Fieldwork Education has been improving learning in schools for more than 30 years through the International Early Years Curriculum (IEYC), International Primary Curriculum (IPC) and International Middle Years Curriculum (IMYC).

We support this with bespoke professional learning for schools, a rigorous accreditation process and consultancy. Our support for schools is shaped around the unique developmental needs of each learning age group, with the aim of strengthening children’s moral, social and cultural development.

From the very start, our focus has been on helping schools improve learning and we have since supported thousands of schools in over 90 countries worldwide.

**Training delivery**

**Online**
A 3-week, part-time online learning experience available for participants to fit around their professional or personal commitments. Online courses have participants from different schools from around the world learning together at the same time and are facilitated by a Fieldwork Education trainer.

**Face-to-face**
- **In-school:** A 2-day training event for one school, held within your school and facilitated by a Fieldwork Education trainer. Bespoke training options are also available.
- **Regional events:** A 2-day training event at a central location, with participants from different schools in attendance, facilitated by a Fieldwork Education trainer.

**Professional Learning structure**

**Level 1**
Essential introductory professional learning for each curriculum and how to implement/launch this in a school context.

**Level 2**
A professional learning course for experienced practitioners, focusing on embedding the international curriculum and approaches into practice.

**Level 3**
An in-depth and detailed investigation on each curriculum or area of specific educational focus, research or practice.

**Course availability key**
- Face-to-face
- Online
- Members only
International Early Years Curriculum

A child-centred curriculum recognising global best practice in EY education and the developmental needs of 2-5+ year olds
Level 1: Introducing the IEYC
Suitable for: Leaders and Administrators

Our introductory course is essential for all schools considering the IEYC or leaders and administrators who will be launching the IEYC in a school/setting.

It introduces participants to what international early years education can be and how the IEYC can aid your school/setting in supporting young learners through a holistic, enquiry and play-based approach that covers all curriculum areas including personal, social and emotional development.

It also provides guidance on what support is available and indicative timelines for planning the IEYC launch within your school/setting.

Level 1: Implementing the IEYC
Suitable for: Teachers and Leaders

This course is essential for all new IEYC schools/settings, providing an overview of the research and development behind the IEYC.

Participants will get to know the Personal Goals, the international dimension of the curriculum and key take-aways, to be able to implement the IEYC to support reflective teaching practices and guide learning.

Level 2: Embedding the IEYC
Suitable for: Teachers and Leaders

This course has been designed to increase practitioners’ knowledge on the key aspects of the curriculum and how it can be applied to a specific school/setting.

It introduces reflection into the professional practice of Early Years and takes into consideration the enabled environment, adult vs child-led processes and unit selection according to the interests and abilities of the child, so we may differentiate practice accordingly.
International Primary Curriculum

An exciting, thematic and globally relevant curriculum for 5-11 year olds
Level 1: Introducing the IPC
Suitable for: Leaders and Administrators

This course is essential for all schools considering the IPC or leaders and administrators who will be launching the IPC in their school. It will introduce participants to what international primary years education can be and how the IPC can aid your school in supporting primary learners.

It also provides guidance on what support is available and timelines for planning an IPC launch in your school.

Level 1: Implementing the IPC
Suitable for: Teachers and Leaders

This course is essential for all new IPC schools and their teachers. It provides practitioners an overview of the research and development behind the IPC, including an explanation of mileposts, Learning Goals, Process to Facilitate Learning, International Mindedness, and the IPC’s three types of learning (Academic, Personal, International).

It also identifies how to make an impact on children’s learning and introduces the IPC Assessment for Improving Learning Toolkit.

Level 2: Embedding the IPC
Suitable for: Teachers and Leaders

This course focuses on the understanding of improving learning within a school. It will introduce the key elements of a school’s Shared Vision and how the role of Classroom Practices and the focus on International Mindedness will contribute to achieving a Shared Vision of learning.

Participants will gain a deeper understanding of the foundations of the IPC and how these contribute to improving learning.

Level 2: Leading the IPC
Suitable for: Leaders and Administrators

This course encourages participants to focus on three key questions and develop three understandings: ‘Who is a leader of change?’, ‘How do I lead key stakeholders through change?’ and ‘How do leaders manage change to improve learning?’ – our core focus.

The IPC Self-Review will be used as a guide to consideration of each of the IPC foundations and how that can drive change in schools.

Level 2: Identifying, Assessing and Improving Children’s Learning
Suitable for: Teachers and Leaders

Our IAICL course focuses on the critical differences between the IPC’s three types of learning – Knowledge, Skills and Understanding and their impact on planning, teaching, learning and assessing. The course enables participants to implement and adapt the IPC Assessment for Improving Learning Toolkit.

Participants will also consider their school’s planning of an IPC unit of learning with a view to identifying, assessing and improving children’s Knowledge, Skills and Understanding.

Level 3: Evolving the IPC
Suitable for: Teachers and Leaders

This course provides experienced teachers and leaders, deeply familiar with the IPC, an opportunity to push their implementation and understanding of international education to new levels.

This course encourages critical reflection on current practices and will equip participants with various strategies to enhance teaching and improve learning.
International Middle Years Curriculum

A challenging, engaging and rigorous curriculum specifically designed for 11-14 year olds
Level 1: Introducing the IMYC  
**Suitable for:** Leaders and Administrators  
Our introductory course is essential for all schools considering the IMYC or leaders and administrators who will be launching the IMYC in their school.

It introduces participants to what international middle years education can be and how the IMYC can aid your school in supporting their adolescent learners. It also provides guidance on what support is available and timelines for planning to launch the IMYC in your school.

Level 1: Implementing the IMYC  
**Suitable for:** Teachers and Leaders  
This course is essential for all new IMYC schools and their teachers. It provides an overview of the structure and philosophy of the IMYC and introduces year planning to ensure coverage of the Learning Goals.

Focusing on the needs of 11-14 year old learners, participants will conduct detailed planning with at least one unit of planning for their school.

Level 2: Embedding the IMYC  
**Suitable for:** Teachers and Leaders  
This course delves deeper into the Personal and International Learning Goals, key needs of the teenage brain, and three IMYC types of learning: Knowledge, Skills and Understanding. It also introduces topical and overall understanding by using subject-based concepts and the development of assessment rubrics.

The needs of the teenage brain, as well as the Personal and International Learning Goals on the participant’s planning documents are explored as it shows the importance of signposting learning within the IMYC.

Level 2: Leading the IMYC  
**Suitable for:** Teachers and Leaders  
This course focuses on improving learning for students through rethinking direction at the leadership level. The course encourages participants to focus on three big questions and develop three understandings: ‘Who is a Leader of change?’, ‘How do I lead key stakeholders through change?’ and ‘How do I know that change has improved learning – our core focus – and how that informs more change?’.

The course supports leaders to be able to guide improved learning changes, explore key ideas and discuss reflections.

Level 3: Evolving the IMYC  
**Suitable for:** Teachers and Leaders  
This course provides experienced teachers and leaders, deeply familiar with the IMYC, an opportunity to push their implementation and understanding of international education to new levels.

It also encourages critical reflection on current practices and will equip participants with various strategies to enhance teaching and improve learning in the IMYC.
Courses for any curricula

Courses to boost learning effectiveness in your school
Level 1: Inquiry-based Learning  
**Suitable for: Teachers and Leaders**

This course offers insights into Inquiry-based Learning, how it works and how to plan lessons with the approach. Based on constructivist theories, participants will learn how Inquiry-based Learning encourages student initiative, understand the role of the teacher, and be able to implement strategies to support its delivery.

Preparing young learners to become global citizens of the future requires a thoughtful and intentional approach to the learning environment and task design. With unpredictable and multi-faceted circumstances ahead of them, teachers and leaders need to equip learners with independent skill sets. Using Inquiry-based Learning will help to lay appropriate foundations within an holistic education setting.

Level 2: Looking for Learning  
**Suitable for: Teachers and Leaders**

Do you want to be in a school that just talks about learning or actually delivers it? How do you know whether you are delivering effective learning?

Looking for Learning is a powerful course to help your school become the best it can be. It is based on extensive research that was undertaken to help schools/teachers become more focused on improving learning.

Participants will be asked some challenging questions about the learning going on in schools/classes and explore topics such as: what learning is, what it is not, how you can tell if students are busy learning or if they are just busy.

Level 2: Improving Learning Through Self-Review  
**Suitable for: Teachers and Leaders**

This course has been designed to make sure that participants and their schools know everything they need to about the most important principles of the curriculum.

It also encourages participants to reflect on where their school is with implementation using the Self-Review Process. If a school is serious about really improve learning, this is an essential course.
International Leadership and Management Programme

Become a confident and effective leader to improve learning in your school
Middle Leaders

Suitable for: Curriculum Coordinators, Heads of Department, Team/Subject/Phase Leaders

Our Middle Leaders programme is ideal for ambitious and passionate educators who wish to inspire, challenge and promote successful and innovative learning. Through group discussions, personal reflection and guided learning, participants will discover how to improve and change their impact on their organisation.

The main focus of the 4-day face-to-face programme is exploring each individual’s leadership style, students, team and school.

Senior Leaders

Suitable for: Directors, Principals, Associate Principals, Assistant Heads, Curriculum Directors, Admissions Officers, Leaders of learning

Our Senior Leaders programme will help participants to become more confident and effective leaders. The team tutors and practitioners are part of a global network of like-minded leaders, devoted to raising standards of learning.

Through this extended, year-long programme, the aim is to develop and challenge participants’ leadership styles and develop a professional learning community of international thinkers from schools across the world. The programme will aid participants in their research of how personal leadership can impact improving learning.

To find out more information and the upcoming courses available please head to:
fieldworkeducation.com/professional-learning/ilmp
The Fieldwork Education International Curriculum Conference series brings together schools and practitioners from around the world to collaborate, exchange and share ideas with like-minded individuals.

It provides the opportunity for schools to present their experiences and successes to the wider community, in addition to Fieldwork Education-led sessions that provide key updates on the range of international curriculum and expert keynote speakers in the field of international education.

For more information, visit fieldworkeducation.com/icc

Accreditation

At Fieldwork Education, we believe an effective curriculum is one of the most important tools in the development of learning-focused schools.

Our rigorous International Curriculum includes Self-Review, which helps our member schools reflect on how they are implementing the curriculum as a school improvement tool. With specific strands for learners, teachers, leaders and the wider community, it ensures that all stakeholders are involved.

Member schools working towards Accreditation, having initially implemented our International Curriculum, start with a Pre-Accreditation visit and the school conducting our Self-Review.

In collaboration with Fieldwork Education, the school is presented with an external view of the school’s implementation of the International Curriculum and Improving Learning Recommendations from an objective international organisation on areas for continued improvement. Our Accreditation visits are performed by trained leaders with Peer-Accreditation team members, themselves from Accredited schools. Accreditation lasts for 4 years and is renewed with a similar process.

For more information visit fieldworkeducation.com, find the curriculum that’s suitable for your school and click the Accreditation link.