



**HERITAGE
INTERNATIONAL
XPERIENTIAL SCHOOL**

HOW DOES A GLOBAL CURRICULUM BUILD CAPACITIES AND SKILLS FOR THE FUTURE?



“ To gauge different types of learning, we need a broader collection of measures, with a greater emphasis on authentic, performance-based projects. ”

- Jay Mctighe

SEVEN FOUNDATIONAL CAPACITIES FOR THE FUTURE

Thanks to the advent of AI, automation and networked geographies, Daniel Pink argued, there is rising importance of foundational capacities/senses that make us human, that are difficult for machines or algorithms to replicate.

These capacities/senses are intangible and yet form the bedrock of functional skills that are tangible.

The seminal capacity is to search for meaning and purpose; the force that provides the *raison d'être* of all of our life's endeavours. **Empathy** refers to the capacity to understand multiple perspectives, cultures and contexts.

Curiosity and imagination refer to the capacity to be naturally inquisitive and curious to discover and learn with a view to deepen understanding. **Story** is the capacity to fashion a compelling narrative for self and others as a medium of persuasion and change.

Design is the aesthetic capacity to appreciate form, beauty and the sublime. Finally, **play** is the capacity to view everything joyfully and a sense of purposeful detachment; bringing tremendous health and spiritual benefits to oneself and others.

SEVEN SKILLS FOR THE FUTURE

The key to what a curriculum delivers lies in assessments. What gets measured is what educators are bound to prioritise. In traditional systems the focus is still on measuring superficial knowledge of the content. This drives educational entities to focus disproportionate energies on rote and drill mechanisms that ensure students acquire content knowledge temporarily for the purpose of succeeding in that high stake examination. Such systems would always find it hard to focus on conceptual understanding, or even the right attitude towards learning.

“It is only when assessments ensure that a student is tested against skills and concepts and not content that the education ecosystem will be able to support this essential transition in learning.”



Scan here for
International vs National Assessments.

“ *Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions.* ”

- Michael Scriven & Richard Paul

CRITICAL THINKING AND PROBLEM SOLVING

Assessments and examinations in the international curriculum rely on testing the student's ability to use critical thinking skills such as analysis, synthesis and reasoning. Often students have the opportunity to frame their own research questions. As long as they are able to demonstrate the skills, they are rewarded the marks. For example, instead of asking a question about the facts on the rise and fall of one economic system, the student may be required to contrast the factors that led to the fall of two economic systems that they choose to focus on.

When students focus on the factors as opposed to facts, they will explore cause and effect relationships and focus on the similarities and dissimilarities in the two economic systems and draw parallels in the present. This would require them to do independent research, come up with their own reasoning and the examiner would look for the students' ability to support their reasoning with substantial evidence. In literature they may be asked to compare how, in two different dramas, the protagonists prioritised their personal good over the larger

good of the community they served. The questions could very well be given to the students with open books. Until they engage deeply and exercise their thinking and creativity, they will not be able to perform well on these assessments. In subjects like Maths and Science, students have calculators, periodic tables and formulae at their disposal during exams. The focus is on the application of the formulae. While there is a non calculator section in Mathematics to test mental math, when it goes to more complex calculations the boards test other more relevant and higher order skills.



ACCESSING AND ANALYSING INFORMATION

Once again, the curriculum is built on rigorous and deeper learning experiences. It supports that vision through cross-disciplinary subjects (such as Global Perspectives and Theory of Knowledge, etc.), rigorous academic research, interdisciplinary projects and deeper formative assessments. In an international curriculum, students are expected to

be the leaders of their learning process and do independent research from multiple resources beyond one standard textbook or guidebooks. In many of the projects, students engage in secondary research where they may be citing 15-20 resources to pull together a single paper. Such projects promote their ability to put disparate bits of information together

to make a whole. They are able to forge connections between different disciplines and also decipher patterns. Such skills are essential to success in today's world.



COLLABORATION AND LEADING BY INFLUENCE

Collaboration in the international curricula works at two levels. One is at the level of the multiple projects that children have to do together and the other is at the level of the classroom transaction where students are organised in crews.

There are several projects, both curricular and co-curricular, that require students to come together. Their grades depend on the performance of the entire team. At HIXS we place emphasis on providing students with tools such as

the “norms of collaboration”, including paraphrasing, pausing, asking the right questions, that help them build their capacity to relate and to work effectively in teams.

The classroom set up encourages small group dialogue and discussions, that help children detach from their own limited perspectives and develop the open mindedness to embrace the better ideas of others. The goal of dialogue is not to be right or to take extreme views, it is to listen, to learn from each other and to acknowledge the

nuances and complexities of the issues we deal with in life. It is to help them develop the ability to learn from those they disagree with and to move beyond the mindset of a single truth. The international curriculum in its assessments does a tremendous job of acknowledging and honouring the multiplicity of perspectives. This empowers students in the belief that they need to lead democratically and by influence and not through dominance and authority. They learn to lead themselves as much as others.



EFFECTIVE ORAL AND WRITTEN COMMUNICATION

Tony Wagner, in his work on the seven skills for survival, shares how one of the largest challenges we face today in organisations is the work force's inability to write or express their ideas effectively. Most students cannot write with a voice, and the reason is simple. Traditional education systems ask you to write essays or letters or answers to questions that have nothing to do with your own voice. International curriculum promotes writing in all its

forms including creative non-fiction where you get a genuine opportunity to build your own voice. Besides this there is great focus on different forms of writing such as descriptive, expository, narrative and persuasive. Much of the internal assessments and even the final examinations are oral. In the 2021 IB English Literature examination 40 per cent of the final examination is an oral. Students have to demonstrate proficiency in oracy.

The focus on building such skills ensures that right from the beginning students are required to make multiple presentations, discussions and debates form a part of the pedagogy and classrooms have an environment of active exchange. This ensures that students conquer stage fright and with constant practice do away with any inhibitions around freely expressing their views. This further aids in enhancing their confidence, personality and ability to lead and influence.



AGILITY AND ADAPTABILITY

Bill George, an author and professor, who runs the popular course on Authentic Leadership at Harvard University, came up with a framework for Global Intelligence. He emphasised the need for adaptability and agility as one of the key skills today. In a world where new products become obsolete every two years, we need to be nimble in adapting to changes and innovating. The *international curriculum is constantly evolving and because it does not rely on one textbook or standard questions, there is enough latitude to adapt. The curriculum also requires students to think originally, think out of the box and to apply their creativity in doing course and project work. The rigour of an international programme ensures that students learn to multi-task, develop a strong work ethic and be flexible around managing their own schedules.* The room for student choice ensures that they are constantly having to make decisions that further cultivate their ability to

adapt. Compulsory projects such as Creative, Activity and Service (CAS) and the multiple student leadership opportunities further support their growth to become more flexible. Most importantly, the diverse perspectives and assessments that value multiple right answers and individual ingenuity, help students move beyond the realm of rigidity. Students recognise that everything is relative, time, context and space matter and they need to constantly adapt to be successful.



MASTERY AND DEEP WORK

The international curriculum places no significance on repetitive tasks or mindless rigour. The entire premise on which it is developed is that children must engage in immersive experiences and study that build a depth of understanding. ***The curriculum focuses on deep inquiry in every subject and assessments do not reward superficial understanding, pushing students to develop mastery.*** The Extended Essay and Theory of Knowledge are great examples of this. The Extended Essay is a compulsory 4,000-word research project; students can choose the subject and topic in which they will write their research. Typically, this would require students

to conduct deep primary and secondary research, gather information from hundreds of resources, build their own hypothesis or theory and then corroborate it with substantial material. This is the kind of research most institutions in traditional educational systems would not have even in their post-graduate courses. Likewise, Theory of Knowledge engages students with questions around how knowledge is built. It helps them question norms, stereotypes, prejudices and biases, understanding the nature of beliefs. Where do they come from? are they reinforced? All of this requires deep rigour of thinking and this strand of inquiry



runs across all subjects and concepts in the International School.

The international curriculum does not follow a chapter wise approach.

The objective of teaching any topic is a long term transfer of skills and capacities into other life situations.

ENTREPRENEURIALISM

All change, at the individual or at the societal level, begins with a mindset of ownership and a sense of agency to drive change. Several longitudinal research studies have indicated that possessing skills such as creativity, communication, analytical thinking, collaboration et al. would be ineffective if the individual doesn't possess the drive and the mindset of an entrepreneur collaboration, etc., taking ownership, a bias for action and a capacity to fail and iterate. A future ready curriculum equips students to be change agents for the future by simulating crucibles for developing an entrepreneur's mindset. Formal assessments like product building, compulsory community projects and student

Such transfer skills or capacities are process oriented; they specify what we want students to be able to do with their learning in the long run when confronted by new opportunities and challenges.

leadership opportunities make the owners mindset as the default habit of the student's mind. ***Above all, a rigorous international curriculum that expects students to be independent leaders of their own learning moulds every student into viewing themselves as entrepreneurs of their own lives and career.***





A FUTURE-PROOF CURRICULUM



Concept vs chapter-based curriculum



Focus on skills and capacities



Curriculum updated every year relevant to both local and global contexts



Valued and preferred as a rigorous curriculum by top universities in India and abroad



Co-curriculars integrated into core assessments



Access to global assessment benchmarks

POWERED BY:



INTERNATIONAL PRIMARY CAMPUS

DLF Phase 5, Gurugram

INTERNATIONAL MIDDLE AND SENIOR CAMPUS

Heritage Xperiential Learning School, Sector 62, Gurugram

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