


EXTENSION SUPPORT PROGRAMME

Extending your potential

Satisfying your need to learn

Providing Opportunities




PURPOSE OF THE PROGRAMME

The Extension Support Programme (ESP) was developed to support the English language needs of the wider community, supporting those wishing to focus on extending their current academic abilities in English through inquiry-based learning.

The programme seeks to especially equip Grade 4 and Grade 5 aged students starting in August 2019, regardless of their school's location, with language and literacy skills during this crucial transitional phase in their learning pathways.

This programme also aims to benefit those who are seeking support with their transition into ISV international learning environment, enabling them to stretch their academic and personal potentials, adding confidence with the integration into the ISV international community.



FACULTY

The programme will be taught by ISV faculty members. In the opening year, the programme will be designed and led by ISV Head of Elementary - Ms. Patricia Mcloughlin and Programme Co-ordinator - Mr. Martyn Sessford.



Ms Patricia Mcloughlin
ISV Head of Elementary

Nationality: British

Teaching Experience: 25 + years

Qualification: Bachelor of Arts – Primary Education, Bachelor of Professional Studies – Leadership & Masters of Education

Ms. Patricia was born in the United Kingdom but was raised in Perth, Australia. After many years working for the Australian educational system, Patricia and her family decided to further experience life as a global learners and they started their journey which finally led them to Vietnam. Patricia has had the privilege of working in the International Baccalaureate system for nearly two decades. She has worked in schools around the globe, including Saudi Arabia, Hong Kong and Papua in Indonesia as well as Australia.



Mr Martyn Sessford
Programme Coordinator

Nationality: British

Teaching Experience: 14 + years

Qualification: Bachelor of Arts – Business, CELTA, PGCE international.

Mr. Martyn was born in the UK where he started his career in education through a government scheme for refugees learning English in 2004. He then flew to South Korea for the start of a 14 year period of growth as an EAL teacher, tutor and mentor. Martyn came to Hanoi in 2017 with his growing family and has enjoyed working with more International EAL learners as well as well as being a part of an amazing international school like ISV where he will be spending his 3rd year on the team there, this time as programme coordinator. Martyn speaks Korean fluently, holds a black belt in taekwondo, and loves spending time learning new things and spending quality time with his family.

CURRICULUM

The programme will be based on the IB PYP curriculum programme, aligning with the ISV Literacy scope and sequence. The programme's aim is to enrich Language through inquiry, tailoring to support the needs of transitioning students from elementary to secondary.

GRADE 4 CURRICULUM OVERVIEW

Semester 1

Who We Are

Central Idea

Learning is a fundamental characteristic of humans

Inquiry

An inquiry into what it means to be human.

At the end of this unit, the student will be able to:

- Many human characteristics are inherited from our parents
- Environments affect the ways in which we learn and grow

Semester 2

Where We Are in Place and Time

Central Idea

Family histories provide an insight into cultural and personal identity.

Inquiry

An inquiry into orientation in place and time; personal histories.

At the end of this unit, the student will be able to:

- Explore how families influence the individual
- Describe how artifacts, heirlooms and rituals are evidence of cultural identity
- Represent people, events and places chronologically
- Compare and contrast current family experiences with those of a previous generation.

GRADE 5 CURRICULUM OVERVIEW

Semester 1

How We Organise Ourselves

Central idea

Technology impacts on the world of work and leisure.

Inquiry

An inquiry into the interconnectedness of human-made systems and communities.

At the end of this unit, the student will be able to:

- Identify and describe examples in which technology has changed the lives of people
- Examine the impact of particular technologies on interconnectedness
- Describe the connection between human needs and wants and technological development
- Explain the relevance of various inventions in relation to the time period in which they were developed,
- Reflect on the role of technology in his or her own life.

Semester 2

Sharing the Planet

Central idea

Finding peaceful solutions to conflict leads to a better quality of human life.

Inquiry

An inquiry into peace and conflict resolution.

At the end of this unit, the student will be able to:

- Practise techniques of negotiation within the class and/or school community
- Document examples of conflict (local and global) and identify the causes and consequences
- Evaluate effectiveness of real-life conflict (for example, research and analyse a conflict situation)
- Reflect on his or her own strategies in dealing with situations of personal conflict.

CLASS DETAILS

Start Date	Saturday August 24th 2019
Class Duration	2 hours/week
Course Length	30 weeks/ year
Eligible Students	Grade 4 & 5, 2019-20
Maximum No. of students	15
Entrance Requirements	Age & level placement test
FULL year Programme Cost	\$ 2,000 (Non-ISV students) \$ 1,500 (ISV students)

1

For non-ISV students: Does the ESP guarantee a successful entrance to ISV upon the student's completion from the programme?

The programme does not guarantee a successful entrance to ISV. Its focus is to develop learners with the skills and knowledge to meet the academic literacy challenges of secondary education, regardless of the school's location.

2

How does the ESP assess the student's performance and progress during the course?

ESP Assessment is continual throughout the programme, being both formative and summative in nature to ensure more individualised learning within the units of inquiry.

3

How much does the ESP require parents' assistance at support at home?

Parents are asked to make sure their child has a place set up at home to complete the weekly assignments without distractions. The child needs to have access to a device and the internet. Activities are designed to challenge the student and will not be too easy or too hard. They may need help setting up initially but after that they should complete the work by themselves.

4

Can a student join in the middle of the programme?

Yes, a student may start the programme throughout the course period, depending on his English language abilities. Like the other applicants, he will be required to sit the ESP placement test, and will only be accepted to the programme should the test shows abilities and qualification for the entering period.

FAQs

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