



International
Canadian
Academy

ICanadianAcademy.com

Empowering schools to nurture learners who thrive in all aspects of their life

PreK-12 International Program



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TABLE OF CONTENTS

1. VISION
2. TEAM
3. WHAT WE OFFER
4. PREK-12 PROGRAMS
5. THE IC APPROACH
6. TEACHER AND COACH TRAINING MODEL
7. WHAT ELSE IS INCLUDED?
8. THE IMPLEMENTATION





OUR VISION

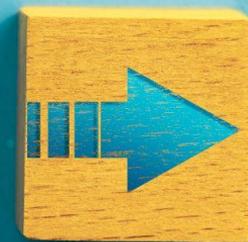
- Empowering schools to prepare students for LIFE -

The International Canadian Academy (ICA) provides schools with high-standard programs based on Canadian and International most effective and up-to-date practices.

All around the globe, experts, international institutions like the OECD, and educators are urging schools to adapt to the changing reality of the world by focusing on deep thinking, personal and social competencies, and conceptual understanding.

ICA represents this new kind of school. We are committed to helping schools and educators reshape learning practices and be adaptable and ready for any future scenario.

ICA creates conditions for schools to build a new culture of learning that empowers learners to think creatively and critically, be inquisitive and develop personal and social competencies so that they can thrive in all aspects of their life.





OUR TEAM

A strategic partnership to reshape Education

Our team works in close partnership with Richmond International Education and the Richmond School District, which has 20,000 students in 38 elementary schools, 10 secondary schools and other educational settings in Canada. Our partnership with Digital Media Academy offers access to 100+ K-12 Online & In-Person Applied Technology Courses easy to implement in all subjects.

We are all fully committed to working together with schools and educators to leading the worldwide reshape in Education that all learners need.



International Canadian Academy



Richmond International Education



International Comprehensive



Digital Media Academy



Richmond School District





WHAT WE OFFER

What does it mean to become an ICA school?

ICA schools are authorised to:

- ✓ Receive a comprehensive onboarding kit with all necessary information.
- ✓ Receive all necessary operational manuals, forms and templates.
- ✓ Receive ongoing and personalized support and a dedicated ICA Facilitator for the school.
- ✓ Use the ICA name and logo.
- ✓ Use the International Comprehensive (IC) programs, framework and logos.
- ✓ Use all our teaching and learning materials: guides, tutorials, resources, templates and tools.
- ✓ Use our partners' innovative courses in Math, Science, English and Technology.
- ✓ Access a catalogue of empowering teacher training online courses.
- ✓ Receive personalized online and in-person workshops led by well-trained ICA Coaches.
- ✓ Obtain Educator certificates for course and workshop completion.
- ✓ Get a seamless and efficient annual quality assurance certification.
- ✓ Access the ICA Online Resource Centre.
- ✓ Access the ICA Global Learning Community Platform.





OUR QUALITY GUARANTEE

Our commitment to you

1 PERSONALIZED

Our relationship and communication with you matters, you will have a dedicated ICA Facilitator who knows you and offers personalized and ongoing support to meet your unique needs.

2 UP-TO-DATE

Our model, resources, courses and workshops will always be up-to-date with the latest trends in global education to maintain a high level of quality.

3 EFFICIENT

We respect your time and value your expertise. Our processes are quick, simple and efficient. You will not be overwhelmed by paperwork because we know that your top priority is your students.

4 SOLUTION-ORIENTED

We stand by our model and are confident that you will have a very positive experience with it. However, if you ever have a problem, we are dedicated to solving it and doing whatever it takes.





WHY CANADA?

How well does Canada perform in international testing and why?

Canada has a long and successful story of quality education. For decades, Canada has ranked very high on international testings like the OECD PISA.

The excellent results achieved by Canadian schools can be explained by the quality of the teaching staff, the capacity to integrate non-English speakers, the focus on thinking and understanding rather than covering contents, a pedagogical approach based on inquiry and a genuine will to know students well and individualise learning so that all students can find their own path and reach their full potential.





BENEFITS FOR THE SCHOOLS

Forward-thinking schools

- ★ A Canadian brand representing quality education
- ★ A Bilingual program with engaging courses
- ★ Ongoing and personalized support from your dedicated ICA Facilitator
- ★ A seamless onboarding process for both new and existing schools
- ★ All necessary information, operational manuals, forms and templates
- ★ A high standard and effective quality assurance recognition
- ★ A clear, modern and research-informed learning framework
- ★ A constantly updated Online Resource Centre with hundreds of resources
- ★ A Global Learning Community Platform to connect schools
- ★ A catalogue of meaningful teacher training courses and workshops facilitated by well-trained Canadian Coaches





BENEFITS FOR THE STUDENTS

Competent lifelong learners

- ★ Develop key lifelong competencies that are critical to thrive in life.
- ★ Develop English proficiency in context.
- ★ Foster and use personal and social competencies to cooperate and collaborate
- ★ Think, act and communicate independently and responsibly
- ★ Drive their own learning and choose their own pathway
- ★ Inquire and learn about contents that matter to them and connect to their lives
- ★ Tell a holistic story of who they are and how they grow over time
- ★ Know themselves and be able to understand different cultures and opinions
- ★ Undertake both collective and personal actions to respond to authentic challenges

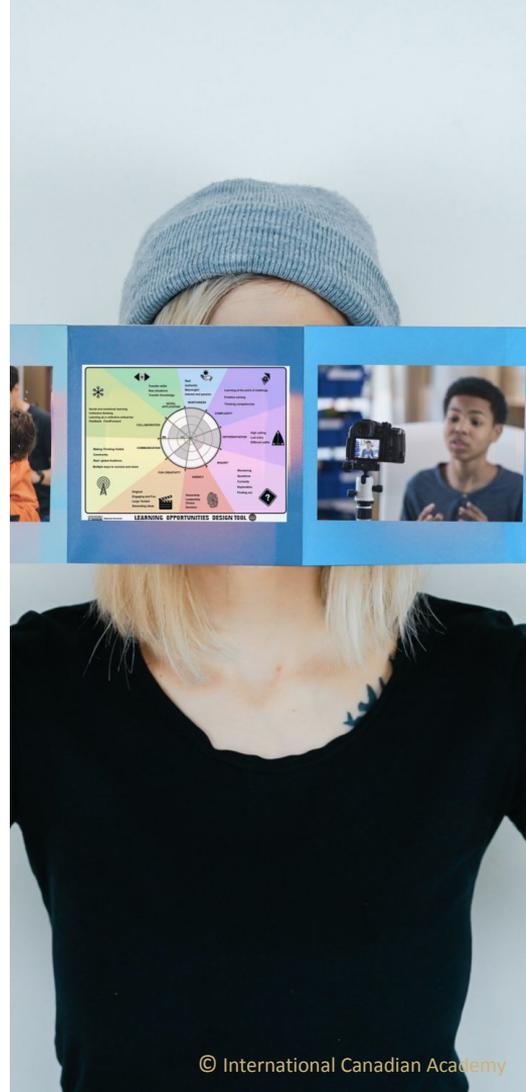




BENEFITS FOR EDUCATORS

Empowered educators

- ★ Choice and ownership to expand and deepen their professional competencies from any time zone with flexible online courses
- ★ Access to up-to-date learning resources and practical guides in a variety of formats
- ★ Access to a network with diverse educators from around the globe
- ★ Practical tools and templates to plan, collaborate and design powerful learning experiences connected to the real world and student's interests.
- ★ A clear and meaningful learning Framework and Assessment approach





1 FRAMEWORK, 3 PROGRAMS



KINDERGARTEN PROGRAM



ELEMENTARY PROGRAM



SECONDARY PROGRAM



KINDERGARTEN PROGRAM

A full English immersion, inquiry-based, technology-wise and personalized program to embark children 1 ½ to 6 years old on an engaging, meaningful, joyful and empowering learning journey.

The Kindergarten Program empowers the whole child so they become lifelong bilingual learners who thrive in all aspects of their life and easily adapt as the world changes.

The focus of the Program is less on content and more on the process of learning by encouraging students to ask and answer their own questions. The Kindergarten Program is designed around 7 key principles that define a unique culture of learning.

This program is also highly compatible with local and national requirements.





KINDERGARTEN PROGRAM

 **English Immersion** Full Immersion from 1 ½ y to 6 in all subjects.

 **7 Key Principles** The 7 key principles create a unique culture of learning that will inform everything we do and help us create an international educational experience unlike any other.

 **Engaging courses** Schools have access to engaging courses in Math, Science, English and Technology provided by our renowned partners like Digital Media Academy and Stanford Mathematical Mindsets.

 **Curriculum** ICA Kindergarten Schools use the ICA concept-based and inquiry-based units with Canadian standards and student-driven learning experiences. Lesson plans and materials are modified to suit to local context.

 **Learning Portfolio** Learning is a process. At age 3, students start developing an ongoing Learning Portfolio to document their journey under the guidance of their teacher.

 **Personal Inquiry** At age 3, students start conducting a Personal Inquiry which can be completely independent from any course they take.

 **Collective Action** Students participate in a collective action, which aims at responding to an identified challenge that could be either local or global, small and big.



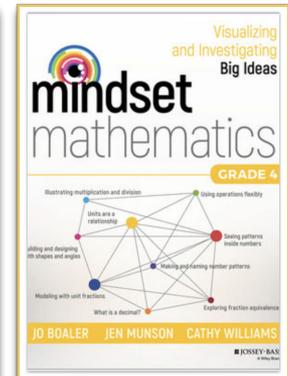
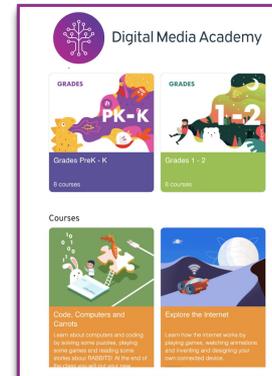
ELEMENTARY PROGRAM

An engaging bilingual program that develops a sense of self and community while helping students explore their interests and define their aspirations.

The ICA Elementary Program is meaningfully designed to meet the needs of every student, offering them choice and agency. The focus is on bilingualism through Portuguese, extensive English courses and English immersion in the following learning areas:

- Math: Stanford Mathematical Mindsets in English
- Science: Innovative Science courses in English
- Technology: Digital Media Academy courses in English

The Elementary Program is using local curriculum as our courses and methods are compatible with all local and national requirements.





ELEMENTARY PROGRAM



Bilingual Setting

English extensive courses and immersion in Math, Science and Technology. Students are grouped by Proficiency level.



7 Key Principles

The 7 key principles create a unique culture of learning that will inform everything we do and help us create an international educational experience unlike any other.



Engaging courses

Schools have access to engaging courses in Math, Science, English and Technology provided by our renowned partners like Digital Media Academy and Stanford Mathematical Mindsets.



Curriculum

ICA Elementary Schools use the most recent Canadian and International teaching and learning methods and effective protocols and tools to bring local curriculum to life. Home Language is also taught.



Learning Portfolio

Learning is a process. Students develop an ongoing Learning Portfolio to document their journey. Not only this portfolio displays successes but challenges both in school and out-of-school. It goes hand in hand with the Individual Profile.



Personal Inquiry

Students conduct a Personal Inquiry which can be transdisciplinary and completely independent from any course they take. They can choose a learning partner within the school community to provide them with feedback.



Collective Action

Students start or join a collective action, which aims at promoting civic and community engagement by responding to an identified challenge that could be either local or global, small and big.

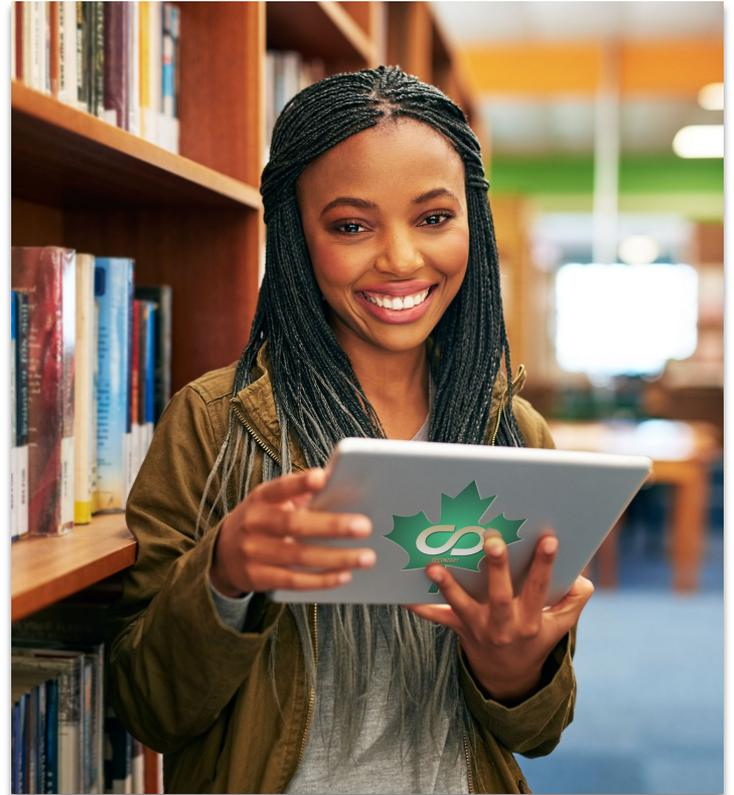


SECONDARY PROGRAM

A Program that opens new possibilities

International Canadian Academy has developed a Secondary Program that not only provides evidence of English and Academic proficiency, but also truly captures students' holistic growth, interests and personality traits.

This program offers a student-driven solution that empowers them to drive their own learning, explore new ideas, develop new competencies and choose their own pathway to Higher Education and beyond.





SECONDARY PROGRAM



English +

English extensive courses by proficiency level and immersion in Technology.



7 Key Principles

The 7 key principles create a unique culture of learning that will inform everything we do and help us create an international educational experience unlike any other.



Engaging courses

Schools have access to engaging courses in English and Technology provided by our renowned partners. They develop their skills in new innovative ways with courses on Robotics, Game Design, Engineering, Entrepreneurship and many more.



Curriculum

ICA Secondary Schools use the most recent Canadian and International teaching and learning methods and effective protocols and tools to bring local curriculum to life.



Learning Portfolio

Students will reflect on their learning based on their portfolio which explains their growth over the past years both in school and out-of-school.



Personal Inquiry

Students conduct an Inquiry about one event, process or action that has had a significant impact either locally or globally on Human life and/or the Environment. They must choose a learning partner within the school community to provide them with regular constructive feedback.



Collective Action

In their last two years before graduation, students participate to a collective action aiming at responding to an identified challenge that could be either local or global, small or big and reflect on their experience.



INTERNATIONAL COMPREHENSIVE

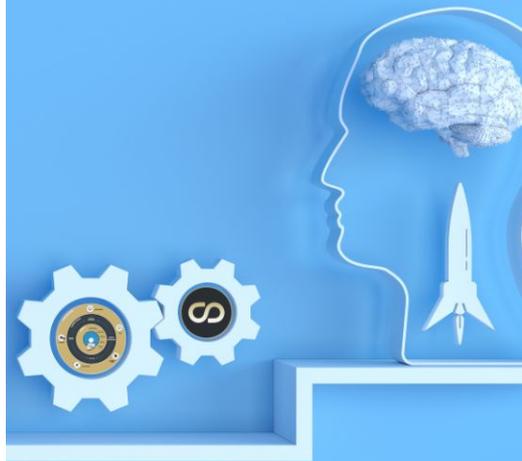
A comprehensive approach

ICA schools are authorized to use the International Comprehensive (IC) method.

Based on best and up-to-date international teaching and learning practices, the IC inquiry-based, competency-driven and technology-wise program offers flexible pathways and a clear framework to create a unique culture of learning focusing on lifelong growth. The International Comprehensive program actively promotes and values student agency and interests, real-world challenges, inquiry, creative and critical think, trustful relationships, meaningful integration of technology, cultural and self awareness as well as social and environmental justice.

It also provides educators with guidance, support, training and unique tools to design powerful learner-centred and personalised experiences where authenticity combines with relevant knowledge, useful skills and key concepts to construct deep and long-lasting understanding.

The integration of the IC program into International Canadian Academy schools creates an educational experience unlike any other!



icomprehensive.com



THE IC FRAMEWORK

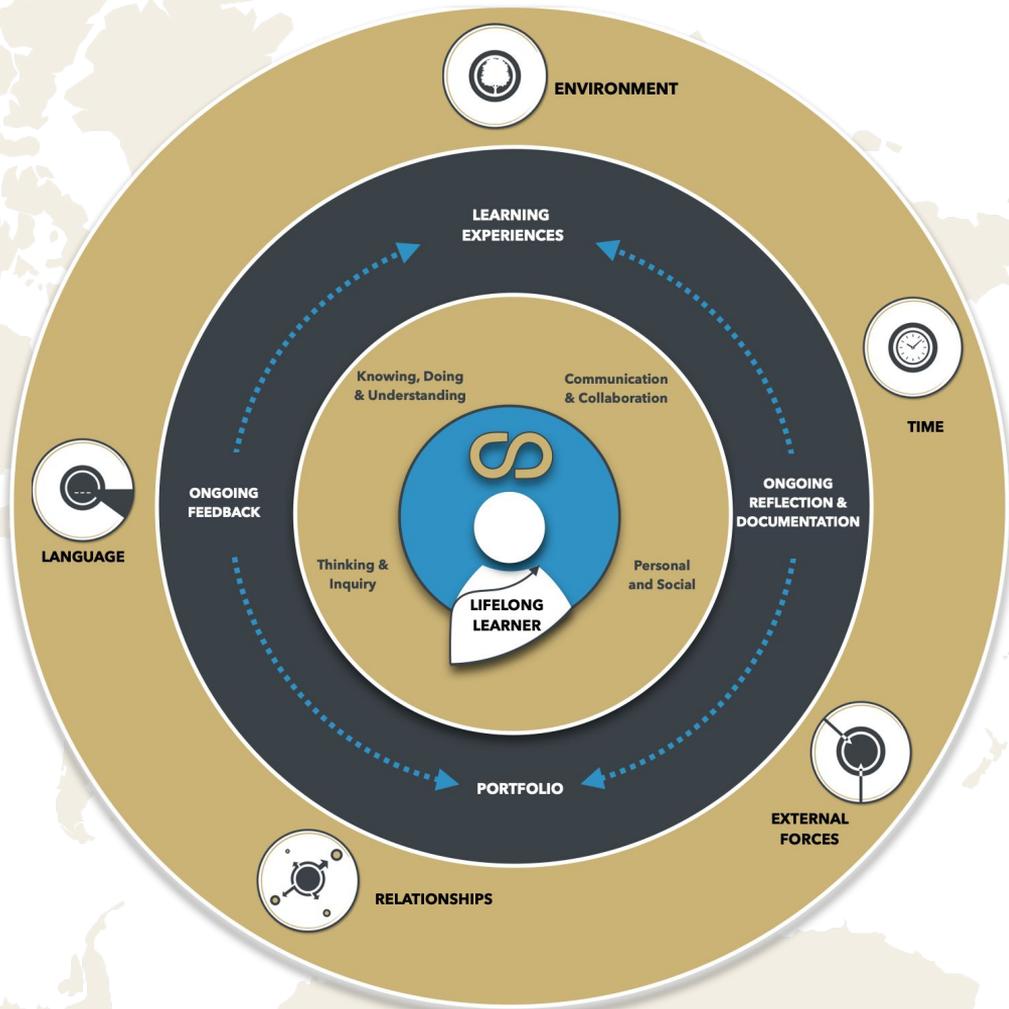
Key points

The **lifelong learner** is at the heart of the framework. **Lifelong competencies** allow the learner to grow, adapt and thrive over time.

Learning is a **process** which involves ongoing questioning, feedback, documentation and reflection.

Learning experiences create conditions for students to know, do and understand. They go hand in hand with a **learning portfolio** that documents the process.

The **culture of learning** of an organization depends on overarching forces that need to be thoughtfully tailored to the context.





A TRANSFORMATIVE CULTURE OF LEARNING

A culture of learning equips students for life

Our culture of learning is built around the 7 following principles:

1. Learner-driven and personalized
2. Inquiry deepens learning
3. Making learning conceptual, relevant and authentic
4. Lifelong competencies are critical assets
5. Learning is a process
6. Technology opens new possibilities
7. Overarching forces have a significant influence on learning





1. LEARNER-DRIVEN AND PERSONALIZED

Our approach is learner-driven and based on students' interests. Students and educators are agents of their own growth.

Every learner comes with a unique combination of identity, personality, passions, experience, needs, culture, mindset, toolset and skillset that has to be noticed, valued and taken into account to personalize learning.





2. INQUIRY DEEPENS LEARNING

Inquiry and curiosity deepen learning. Inquiry values questioning, wondering, investigation, observation and research with the learner being the main driver of the process. It also helps learners to understand how to learn and develop metacognitive skills.

Learning happens everywhere, both within and outside the classroom. The role of the educator is to be an activator of learning who models, wonders, notices, documents, asks questions, cares, reflects, clarifies, gives and gets feedback, designs and facilitates learning.



3. MAKING LEARNING CONCEPTUAL, RELEVANT AND AUTHENTIC

Big ideas and concepts are necessary to construct understanding. Conceptual understanding moves away from subject-specific content and memorization by focusing on the big ideas. Because concepts are not restricted to one domain or one period of time, they allow learners to make connections with their prior knowledge, identify patterns, grasp big ideas in a transferable way and apply what they learnt across subjects. By nature, concepts are indeed transdisciplinary and promote a higher level of thinking.

Real-world stories, examples, facts and challenges both local and global constitute relevant materials that learners use and transform to construct their own knowledge and create something original.



4. LIFELONG COMPETENCIES ARE CRITICAL ASSETS

Both children and adults need to develop a set of complex skills, knowledge and dispositions, but more importantly, they need to use this combination wisely and purposefully depending on the context. Personal and social competencies are essential to thrive as individuals at any stage of our life as they help us better understand ourselves and how we relate to others.





5. LEARNING IS A PROCESS

Learning is a process that involves ongoing questioning, feedback, observation, reflection and documentation.

A portfolio captures this process and tells the story of who we are as learners over the years. While the journey is exciting and worthwhile in itself, the real added value comes from the reflection we have all along the way.

Assessments are designed for learning. They are thoughtfully integrated into the whole process and aligned with well-defined criteria.



6. TECHNOLOGY OPENS NEW POSSIBILITIES

When the integration of technology is authentic and purposeful, it amplifies learning, opens new possibilities, shapes engaging learning experiences and enables an accurate documentation of the process,





7. OVERARCHING FORCES HAVE A SIGNIFICANT INFLUENCE ON LEARNING

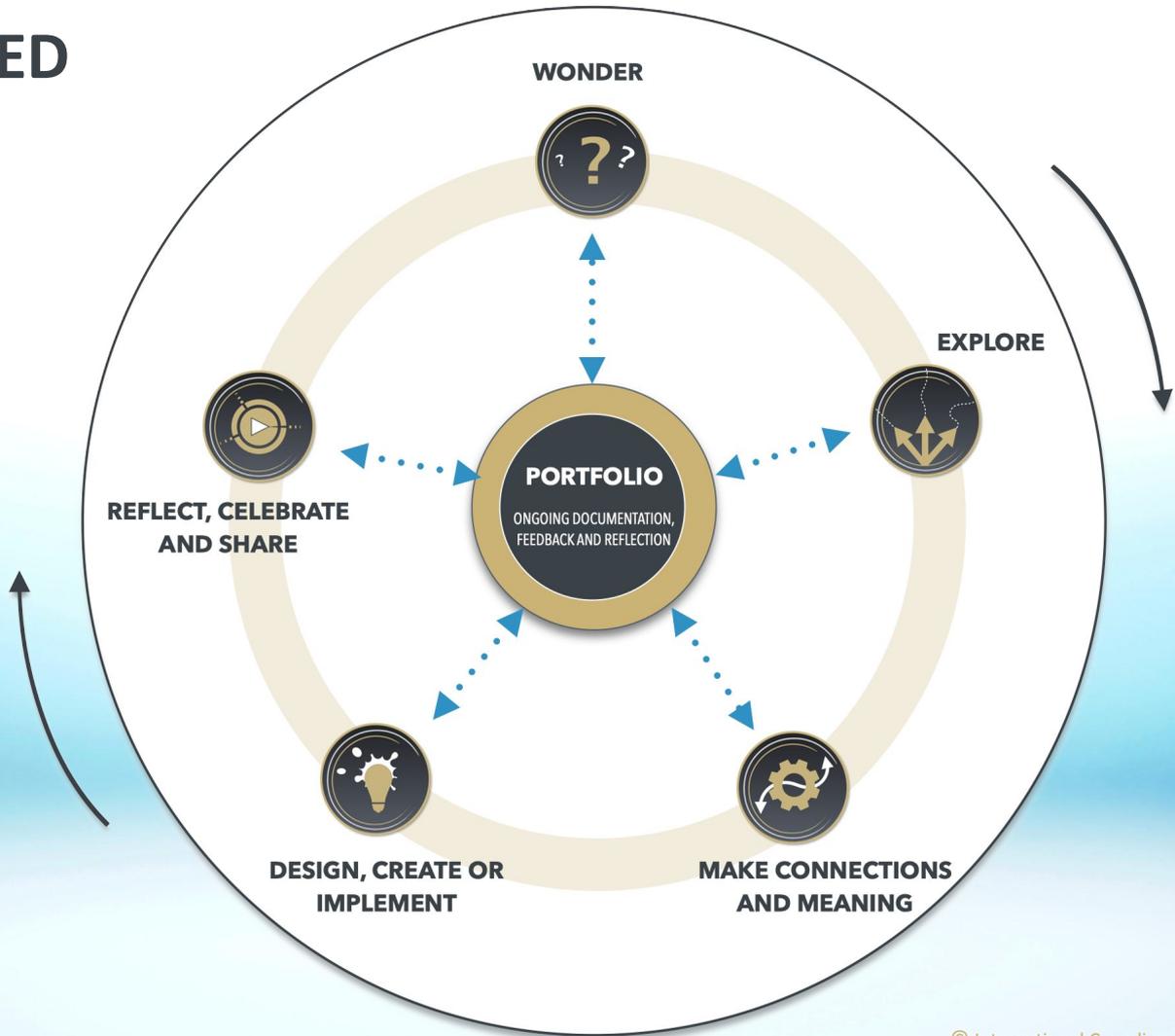
Time, Environment, Languages, Relationships and External factors are overarching forces which operate in every community, school and classroom. They are important cultural markers which shape safe, effective, inspiring and engaging conditions for learning.

These forces also highly contribute to our well-being and social emotional development. In order for them not to become obstacles or constraints, we need to think deeply about how we might be able to monitor, adapt and tailor them to build an impactful culture of learning.





INQUIRY-BASED LEARNING





ASSESSMENT THAT SHAPES LEARNING

What is the Icomprehensive assessment approach?

Assessment is intended to support the learner's growth. It is designed to give students a wide variety of opportunities to demonstrate their understanding and to develop their knowledge, curriculum skills and lifelong competencies. The student's portfolio will have a variety of artifacts of learning, along with samples from formative and summative assessments.





ASSESSMENT THAT SHAPES LEARNING

What do we mean by formative assessments?

Formative assessments are generally quick and simple ways to get a clear indication of what students know or are able to do and understand at a certain time. They play a fundamental role in the process of learning. Students use formative assessments to improve their knowledge, understanding and skills by getting feedback, self-assess, reflect and define strategies for further improvements. Formative assessments constitute important milestones that inform the educator on where the learner is so that they can give students feedback and plan the next moves.

What do we mean by summative assessments?

Summative assessments are designed to give educators information about a student's learning progress. They should refer explicitly to learning outcomes, and should provide students with the opportunity to think deeply, apply their knowledge to new and novel situations and effectively communicate their understanding as shown on the Learning Opportunities Design tool. Summative assessment may be undertaken in a variety of formats, for example, project-based learning.

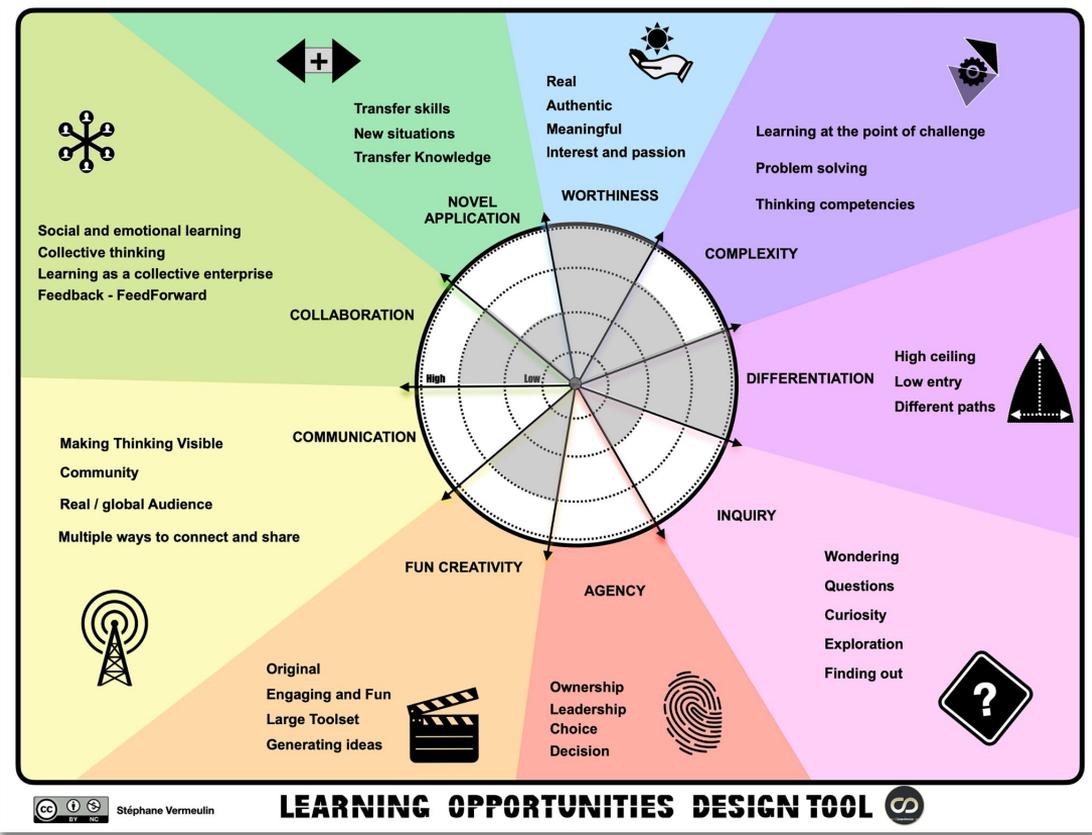




ASSESSMENT THAT SHAPES LEARNING

Assessment Design

This tool is intended to support the planning process by creating a visual of some of the main elements that an educator can use to create deep learning opportunities.





ASSESSMENT THAT SHAPES LEARNING

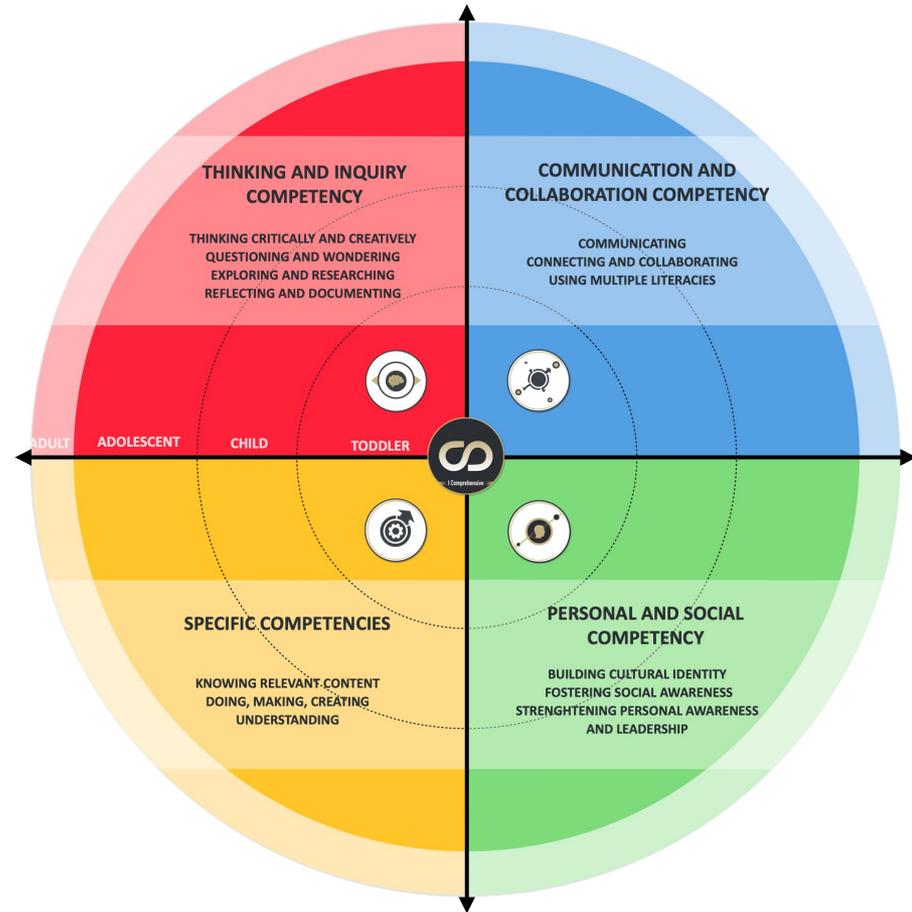
Learning Standards

ICA Learning Standards are based on strategic competencies and mirror the different development stages of students as they pursue their growth over time.

At every stage of their development, students strengthen their competencies and acquire new ones at their own pace. This process does not take place in the same way for every learner and continues during their adult life.

Learning Standards are concise, student-centred and measurable criteria that describe what students are expected to know, understand, be and do as a result of a learning experience. They easily align with local curricula and are mostly used by educators to:

- Plan learning experiences and assessment opportunities
- Monitor student progress throughout the learning process, make adjustments if necessary, and report.





ASSESSMENT THAT SHAPES LEARNING

How do we assess students?

In the ICA approach, educators prioritise standards and focus on essential learning and competencies. Schools are offered the possibility to keep their current assessment policy as it is or to integrate the ICA assessment system by which educators determine how students meet every standard:

1

EXPLORING



Students are familiarising themselves with the standard and are beginning to engage with it independently.

2

DEVELOPING



Students are on their way to develop the standard in a more consistent and independent way.

3

APPLYING



Students consistently meet and apply the standard.

4

INTEGRATING



Students fully integrate the standard and can confidently apply it to different contexts.



TEACHER TRAINING MODEL

A Flexible System

Online self-paced and cohort-based courses



Online and in-person modular workshops



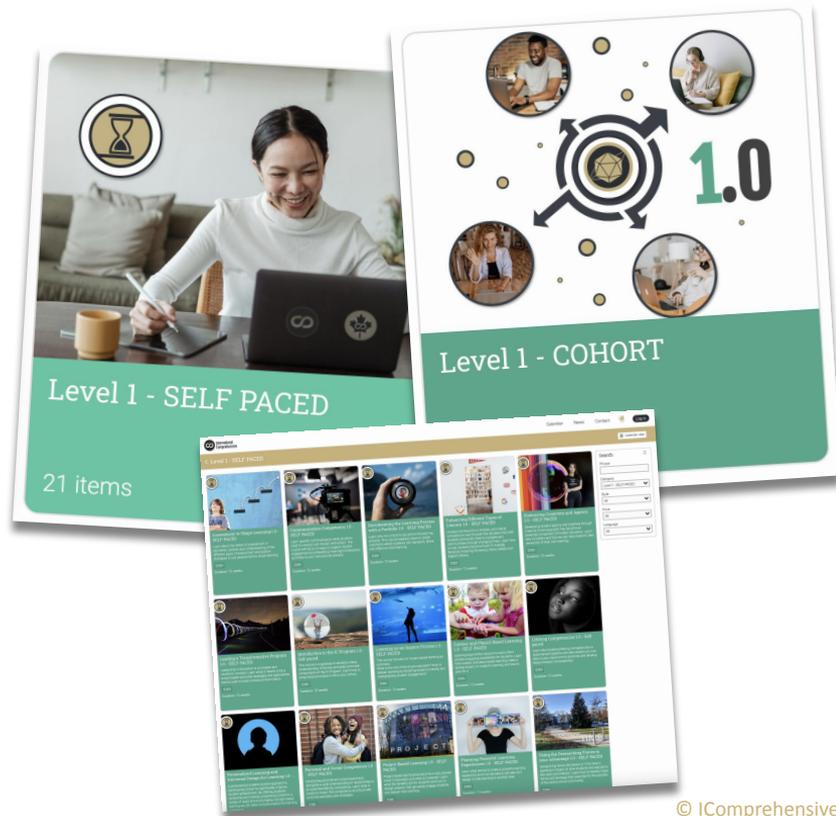


TEACHER TRAINING MODEL

Empowered educators

Our [catalogue of courses](#) is designed to empower educators worldwide so that they can develop their own competencies and grow both as individuals and educators. Being an educator has probably never been so exciting and challenging at the same time. That's why we want to honour your time and intelligence by offering **choice and flexibility** to all educators to define their own **pathway and pace** from a rich catalogue of meaningful and manageable courses.

At ICA, we take Professional Learning seriously because we believe that we cannot empower students without **empowering educators**. Professional Learning is fundamental to reshaping Education so it will have a sustainable impact on student learning and growth.

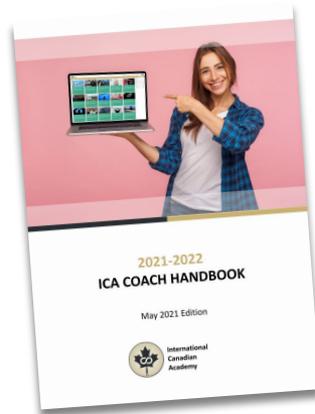




TEACHER TRAINING MODEL

Our Coaching Model

Training teachers requires to have a team of coaches who not only know the model, but also use effective methods to empower educators. ICA has developed a program to train coaches and ensure both quality and consistency of teacher training.



The ICA Coach Handbook gives a comprehensive overview of the role and responsibilities of the coach.



All trainers must complete the following three online courses to become a certified ICA coach.



WHAT ELSE IS INCLUDED?

ICA provides schools and educators with ongoing support and everything they need to start a brand new ICA school or convert an existing one. Our comprehensive set of tools, guides and templates helps schools have an effective and seamless transition.



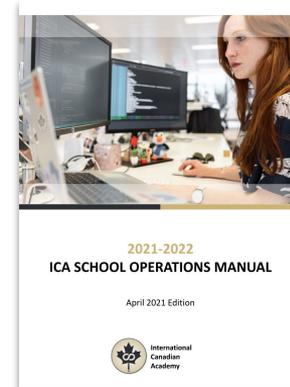
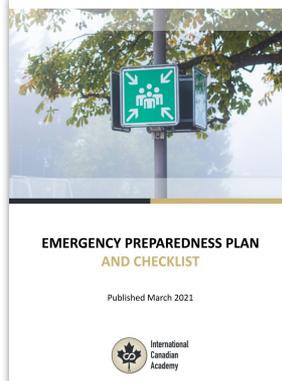
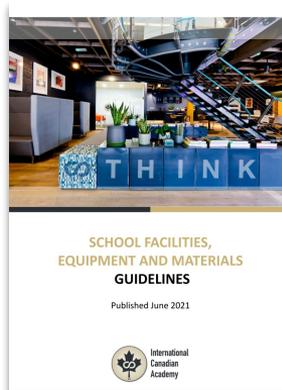
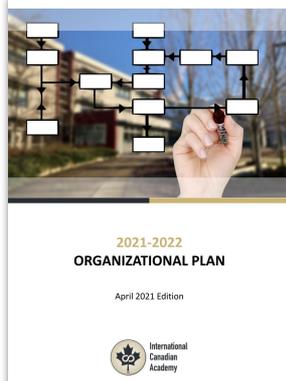
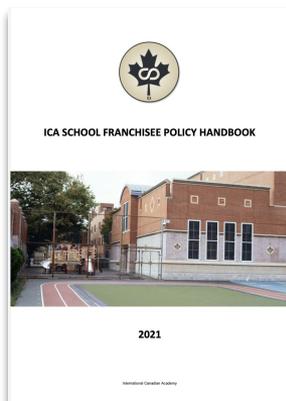


WHAT ELSE IS INCLUDED?

School guides and templates

ICA has developed a set of guides and templates that Franchisee Schools can customize and use to operate.

They help schools have a seamless start by removing much of the initial leg work. For the Master Franchisee, it brings consistency and facilitates the workflow with a systemic approach.





WHAT ELSE IS INCLUDED?

Example of a customizable template

ICA Schools Staff Handbook ☆ 📄 📁

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WHAT ELSE IS INCLUDED?

Forms, surveys and other tools

ICA provides the Master Franchisee with all the forms, surveys and templates Franchisee Schools will need to operate. This includes among other things: Field Trip Forms, School Nurse, Photograph consent, Parent Permission form, Staff Directory, School Calendar, and so on.

The collage displays several key documents:

- Field Trip Application:** A form for parents to authorize school nurse or administrator for field trips, including sections for authorization, declarations, and contact information.
- Student Release:** A form for parents to authorize school staff to release students in case of an emergency.
- Permission Form for Professional Learning Application:** A form for parents to give permission for their child to participate in professional learning opportunities.
- Photograph/Video Consent:** A form for parents to authorize the school to take photographs or videos of students.
- ICA CONFIDE AGREEMENT TEMPLATE:** A confidentiality agreement template for school staff.
- 2022 SCHOOL STAFF DIRECTORY:** A table listing staff members with their names, photos, school email addresses, PL activity titles, and focus areas.

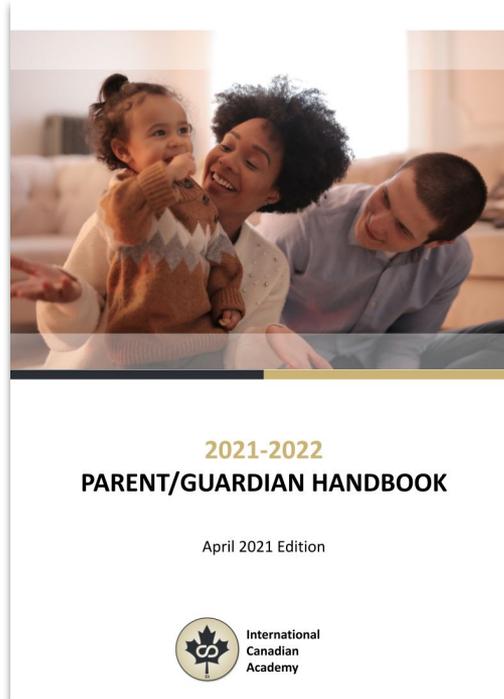
| Name | Photo | School Email Address | PL activity title | Focus of the PL |
|------------------|-------|----------------------|-------------------|-----------------|
| Laura Sawyer | | lsawyer@ica.com | | |
| Jackie Smith | | jsmith@ica.com | | |
| Peter Van Decker | | pvandecker@ica.com | | |



WHAT ELSE IS INCLUDED?

Student and parent materials

Students and parents both receive a comprehensive handbook that describes many aspects of the school life and operations to help them settle in and become active members of the school community.



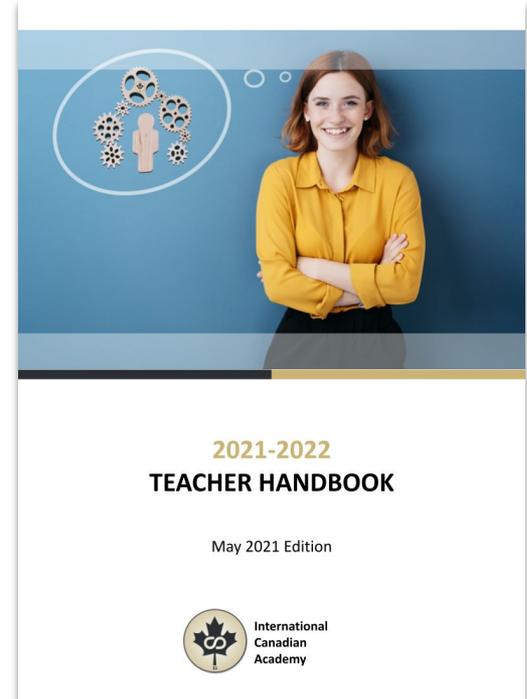


WHAT ELSE IS INCLUDED?

Teacher materials

In ICA Franchisee Schools, all teachers are entitled to Professional Learning. Moreover, they also receive a guide to explain the ICA teaching and learning approach and methods. This guide shall be distributed to all teachers prior to the beginning of the school year as it encompasses many useful information about:

- ICA's culture of learning
- Learning strategies and assessment
- Role of the teacher and expectations
- Team collaboration
- Resources and materials
- Technology, digital tools and educational platforms
- Support available for teachers



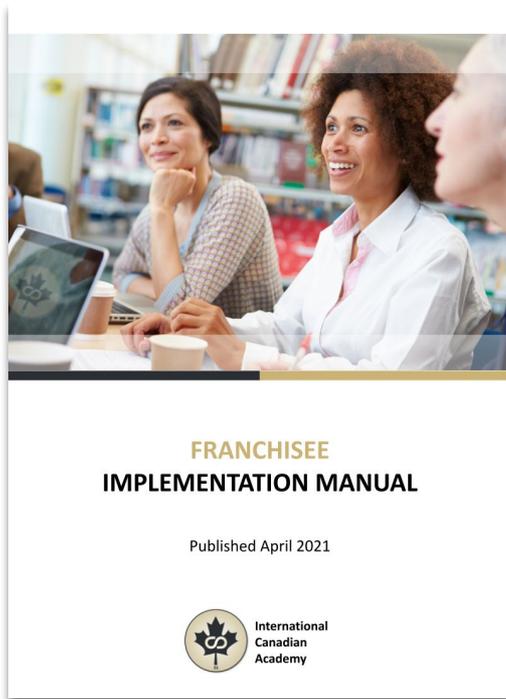


THE IMPLEMENTATION

Which segments will we start with?

The ICA Implementation Manual defines the implementation process for both existing and new schools.

Existing schools can be converted in either two or three years by following the step-by-step ICA Implementation Process. After the initial preparation and training phase, the implementation process follows a clear and regular pattern that naturally leads to the Annual Quality Assurance.



| Master Franchisee Implementation Manual | | |
|--|--|--|
| A Seamless Process | | |
| PREPARATION AND TRAINING | CONNECTION phase 1 - 2 weeks | Schools show interest and apply for candidacy. If they meet the ICA School Franchisee criteria, they officially become candidates and are authorized to start the Activation phase. |
| | ACTIVATION phase 10 months maximum | Schools receive a comprehensive kit with all ICA guides, materials, templates and forms. A dedicated ICA facilitator is assigned to guide the implementation of the ICA model and define a Tailored Integration Plan (TIP). The school creates an Activation Team to drive the process in close partnership with the ICA facilitator. Staff start attending Professional Learning workshops and online courses and a roadmap is created with manageable and actionable goals for every team. The school keeps an ongoing documentation of how they are progressing towards their goals on a school-wide portfolio. |
| | VALIDATION phase 2 - 3 weeks | Prior to the visit, schools must complete a self-reflection based on their portfolio and share it with their ICA facilitator. The Validation Team starts evaluating how the school is performing against the ICA Standards. The team visits the school for 2-5 days, writes a report and shares it shortly after. |
| The school officially becomes an ICA school and can start the actual implementation. | | |
| YEAR 1 IMPLEMENT | PROGRESSION phase 8 - 12 months | Based on the Validation report and the implementation path, schools undertake actionable actions in order to implement the ICA model, address potential recommendations and improve the overall quality of the institution. They regularly communicate with their ICA facilitator about their goals and continue to document the process on the school-wide portfolio. Staff participate in Professional Learning workshops and online courses during the school year. |
| | VALIDATION phase 2 - 3 weeks | Prior to the visit, schools must complete a self-reflection based on their portfolio and share it with their ICA facilitator. The Validation Team starts evaluating how the school is performing against the ICA Standards. The team visits the school for 2-5 days, writes a report and shares it shortly after. |
| YEAR 2 CONSOLIDATE | PROGRESSION phase 8 - 12 months | Based on the Validation report, schools define actionable actions to undertake in order to continue the implementation, address potential recommendations and improve the overall quality of the institution. They regularly communicate with their ICA facilitator about their goals and continue to document the process on the school-wide portfolio. Staff participate in Professional Learning workshops and online courses during the school year. |
| | VALIDATION phase 2 - 3 weeks | Prior to the visit, schools must complete a self-reflection based on their portfolio and share it with their ICA facilitator. The Validation Team starts evaluating how the school is performing against the ICA Standards. The team visits the school for 2-5 days, writes a report and shares it shortly after. |

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THE IMPLEMENTATION

Requirements and Guidelines

Requirements and guidelines to open an ICA school:

- At least two consecutive grade levels.
- The minimum size of a classroom is 50 m² because it must be large enough to welcome various learning ecosystems (or stations) and a gathering area (like a campfire). Exceptions can be made for small group specialist classes like Language classes.
- Different seating arrangements, e.g. small group round tables, sofas, adjustable stools, and so on.

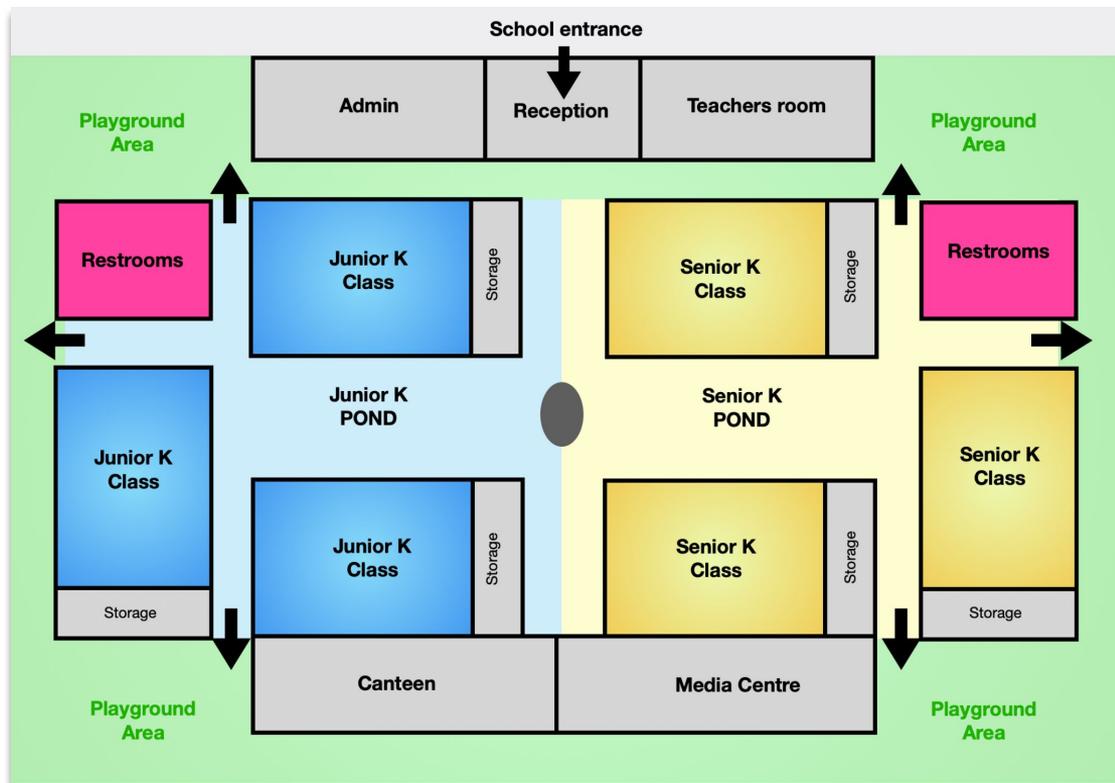




THE IMPLEMENTATION

Requirements and Guidelines

- A large common area, ideally at the centre of the grade level space so that it can be shared by different classes or used for whole grade projects, events and assemblies.
- A welcoming reception area, a Media centre and age-appropriate restrooms.
- A Teacher's room with round tables and sofas to facilitate interaction and collaboration between educators.
- The minimum building area required is 500m² for 5 classes.
- The minimum recommended outdoor area is 300m² and should include a playground, a discovery area (with vegetation, earth, wood, stones and other natural elements) and a sport area.



Example of what an ICA school looks like for two grade levels



THE IMPLEMENTATION

Requirements and Guidelines

- The physical environment should be designed and arranged with the concepts of flexibility, fluidity, and modularity in mind. For example, instead of having a fixed smartboard, classrooms could have smart TVs on wheels. Provocations could be installed frequently at various locations to spark curiosity and foster an inquiry mindset.
- Class sizes : maximum 20 students/class in Kindergarten
maximum 24 students/class in Elementary
maximum 24 students/class in Secondary
- Every teacher and student should have access to an electronic device. However, in Kindergarten, it is not required to have one device per student, so tablets could for instance be assigned to classes and shared at a 1 device/2 students ratio. In Elementary and Secondary, schools can decide to either provide students with devices or implement a BYOD program (Bring Your Own Device).
- Furnitures, promotional products and uniforms can be purchased anywhere and with the provider of their choice, but they must align with the ICA Branding Guidelines.





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