

EDUCATIONAL PROJECT

I become aware and I commit myself to action.

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**Adopted by the members of the Governing Board
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Greenfield Park International Primary School

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1. Presentation

The Greenfield Park Primary International School opened its doors September 1993. It is a shared public school where students from the Marie-Victorin and Riverside school boards learn together.

There is a student population of over 600 students at Greenfield Park Primary International School, from grades one through six. The students come from Greenfield Park, and the other municipalities which are found in the territories covered by the two school boards mentioned above. The school is the only primary public international school in the Montérégie Region of Quebec which offers:

1. Two English immersion program, of five months each, for Francophone students in Cycle 1 and Cycle 2;
2. A French immersion program for the Anglophone sector taught through Cycle 1 to Cycle 3;
3. An awakening to Spanish as a third language for students of Cycle 3.

The student body is made up of Anglophone, Francophone, and Allophone children who show a particular interest and possess the abilities necessary to follow a transdisciplinary research program. The criteria for admission are found in Annex 4. The School welcomes a multicultural population made up of children whose roots are found in Quebec and internationally. Based on MELS figures, there are 45 countries and 27 languages represented in the families of our students (data from April 2010).

Several international activities which are scientific, cultural, and sports-based, have been added to the student schedule. These activities, which provide enrichment to the regular elementary program, are part of our way of providing an opening to the world at large.

The Greenfield Park Primary International School is a lively place of learning where ideas and actions are percolating. Since its opening, the very important and remarkable involvement of all the integral players, students, parents, teaching staff, support staff and administration contributes to the school's continual growth and success.

2. General framework of the educational project

The educational project, adopted by the Orientation Committee in 1998, was put in place by the school administration in co-operation with a committee representative of parents and staff. It is an ongoing reflection which continues year after year.

Since its opening, the school has been a member of the Society of Schools of International Education (SEEI) which is now known as la Société des écoles du baccalauréat international et de la francophonie du Québec (SÉBIQ). Since the summer of 2002, the school belongs officially to the network of IB World Schools. IB is a non-profit organization based in Switzerland, which offers a program for students in elementary, secondary, and post-secondary levels. The educational philosophy

emphasizes the ideals of international understanding and responsible citizenship while assuring intellectual rigour in their programs.

This philosophy is the base of the Primary Years Program (PYP), and its application is adapted to the colours of our school. The primary years program is a program common to all international elementary schools world wide who belong to IB where six units of inquiry are applied in the classrooms. This concrete application of the program with the students creates a global vision at all levels of the school.

Greenfield Park International Primary School bases its teaching on international mindedness, multiculturalism, and transmission of IB values. All teachers participate in professional development workshops and Primary Program training. The daycare educators are also encouraged to attend training on the IB program.

In October 1997, in celebration of United Nations Day, the school officially became a School of Peace. Following the democratic model, one elected ambassador from each class meet regularly to bring about change and to find solutions which improve the quality of daily life of the students. The ambassadors are elected yearly. This project supports and reinforces the democratic attitude already in place at school which aims at forming responsible citizens. As of April 2009, the school belongs to the Green School Bruntland.

The Greenfield Park International Primary School is in perpetual change. It defines itself through actions, and reflection of these actions. Throughout its evolution, the educational project adjusts to the different internal and external realities.

3. The mission

Our motto “**I become aware and I commit myself to action**” is a great reflection of the school’s mission and educational project: rigorous teaching based on the values of openness to the world at large, the interdependence of people, and its perspective of co-operation and tolerance first at the level of the school, and then shared with the world outside of the school. We offer to our student population an educational project which permits them to become life long learners.

The mission statement of the International Baccalaureat Organisation: Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureat Organisation aims to assist schools in their endeavours to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

The mission of a school is to impart knowledge to students, foster their social development and give them qualifications. The reform aims at having students develop competencies, and favours a trans disciplinary approach. School organization is structured in three, two-year cycles. Evaluation is adapted to aim at the competency development, and make the student a life-long learner within a community of learners.

The objectives of the Quebec Education Program, and the elements of the Primary Years Program complement each other as this school develops students who are internationally minded possessing the qualities and attitudes described in the learner's profile (see Annex 1), while assuring a safe, secure and stimulating environment for all students of the school.

The principal objective of a program of international education is to lead students to an awakening of consciousness of their role in the human race to unite peoples and to promote international understanding in their local and national communities.

In fact, all of the objectives outlined above lead the student to an awakening of planetary consciousness in his/her daily life, in the physical and social environment, and helps him/her to act in accordance with the values instilled.

4. The values

The daily approach to pedagogy and the different school activities, as put in place by the school staff, joins up with the basic founding principles of the Primary Years Program of the IB. The Primary Years Program is built in a way which allows students to develop as internationally minded. These ten qualities or attributes are called the learner's profile.

The student will:

Carry out research	(inquirer)
Think for himself/herself	(thinker)
Communicate	(communicator)
Take risks	(risk-taker)
Possess knowledge	(knowledgeable)
Rely on principles	(principled)
Look after others	(caring)
Show openness of spirit	(open-minded)
Show sense of balance	(balanced)
Be able to look at self	(reflective)

(see Annex 1)

These values drive the components of the Primary Years Program. Here are the five essential elements:

- The concepts: The students explore different concepts (form, function, causation, change, connection, perspective, responsibility and reflection) throughout their inquiry based learning, in order to develop deeper understanding.
- Knowledge: Students research on subject matter that has significance for all students in all cultures. These fields of knowledge are presented in a way which transcends the disciplines.
- Skills: The different skills (social, research, thinking, communication, self-management skills) are developed in the context of meaningful situations such as those offered in the units of inquiry.
- Attitudes: The teachers design activities which promote positive attitudes (appreciation, commitment, confidence, co-operation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.)
- Action: The action component of the PYP involves service in the widest sense of the word: service to fellow-students, to the staff and to the community. International schools should offer to all learners the opportunity and the power to choose their actions, to act and to reflect on these actions in order to make a difference in and to the world.

The International Program offered at our school encourages children to develop positive attitudes towards themselves and the world around them. The Learner Profile of the International Program conveys the program's goals and establishes a common language within the school community.

During the school year, we promote elements of the Learner Profile and the attitudes. Activities are organized to emphasize the values of these elements and to demonstrate the understanding in daily gestures. Recognition awards are given to students who demonstrate the identified profile trait for the month.

The mission of a school is to impart knowledge to students, foster their social development and give them qualifications. With the use of the Life Code we educate students to become responsible and to adopt acceptable behaviours. The Life Code is primarily based on six attitudes necessary to reach the outcomes of the Learner Profile:

Respect, Cooperation, Empathy, Integrity, Tolerance, Commitment

As a Bruntland school we also favour the awakening of global awareness by sharing a world that show:

- Democracy
- Ecology
- Pacifism
- Solidarity

In transmitting these values, the adults as well as the students are involved in a process of individual growth. The students are engaged in the process of assuming individual responsibility through their life code, whether in class, in a co-operative council, or in the general assembly. Through the latter, the ambassadors of each class can undertake concrete actions to bring about change to improve their milieu (i.e. the environment – recycling; community involvement.) Parents, for their part, get involved in the Governing Board, the Parent Participation Organization (PPO), the Foundation, or other projects/committees. Through these committees and projects they see that these same values are respected and applied.

5. The methods used

After having defined the values and the goals of the educational project, we orient teaching, taking into consideration the program requirements of the Ministère de l'Éducation du Québec (MELS). We also integrate the Primary Years Program as prescribed by the International Baccalaureate Organization (IB).

The Educational Program

The student is at the centre of his/her learning. Importance is placed on the child rather than the content of learning. The first year of each cycle is devoted to learning, and the second year of the cycle is devoted to consolidation of knowledge. Evaluation should be ongoing and allows the identification of problems as they arise. They can be remediated as they are identified. Summative evaluation is reserved for the end of cycle.

During first cycle, we put the emphasis on language arts and math. During second cycle, we add history and the citizenship component. The program content should take into account the broad areas of learning: health and well-being, orientation and entrepreneurship, environment and consumerism, media, harmonious living and citizenship. The cross-curricular competencies are present in many disciplines. They include intellectual, methodological, personal and social, and communication competencies. They are found in all the cycles and throughout all the disciplines and they are linked to the attributes of the Learner Profile.

Program of Transdisciplinary Research

To put the IB Primary Years Program in place, our teaching staff built six units of inquiry for each grade level of teaching. This forms our Program of Inquiry (see Annex 2).

These units of inquiry, as well as the five essential components of the Primary Years Program, develop the student profile. Throughout the units of inquiry, the questioning approach is favoured as the pedagogical approach to teaching and learning. The child is an active participant in his learning. He reflects on what he knows, asks questions about what he wants to learn, does research to answer his questions using different sources, verifies the information, shares the information with others, and reflects on what he has learned. The program insists on a global comprehension of concepts, and not on acquisition of isolated facts.

Much experience and thought has led to a constructivist approach, learning by questioning, which guides the teaching and the learning. This encourages a balance between the learning of facts and abilities with the development of creativity and autonomy to become a life-long learner. This approach cultivates a process of self-assessment and reflection on the part of the student, making him/her an active participant in his/her own learning. (Annex 3)

The ambassadors

Every year, students elect 1 ambassador who represents their class at the general assembly and school events. The ambassadors play an important role encouraging peace, aiding in the resolution of conflicts, promoting respect for the rights of the person, finding solutions for the protection of the environment, and coming up with ideas for the appreciation for the arts and culture of different countries.

Complementary activities

The complementary activities are varied. Students develop awareness and have the opportunity to practise what they learn through concerts, exhibition, workshops, information sessions, food drives, recycling, etc.

Standards and procedures of evaluation

The evaluation is based on the MELs expectations and on the Standards and Procedures established by the school team. Evaluation is an integral part of the teaching and the learning. It is essential in guiding the students through the five essential elements of learning: understanding of concepts, acquisition of knowledge, development of skills, attitudes, taking action. Evaluation consists of promoting student learning, supplying information about the learning to the student himself, and then to the parents. The Primary Years Program uses a variety of evaluation tools which involve ongoing communication between student, teacher, and parents. There is collection, selection, and reflection of student work, structured observation, self-evaluation, peer-evaluation, etc. – all found within the portfolio. The portfolio speaks for the child. The main thing we all look for is the child's progress.

Code of conduct and conflict resolution cycle

The life code, found in the student agenda, reflects the school's spirit of respect and governs daily activities while cultivating an environment of learning, well-being, and harmonious development of students. This tool ensures daily communication between student, the school team, and the parents.

The involvement and interaction of parents and staff has brought about the realization of many projects and enriching activities. Thanks to this tremendous participation, all partners in education are working in the same direction, understanding each other and reinvesting of themselves continually. This dynamic makes our school a lively one with a unique character.

ANNEXE 1

The Greenfield Park Primary International School's aim is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	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.
Knowledgeable	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.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	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.
Principled	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.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	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.
Risk-takers	They approach unfamiliar situations and uncertainty 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.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

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 develop

ANNEXE 2

Age	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organise ourselves	How we share the planet
11-12	<p>Title: The changing you</p> <p>Central idea: Adolescents can make responsible choices when they understand their bodies, their emotions and their thoughts.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Anatomical, physiological and psychological changes that come with puberty The feelings that come with the changes The competencies required to assess one's social choices to make informed decisions while respecting one's values and those of others 	<p>Title: What a difference!</p> <p>Central Idea: Many socio-economic changes took place in the second half of the 20th century.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The origins of these changes. The impact of these changes on society. Visible traces in today's world of these changes. 	<p>Title: It starts with a dream</p> <p>Central idea: Artists use different ways to express their uniqueness</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different forms of expression through art, dance, and drama Works of art of various artistic celebrities from our country in the 20th and 21st century. Comparing foreign arts with ours. The influence these artists have on our society. 	<p>Title: A brilliant idea</p> <p>Central idea: Energy is the driving force in people's daily life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different forms of energy How they function Their uses Consequences on human life and environment. 	<p>Title: Rich versus poor</p> <p>Central idea: Different socio-economic factors influence the life of a country's people.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The nature of an industrialised country versus that of a developing country Factors that influence socio-economic development of a country. Consequence of socio-economic aspects on other humans. 	<p>Title: A better quality of life</p> <p>Central idea: People's rights are perceived differently from one culture to another</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The rights and responsibilities of a human being The situations that arise when human rights are jeopardized in certain countries The role of certain organizations that can intervene in defending human rights
10-11	<p>Title: Don't judge a book by its cover.</p> <p>Central idea: Humans identify themselves with different groups that share the same beliefs and values.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different groups that demonstrate their beliefs and values throughout the world. Links between beliefs and lifestyle. Consequences of demonstrating membership to a group on personal identity. 	<p>Title: Cosmolab</p> <p>Central idea: The exploration of space has resulted in discoveries that have transformed our lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> History of global explorations of space Discoveries made The impact on our daily lives 	<p>Title: Stories and legends from the past</p> <p>Central idea: Stories and legends reflect the way of life and the beliefs of a people.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Stories and legends around the world. Links between legendary characters and beliefs. Values transmitted via stories and legends. 	<p>Title: Our crazy planet</p> <p>Central Idea: Different conditions create natural disasters that influence the environment and human life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Causes of natural disasters. The consequences. Human responsibility. 	<p>Title: Robots to the rescue.</p> <p>Central idea: Robotics plays an important role in certain areas of society and in our daily life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Robots in all forms. The usefulness of robotics in different aspects of society Changes brought upon by robotics. 	<p>Title: Children at work.</p> <p>Central idea: All around the world children work and each can have a part in creating better work conditions.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different types of child work. Causes and consequences of child work. Solutions to better work conditions.
9-10	<p>Title: Man, the consumer</p> <p>Central idea: The consumer makes choices</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The difference between a wish and a need Our consumer habits The impact of advertising The consequences of our choices as consumers in our daily lives 	<p>Title: A new world to discover.</p> <p>Central idea: The need to explore has motivated mankind to discover new lands.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons that made mankind want to discover new territories. Difficulties encountered during the expeditions. How explorers settled themselves on the new territory. The mutual influence of the explorers and natives on each other 	<p>Title: Curtain time.....</p> <p>Central idea: Human beings use theatre to express themselves.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Essential elements in developing a play. Ways of communicating through theatre. Evolution of theatre worldwide. 	<p>Title: Animals.</p> <p>Central idea: Animals adapt to their environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The characteristics of animals. Favourable environment for the survival of animals. How animals adapt to their environment. 	<p>Title: Communication, signs, codes and languages</p> <p>Central idea: To communicate with each other, people invent ingenious ways to bridge distances.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Communication is a vital necessity as we communicate to obtain food, to reproduce, to defend our territories, our lives and those of others. The methods of communication play an important role in cultural, social and artistic evolution of a society. Analyzing the methods of communication and understand their importance and the impact in our society 	<p>Title: The conservation of plants</p> <p>Central idea: The diversity of vegetation makes our planet a unique place to live for human societies.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Forests of the world, lungs of humanity The relationship between the climate and vegetation The impact of human actions on the eco-systems

8-9	<p>Title: An important person. Central idea: Each individual is unique Lines of Inquiry:</p> <ul style="list-style-type: none"> • The similarities between people here and elsewhere. • The differences between people here and elsewhere. • Becoming aware of my uniqueness. 	<p>Title: A long time ago... Central Idea: The first occupants of a territory contribute to the heritage of the society. Lines of Inquiry:</p> <ul style="list-style-type: none"> • First Nations territory in 1500 and today. • The First Nations way of life here and elsewhere. • Heritage left by First Nations people. 	<p>Title: A garden of poetry Central idea: People communicate their vision of the world and their feelings through poetry expressed under different forms. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of poetry. • Poetry through different means of expression. • Poetry from different cultures. 	<p>Title: It's a bug's life Central idea: Discovery of the world of insects allows us to understand their role in the environment. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Physical characteristics of insects. • Their way of life • Impact insects have on the environment. 	<p>Title: Everyone has a job! Central idea: In each community, humans practice jobs to fulfil various needs. Inquiry into:</p> <ul style="list-style-type: none"> • Characteristics of a job. • The types of jobs according to the needs. • Jobs change over time. 	<p>Title: Reusable waste Central idea: Human actions have an impact on the environment. Lines of Inquiry:</p> <ul style="list-style-type: none"> • The link between human actions and waste. • The consequences of waste on the environment. • Our responsibility towards waste.
7-8	<p>Title: I play it safe! Central idea: People learn to protect themselves. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Safety measures in the school, home and neighbourhood. • Decisions regarding safety in everyday life situations. • Safety measures around the world. 	<p>Title: From one generation to the next Central idea: Life of past generations is different compared to today's children. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Knowing who your ancestors are. • Comparing lifestyles of the old days with the life of a student in the present. 	<p>Title: Silence, I am speaking Central idea: Human beings use non verbal means of expression Lines of Inquiry:</p> <ul style="list-style-type: none"> • A way to communicate • Non-verbal means of communication • Non-verbal means vs other means of communication • Non-verbal means of communication displayed through the arts, drama and visual arts 	<p>Title: The soil beneath our feet Central idea: Human beings and animals use the soil to their advantage. Lines of Inquiry:</p> <ul style="list-style-type: none"> • The use of the soil by animals. • Initiation to minerals, stones and fossils. • Soil exploitation by animals and humans. 	<p>Title: Time passes by Central idea: To effectively use time, human beings have created different ways to organize themselves. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Ancient and modern devices to manage time. • Different uses of time devices. • The factors influencing time management elsewhere. 	<p>Title: To each his own world Central idea: Cultural diversity exists within a country Lines of Inquiry:</p> <ul style="list-style-type: none"> • Cultural similarities and differences here and elsewhere. • Evidence of cultural diversities in our country. • The ways in which cultural diversities have been kept alive in our country.
6-7	<p>Title: In every sense. Central idea: Human beings use their body to make new discoveries. Lines of Inquiry:</p> <ul style="list-style-type: none"> • The identification of the senses. • How the senses work. • Utility of the senses. 	<p>Title: Tell me about my life Central idea: Children discover that changes in their life are part of their personal story. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Physical changes from their birth to the age of 7. • Learning steps from their birth to the age of 7. • Discovery of different stages in life all around the world. 	<p>Title: I'm ready for a celebration! Central idea: People express their culture through celebrations. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Definition of a celebration. • Traditions connected to celebrations. • Celebrations which occur during the months of December and January here and elsewhere. • Imaginary characters connected to various celebrations. 	<p>Title: Eau...Là! Là! Central idea: Water is transformed and is reused. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Water properties. • The cycle of water. • Uses of water here and in other places. 	<p>Title: Discovering school! Central idea: School has a particular way of functioning. Lines of Inquiry:</p> <ul style="list-style-type: none"> • The physical and social organization of our school • The organization of a schedule • The educational project and the school regulations 	<p>Title: Friends for life! Central idea: Humans have a responsibility towards using animal and plant life to fulfil their needs. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different uses of animals and vegetation by humans. • Human responsibility.

ANNEX 3

THE PEDAGOGICAL PRACTICES OF THE “CONSTRUCTIVIST” TEACHER

1. Accept and encourage student autonomy and leadership.
2. Use research tools that encourage interaction.
3. When structuring a specific task, use “cognitive terms” such as classify, analyse, predict, reflect, etc.
4. Permit student reflection to influence the lesson being taught; adapt teaching strategies to guide students to use inquiry as a learning guide.
5. Ask students to present their theories on a given subject before the teacher presents his or her theory.
6. Encourage students to communicate openly with teachers and other students.
7. Ask student to elaborate, to go a little further than their original thoughts.
8. Have student’s confront and defend their hypothesis (cognitive reasoning). Ask students to validate and explain their ideas. This process must be attained in a diplomatic way, without hurting feelings.
9. Incite questioning from students by asking them open-ended questions. Encourage individual reflection in the beginning, then encourage them to share their ideas with others.
10. Encourage students to evaluate their learning experiences so that they can then be able to anticipate outcomes.
11. Plan learning situations in order to regroup information from cognitive strategies- problem solving, questioning, presenting situations that permit the discrimination process of making the right choices.
12. Adapt learning processes so that students can develop their organizational skills.
13. Accept students ideas and solutions while maintaining the right to correct errors.
14. Group students in teams while being aware of their diversity, complexity and their different cognitive abilities.

CONSTRUCTIVIST TEACHERS TRY TO FIND A BALANCE BETWEEN TEACHING KNOWLEDGE AND ACQUISITION OF SKILLS WHILE AT THE SAME TIME PROVIDING TEACHING THAT WILL LEAD TO AUTONOMY AND INDEPENDENCE.

Source: Teachers and students: Constructivists Forging New Connections, Jacqueline Grennon Brooks, Assistant Professor of Education, Teachers College, Columbia University, New York, N.Y. Adaptation: D. Arcand

ANNEX 4

Greenfield Park International School Criteria for admission

FOR STUDENTS OF CYCLE 1 YEAR 1

1. Students should live in the territory covered by Riverside School Board;
2. Have reached the required age for grade 1;
3. Have an appropriate evaluation from kindergarten;
4. Succeed on a basic test of logic and reasoning;
5. Be given priority if they have a brother or sister already in the school, providing that the student is successful in the criteria already mentioned;

FOR STUDENTS OF CYCLE 1 YEAR 2 TO CYCLE 3

1. Students should live in the territory covered by Riverside School Board;
2. Provide an appropriate evaluation and portfolio and does not require extra support from the complementary services or an adaptation or modification of the program;
3. Be present for an interview if required;
4. A waiting list is kept of children who were successful on the testing for entrance into grade 1, but limited space prevented their entry right away: The waiting list is in order of results on the testing.
5. The brothers and sisters of new students accepted in grade 1, who meet the above-mentioned criteria, are given priority for entry at grade levels 2 to 6.

N.B. International activities (formerly referred to as afterschool activities) are added to the student schedule. They are part of the educational project. Half of the international activities are scientific, linguistic, or sports in nature, and the other half are specific to the international mindedness.