



**HERITAGE
INTERNATIONAL
XPERTENTIAL SCHOOL**

THE HIXS APPROACH: BLENDING EXPERIENTIAL LEARNING WITH THE INTERNATIONAL CURRICULUM



STRUCTURE OF THE INTERNATIONAL PROGRAMME @ HIXS

“ *The purpose is about discovering yourself, and you can't do this if you're trapped in a compulsion to conform. You can't be yourself in a swarm.* ”





- Sir Ken Robinson

Just the way we had pushed the boundaries of the national curriculum in our CBSE schools, our vision for HIXS is to push the boundaries of what International Baccalaureate (IB) or Cambridge has to offer. We aligned curriculum standards into one integrated Middle Programme from Grade 6 to 10 and the Senior Programme from Grade 11 to 12. The Middle Programme is designed to prepare students for the rigorous International Baccalaureate Diploma Programme (IBDP) in Grades 11 and 12. Entry points into the Middle Programme are in

Grades 6 and 7 and for Senior Programme in Grade 11.

The curriculum structure of our international programme borrows the best age appropriate curriculum integrated with our Mastery Strands. Our Mastery Strands complement the best of what internationally accredited curriculum boards offer and provide a unique edge to the HIXS Graduate. The student learning experience is further supported by student leadership opportunities and a culture of advisory.



STUDENT LEADERSHIP					
GRADES	CONTENT & DISCIPLINE STANDARDS	MASTERY STRANDS			
NURSERY TO GRADE 5	IB PYP + Heritage Early Years	 HUMAN FRAMEWORK	 DESIGN & MAKER ENGINEERING	 ORACY (ORAL & WRITING LITERACY)	 ENTREPRENEURSHIP & LEADERSHIP
GRADES 6 TO 10	Cambridge Lower Secondary + IGCSE + Heritage Learning Expectations				
GRADES 11 AND 12	IBDP + Student Preparation and Entrepreneurship				
STUDENT ADVISORY					

THE MIDDLE AND HIGH SCHOOL CURRICULUM

GRADES 6 TO 10:

THE CAMBRIDGE CURRICULUM

Cambridge International Examinations (CIE) is an arm of Cambridge University and offers programmes at all levels. HIXS offers the Cambridge Lower Secondary programme in its middle years (Grades 6 to 8) and students sit for a checkpoint assessment in Grade 8 that determines their level as per clearly established standards of Cambridge. The students of Grade 8 are included in the senior school to ensure that they have a seamless transition to their IGCSE (International General Certificate of Secondary Education) in Grades 9 and 10. The Cambridge Learner profile is designed to make the children confident, responsible, reflective, innovative and engaged as they go through their learning journey.

The Cambridge curriculum provides a strong and a seamless transition from

junior school to IBDP by providing substantial content and requisite skills in terms of breadth and depth in nine subjects or more to take on the challenge of the IBDP. This is an established model across international schools in India such as The British School, Dhirubhai Ambani International School, Aditya Birla World Academy. Some top schools internationally include SevenOaks (UK), The Westminster (Dubai), and King's College (UK).

GRADES 11 AND 12: INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

In Grades 11 and 12, the high schoolers complete courses from six subject groups: three at the Higher level and three at the Standard level. This allows students to choose from a range of subjects which enables them to keep their options open unlike in the national curriculum that requires them to finalise their choices at the

end of Grade 10. At the core of the curriculum is Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service

(CAS), mandatory for every student to enable her/him to live up to the IB global standards.



These core components make a student who has pursued the IBDP more college ready than any of her/his peers. What differentiates the international curriculum is that while, it enables students to find their own lives reflected in the curriculum, it also allows them to use the curriculum as a window to understand and appreciate diverse perspectives.

PEDAGOGY: HOW THE CURRICULUM IS DELIVERED

“*International Baccalaureate enables students to think critically, synthesise knowledge, reflect on their own thought processes and get their feet wet in interdisciplinary thinking.*”

- Howard Gardner

The international curriculum, by its very nature, demands a pedagogy that is student centric. Students work in collaboration with their peers and are engaged in research, project work and presentations that prepare them with essential skills. HIXS also prides itself on being an experiential school and follows the guidelines of Kurt Hahn in making learning hands on.

Students undertake expeditions centred around their curriculum that makes their learning meaningful and relevant, even while it is rigorous. They value lessons that allow them to appreciate that learning is interdisciplinary and not divided into silos. Some of the unique traits of HIXS's pedagogy include:

FOCUS ON 'APPROACHES TO LEARNING' AND 'HABITS OF WORK':

Approaches to teaching and learning include deliberate strategies and skills that demonstrate the IB's explicit commitment to change the way our students are prepared for assessment and by inspiring the development of the IB learner profile attributes of a lifelong quest for learning.

STUDENT LED FAMILY CONFERENCE (SLFC) AND PASSAGE PORTFOLIO:

In order to create self-directed learners, we conduct SLFC at the end of every term. It is a formal set up where learners stand before their crew leader and parents and present their portfolio to share insights about

their growth and readiness to move into the next term. The primary purpose of this process is to engage learners in assessing their own growth and learning, and presenting their journey to their respective crew teacher and parents.

USE OF PURPOSEFUL EDUCATIONAL

TECHNOLOGY: Technology is a powerful tool, especially in literacy, sciences and mathematics. In recent years, increased student and teacher

access to this technology has supported and advanced teaching and learning. HIXS uses its purpose-built learning management system and expects students to leverage technology to aid their learning process. Most assessments and course content are hosted on the cloud. The school also endeavours to work with students and parents to build healthy and sustainable digital citizenship habits.

ASSESSMENT

The HIXS assessment framework ensures progression and continuity through the school and implements continuous evaluation and review of children's performance. Assessment results have an impact on students' lives. The international curricula of Cambridge and IB place the highest priority on:

1. Academic and research writing: Multiple drafts and feedback for research
2. Oracy: Oral literacy
3. Assessment is continuous,

transparent and is led by students through measurable metrics and rubric

4. Construct validity; Assessments test the traits and abilities that they are intended to test
5. Demonstrate international mindedness
6. Evaluate higher order thinking skills as well as cognition
7. Use of various means of assessment to measure a range of knowledge and understanding performances

WHY THE INTERNATIONAL PROGRAMME @ HIXS?



INTEGRATED EXPEDITIONARY PROGRAMMES ALL THE WAY TO GRADE 12

Our CBSE campus has pushed the CBSE boundaries through its interdisciplinary learning expeditions. But it required an artificial structural tweaking in the timetable structure and was possible only till Grade 7. Thanks to the structure of the international curriculum, expeditions are now seamlessly integrated through interdisciplinary subjects such as Global Perspectives, and

Theory of Knowledge (TOK). This allows students to experience richer learning all the way to Grade 12 which becomes compromised in higher classes in CBSE.

The rigour of building a strong character, developing mastery of knowledge and skills and producing high quality work is ensured through the expeditionary learning pedagogy. Students take a deep dive into disciplines such as Mathematics, Science, Global Perspectives, English, Hindi, Modern Foreign Language and

Information and Communication Technology. Teachers collaborate to design learning expeditions which are interdisciplinary in nature, to organise skills and content area knowledge in the Cambridge curriculum for each subject and create a rich learning environment

for students to work collaboratively in 'crews'. Learning expeditions require students to engage in sophisticated research, engage with the community in authentic ways, and present their high-quality products to legitimate audiences.

Who is a Gurgaonean: A Case Study

The international school students of Grade 7 were on a journey of extensive learning about the lives of the people living in Gurgaon as part of their learning expedition "Who is a Gurgaonean". This journey has been rather distinctive, as it catered to a diverse set of learnings across various disciplines ranging from conducting research, interviewing people from different strata of society living in Gurgaon to donning the hat of a photographer and a journalist. Not only did the

expedition tick off all the three dimensions of our expeditionary learning student achievement with growth in character and the drive to make this world a better place but the end products were one of a kind.

The end product of this expedition was a book which was a result of the students working as journalists in the English Unit called "An Introduction to Journalistic Writing". Their in-depth study of the unit is what made this book possible. By

identifying the exact type of article, students understood the criteria and different components required to paint a beautiful picture using words. This was accompanied by analysing the diverse lives of each respondent and representing each as a hero of her/his life. A close emphasis on an excerpt from Joseph Campbell's "The Hero with a Thousand Faces" was considered. Profoundly known for the 12 stages in the journey of a hero, it served as a great help in identifying the stages taken up by the heroes in their individual journeys.

Some of the key highlights of the learning expedition for students were:

- Conducting a human transect of the identified geographical area of Gurgaon
- Conducting interviews to document the stories of the people

who make up Gurgaon

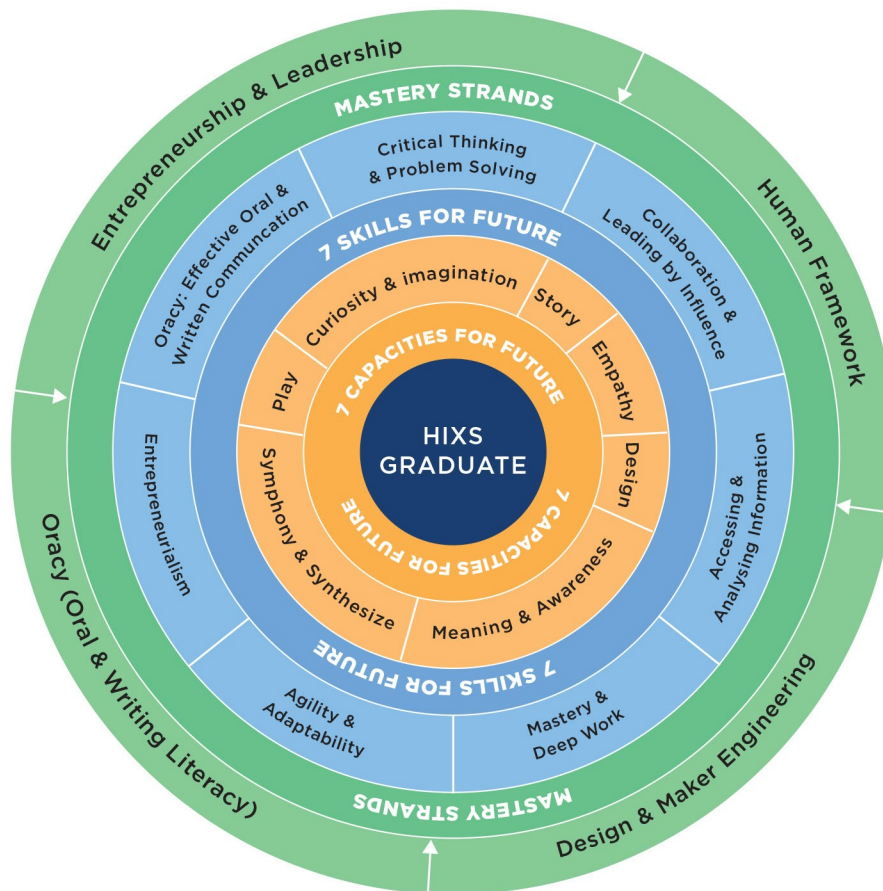
- Identifying people's perception of whether Gurgaon is rural, urban or both
- Creating a photo journalistic magazine documenting the stories of the lives of the respondents
- Exploring global societal themes of migration and economic opportunities that can drive it in a fast growing new city
- Understanding the physics of light and sounds, and how they are captured to record information
- Understanding global perspective themes such as gender inequality, access to education, or traditional ways of life clashing with modern society, that affected the lives of the people of Gurgaon
- Creating a student product: A book titled 'Every Face has a Story



Scan here to view the final student product: A book on 'Who is a Gurgaonean'?

MASTERY STRANDS

The core of the curriculum in HIXS is the four vertical strands that every HIXS graduate is expected to master: social-emotional learning, design thinking and maker engineering, research focused reading and writing, and citizenship. These mastery strands are the anchor curriculum to achieve the HIXS graduate profile.



Dedicated Centers of Excellence (COEs) have been established to promote these strands through specialist research on curriculum standards, design of performance tasks and classroom connect with real life projects, experts and global partners as well as professional development workshops for educators. Students experience these COEs through specialised modules or projects integrated into their everyday curriculum.

CENTRES OF EXCELLENCE

Human Framework Institute



We consider developing more mindful and socially-aware children as an essential aspect of building a more peaceful world. Students must be provided skills to question and craft their identities, embrace complexity, navigate conflict constructively, honour the emotional wellness in themselves and others, and interact with those who are different from themselves.

At HIXS, we integrate The Human Framework™ based on the specific needs of different age groups through:

- Stand-alone classes, such as Circle Time in primary grades and Crew (Advisory) Time in the middle and senior grades, where students practice and discuss socio-emotional skills or concepts and work on developing Habits of Work and Learning (Nursery to Grade 8) and Approaches to Learning (senior grades).

- Subject classes where students continue to apply and practice the socio-emotional skills and concepts they have learned in standalone classes.

- Interdisciplinary learning expeditions specifically designed to address social issues that will develop and further our students thinking and growth such as global affairs, social movements, stereotypes and discrimination, and how our students can work to make positive change in their own communities and the larger world.

The aim is to help students understand their own essence and motivations, develop healthy relationships with themselves and others around them, understand the purpose and meaning of life, and discover the contexts that shape them.

Design Thinking and Maker Engineering



We believe that skills to think of a business idea or innovate a product, to develop a business plan, to find ways to raise capital and to bring that product to customers—so critical in today's start-up economy—need to be inculcated at the school level so that students can thrive in the real world.

Design thinking at HIXS manifests in classrooms in the form of Genius Hours, where students are encouraged to research real world problems and develop working prototypes of the solutions proposed, using the latest tech such as 3D printing, laser-cutting, wearable tech, etc. These design challenges/Genius Hours do not occur in isolation, they are sewn into the expeditionary curriculum to ensure that, along with content, students are given opportunities to convert content knowledge into actionable outcomes.

Centre for Reading and Writing



HIXS views reading and writing as a group of cascading skills and is not limited to English. The capacity to read complex academic and literary pieces and write complex pieces for varying audiences is a critical 21st century skill that cannot be left to a 45 minute English period. This COE specialises in deploying evidence-based instructional strategies, granular assessments and best practices so that our students benefit from a differentiated and personalised literacy experience. These strategies, wrapped over the IB and Cambridge curricula, are cascaded sequentially to form a seamless skill building curriculum from Nursery to Grade 12.



Entrepreneurship and Leadership



HIXS promotes the core values of civic governance, community participation and representation. It is an endeavour to empower the present generation as well as to pass on the torch of responsible citizenship and innovation to each succeeding generation by imparting the language of citizenship in the

way we learn, discuss, debate, advocate and act on local, national and global issues. This COE connects educators with real life projects to curate their learning expeditions/projects. It aims to build student capacity – attitudes, skills, knowledge and frameworks of action and advocacy – essential to become engaged by active and informed citizens.



ADVISORY

Advisory is a proven pedagogical tool to build a culture of learning among adolescent student communities. At HIXS, each student is assigned an advisory group along with a mentor/advisor. Each advisory group meets along with the advisor to discuss issues and provide support

in the learning process. The advisor/mentor also works with her/his mentees to provide guidance, support and resources to aid in the learning process. In the senior school, such advisories also form the foundation for college and career guidance process.

COLLEGE AND CAREER COUNSELLING PROGRAMME

HIXS has invested in and incubated one of the most successful college placement cells in the country. The cell has strategically established relationships with admissions offices of top global and Indian colleges/universities and enabled our students to have access to some of the most prestigious colleges and universities in both

India and abroad.

HIXS has a four-year long counselling programme that entails a customised plan for each student based on skills, aptitudes, personality and aspirations. The programme works closely with parents through one-on-one sessions, orientations and workshops with an aim to build the mindset of strategic portfolio and CV building early on.

COLLEGE/UNIVERSITY	ACCEPTANCE RATE OF OTHER BOARDS/ CURRICULUM	IB ACCEPTANCE RATE
Massachusetts Institute of Technology	7.2%	23.1%
Carnegie Mellon University	13.7%	69.6%
Harvard University	5.1%	12.2%
California Institute of Technology	8%	28.3%
University of Chicago	7.9%	60.3%
Georgia Tech	25%	79.4%
Cornell University	14.1%	47%
Yale University	6.3%	14.3%
University of California Berkeley	17.5%	45.5%
Northwestern University	9%	48.8%

Source: crimsoneducation.org

150 university representatives hosted

71 offers in top 50 universities across the globe

Average Scholarship Amount of Rs. 1.5 crores for HIXS IB students

The HIXS students received offers from London School of Economics, King's College, St. Andrews, Imperial College, UC Berkeley, UCLA, UCL, University of Toronto, California College of the Arts, St. Stephen's, Hindu College, Jindal Global Law School, University of British Columbia, Ashoka University, University of Amsterdam, Bard College, NYU, John Hopkins University, Georgia Tech, Colgate, Bennington, Haverford, Symbiosis, Boston University, Bryn Mawr College, Connecticut College, Durham, Mount Holyoke College, HKUST, University of Arts London, Reed College and University of Sydney.



STUDENT LEADERSHIP OPPORTUNITIES

School education not only provides academic progress but also ensures holistic development to make children ready to face the challenges of the world. Over the years, HIXS has developed a system of providing its students with

numerous opportunities to pursue their hobbies and passions by engaging in various activities and competitions at national and international levels. The international curriculum's focus on extracurriculars allows us to provide great opportunities for student leadership.

PARTIAL LIST OF STUDENT CLUBS

WORLD SCHOLAR CLUB

VISUAL ART

ORCHESTRA & MUSIC

CULINARY SKILLS

STEM

ECOLOGY

HEALTH & WELLNESS

THEATRE

JOURNALISM AND
LINGUISTICS

MODEL UNITED NATIONS

PHOTOGRAPHY AND
FILMMAKING

STUDENT LEADERSHIP OPPORTUNITIES (2019)

STUDENT BOARD AND STUDENT
CONGRESS

VOLUNTEER FOR CHANGE

PROJECT #SPREADTHERAINBOW

E-WASTE DRIVE

GREEN SCHOOL PROJECT

'EHSAAAS' - ANNUAL MENTAL
HEALTH WEEK 2019-20

MARATHON-
KHAT SE UTHKAR AATH:

JAIPUR LITERATURE FESTIVAL

F1 IN SCHOOLS

LEARNING COMMUNITY

The Heritage teacher is the spark that ignites the desire of 'learning to learn'. Promoting a learning culture that is inquiry-driven begins with teachers who listen to all points of views, working productively with different perspectives and engaging the disengaged.

Progressive workshops, study missions and the teacher empowerment programmes provide our faculty with the tools to deliver refreshing flexibility and responsiveness to a child's world and changing needs.

To ensure that they are always up to date and have access to innovative techniques of educating students,

- 215 years collective leadership experience
- Faculty with average 15 years of experience

our teachers go through extensive training and curriculum research of as many as 300 hours per year. Fifty per cent of this training is led by international facilitators, thought leaders or experts. An in-house team of 18 instructional coaches and curriculum designers work continuously with the teachers inside and outside the classroom to help them hone their practice towards realising their potential.

In addition, teachers are encouraged to enhance their skills and learning by attending study trips, retreats, workshops and other training programmes.

- 30% of faculty are IB Examiners + 1 Principal Examiner
- 73% with Masters degrees + 2 PhDs

ACADEMIC ACHIEVEMENTS (2020)

IGCSE (GRADE 9 AND 10)

At HIXS, our students study a minimum of nine subjects and a maximum of 11 subjects, in comparison to the minimum requirement of seven subjects for ICE Certification that is followed by other schools, making this cohort's performance all the more special. This cohort's achievement is one of the best not just in Delhi NCR but across India as well.



- 77 per cent of the cohort gained at least five As and A*s for which

they were awarded an ICE Distinction. All remaining students scored at least an ICE Merit

- 35 per cent of our total grades were A*s, with 65 per cent of our students achieving A and above.

IB DIPLOMA PROGRAMME (GRADES 11 AND 12)

- Average score of 35 against the world average of about 29 points
- 20 per cent or eight of our students got 40 or above
- 45 per cent of all students achieved an award of 36 and above
- Another remarkable statistic is that 18 per cent of our children achieved three bonus points in IB Core (which measures university readiness skills) which is double the global average of 9.20 per cent

STUDENT SPEAK

JAI AGRAWAL (2019)

University of Southern California

“A perk of IB was the close relationship and dynamic that we shared with the teachers because of the one-on-one time. The classes are much smaller. I had one-on-one relationships with teachers who weren’t even teaching me.

A couple of skills that IB honed in me was academic writing and referencing. That is something that helped me a lot in college. I also feel like my presentation skills got better because of the TOK presentation.”

DHRUV KRISHNASWAMY (2018)

UC Berkeley

“The subject combinations offered by HIXS really allowed me to choose a mixture of many things, for instance, in college **I’m studying data science and economics which would not have been possible had I been in a traditional schooling system.** The most important reason I chose IB is that the IB at Heritage had the right balance of collaboration and competition that allowed me to flourish. The whole community was extremely supportive of everything you wanted to do, the teachers, the IB coordinator, and I think everyone really pushed you to be the best version of yourself. IB at Heritage really helped me in college for a couple of reasons. Firstly, the academic writing because you constantly write and go above and beyond what you thought would be possible. Secondly, **you get college credit which is very useful, for me at least, I’m able to finish my double major and my minor in three-and-a-half years.**”

ABHIJEET NARAYANAN (2018)

Ashoka University

The approach taken towards subjects like Economics in IB really helped change the way learning looked like for me. The ability to both pick subjects of my choice, and study them through application helped me opt for and manage a multidisciplinary undergraduate programme in Political Science, Economics and Data Science as a stepping stone towards Public Policy. **CAS is a part of the IB that seems to be conventionally talked about much less than it should be. CAS provided me with some of the best experiences with my peers apart from allowing me to learn by observation and through activity.** The IB programme taught me a great deal about time-management, and prioritisation. Learning to write academic papers with strict word-limits as per preset timelines helped me adjust to college life quickly and without any concerns."



POWERED BY:



INTERNATIONAL PRIMARY CAMPUS

DLF Phase 5, Gurugram

INTERNATIONAL MIDDLE AND SENIOR CAMPUS

Heritage Xperiential Learning School, Sector 62, Gurugram

info@hixs.org | Tel: 8882178996 | www.hixs.org