



The Post-10 Program

An Overview

Introduction

- ▶ Beginning June 2017, the school has been offering a post-10 program which will span 3 years.
- ▶ The program will include compulsory components beyond the chosen board's academics requirements.
- ▶ The program will be largely student-driven; therefore, students who tend to be dependent and/or who require constant encouragement may not find the program appropriate.
- ▶ As it is a pilot program, the framework may undergo changes and evolve over the course of the program.
- ▶ The duration and requisite components are non-negotiable. The decision to apply for this program therefore must be a well-informed decision, requiring the buy in of both the student and parents.

Why are we changing the IHS Post-10 Program?

- ▶ This revamping is primarily to realign ourselves with the original intent of the school.
- ▶ At present, the post-10 program is largely examination driven and we have found that the majority of students proceed to select higher education courses and programs without sufficient clarity.
- ▶ The post-10 period is a critical time in the overall development of a student. They are in a state of physical, intellectual, social, and emotional transition. Our educational structures need to appropriately and adequately respond to these changes so as to support a student to navigate this threshold of adulthood.

Re-Alignment to IHS Aims & Objectives

IHS aims to develop inclusive leaders and lifelong learners who:

- ▶ Live joyfully and without fear or prejudice
- ▶ Exhibit sense, strength and gracefulness in any situation
- ▶ Strive to enhance their intellectual, social and physical capacity
- ▶ Pursue their education with commitment and involvement
- ▶ Have the confidence, willingness, and openness to question themselves and the world around them
- ▶ Take initiative to create a better environment around them by becoming responsible and active global citizens

Curricular Framework

For the purpose of convenience, we have divided the curricular framework into seven key components, though they are not mutually exclusive.

I. Academic Courses

Students must fulfil the requirements of either the Indian School Certificate (ISC) Program awarded by the Council for the Indian School Certificate Examinations (CISCE), OR the Advanced International Certificate of Education (AICE) Program awarded by Cambridge International Examinations (CIE). Students must choose their subjects based on the available subject options. (Please refer to the Subject Selection Forms).

II. Foundation Modules

- ▶ Every learner needs to be grounded in certain life skills and aesthetic sensibilities, and will be required to complete a minimum number of credits in Foundation Modules.
- ▶ Examples of Foundation Modules include: Basic Financial Literacy, Media Studies, Inner Management, Personal Health & Fitness, Home Repair / Technical Arts, Fine & Performing Arts.
- ▶ These modules / courses will be offered both by in-house faculty as well experts in the field.

III. Discovery of India

Students will participate in carefully thought out annual trips to select locations across India with a view to:-

- ▶ Expose them to different facets of India.
- ▶ Give them a first-hand experience of the challenges faced by people living in diverse contexts, and encourage empathy and sensitivity to larger issues.
- ▶ Develop the strength of character to accept, respect and accommodate people and cultures that are different from their own.
- ▶ Nurture and support a sense of identity that is inclusive, accepting and versatile.

IV. Community Engagement

- ▶ Students must engage in a meaningful and sustainable interaction with the community – both immediate and broad – to develop multiplicity of perspective and work toward a solution-oriented approach in an inclusive manner where applicable.
- ▶ Students will be required to put in a minimum of 50 hours of dedicated time every year toward these initiatives.

V. Internship/ Practicum

- ▶ Students will be expected to select meaningful and appropriate avenues to learn in actual work situations to give them a hands on experience of the activity which can then help them to make informed choices for their future career / educational aspirations.
- ▶ Certificates / letters of recognition will be issued based on the quality of work done by the student.
- ▶ These internships may be school facilitated or pursued independently in consultation with a school advisor.

VI. Leadership Training

- ▶ Students will participate in leadership forums aimed at fostering inclusive leadership practices, and interact with leaders across various domains.
- ▶ Every student will be expected to take up some substantive leadership role within the three year time frame commensurate with their interest and capability.

VII. College & Career Counselling

- ▶ A structured approach that will help a student explore, research and narrow down his/her area of interest and excellence in terms of a long term career.
- ▶ This does not translate to linkages to specific institutions or coaching for competitive examinations.
- ▶ Every student will work with his or her mentor from the time of entry on making well researched choices for their future.