach their full potential. Within the school, caring and positive relationships are fostered between all staff and students leading to a collegiate and progressive school atmosphere. At KIS, we are delighted to watch our students continue to thrive on their educational journey at ICHK.