



**International
School**
Riyadh · Saudi Arabia

Education Model

Version: Sept 2021

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SEK Mission and Vision

It is the Mission of SEK International School Riyadh (SEK-Riyadh) to provide a holistic education and the development, in full, of each student's individual talents. The core of the SEK profile is to prepare our students to be capable of guiding their own future and to become lifelong learners. We aim for our students to understand that serving and caring for others brings the highest rewards in life while ensuring that they become skilled and balanced 21st century productive citizens.

The Royal Commission for Riyadh City (RCRC) is leading the coordination of the most important projects in the modernisation of the city of Riyadh, within a state global plan known as "Vision 2030". Included in this plan is collaboration with prestigious educational organizations to create high-quality schools in Riyadh. The SEK Institution has been selected by RCRC as one of its pioneering alliances in the achievement of its proposed educational objectives, and we have been invited to open a SEK international school in Riyadh.

SEK-Riyadh has a clear vision: to consistently provide high quality education to an international and local community of students in order to prepare them to become responsible and productive global citizens who actively contribute to the communities where they live and work.

SEK-Riyadh opened its doors in September 2021, thereby establishing in the Middle East, the second international school from the prestigious SEK Education Group, which has nearly 130 years of history and experience in national and international education in four countries. SEK-Riyadh will build on our experience in the Middle East, where we have already excelled in providing an outstanding international education to the local and international communities. In September 2021, SEK-Riyadh welcomed students from Pre-K (age 3 years) to Grade 4 (age 9/10 years).

Through our unique programmes, we nurture the SEK Student Profile to prepare our students to be capable of guiding their own futures and to becoming lifelong learners. To demonstrate our commitment towards this ambitious goal, SEK-Riyadh is a candidate-status school for the International Baccalaureate (IB) Primary Years Programme (PYP)*, Middle Years Programme (MYP) and Diploma Programme (DP). SEK has over 40 years of experience in offering IB programmes, with an excellent record of IB diploma results and university entrance.

We are a community of learners, working together to prepare young people for the challenges of tomorrow through a broad and engaging curriculum, challenging our students to think critically and independently. Our dedicated international team of teachers and support staff are highly motivated and engaged in helping each of our students reach their full potential.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>.

SEK Education Group Leadership and Management

SEK Education Group is a privately owned organization. The first SEK School opened in the historic centre of Madrid in 1892, receiving its first official recognition in 1902. In 1935, the Segovia family assumed the leadership of what is today, thanks to the vision and commitment of Mr. Felipe Segovia Olmo, a renowned group that embraces innovation, student-centred education and international mindedness. The history of the Group is closely linked to the educational ideas of Mr. Segovia. Born into a family of educators, he pursued his teaching vocation from a young age. The pillars upon which he based his educational project were individual and social improvement and liberty, the holistic development of students, teaching dignity and leadership, internationalisation of education and ongoing research to innovate in all domains of the educational process. Guided by these principles, SEK has developed its unique educational model, that is aligned to the continuum of International Baccalaureate programmes – indeed one of the SEK International Schools was among the first 50 schools in the world to implement the IB Diploma Programme in 1977.

Today, SEK International Schools have over 5000 students of 70 nationalities in six schools located in Spain, one in Ireland (1981), one in France (1990), one in Qatar (2013), and now one in Saudi Arabia (2021). The opening in 2000 of the Camilo José Cela University completed Felipe Segovia's vision of the educational process. After Mr. Segovia's passing in 2013, the Felipe Segovia Foundation was established in order to advance his educational ideals. Today, his daughter Nieves Segovia Bonet continues his legacy as President of SEK Education Group.

The Governing Body provides strategic guidance for the school and effectively oversees and reviews the School's management and implementation of action plans. The SEK Director General of Schools supports SEK-Riyadh directly through regular visits to review all areas of the school, and, through regular virtual and presential meetings with the Heads of SEK Schools, throughout the academic year to support professional learning and collaborative planning across all the schools.

SEK Future Learning Model

Based on our innovative SEK *Smart Classroom* model, and the learning principles of the IB and NEASC, we have designed a Future Learning Model that offers personalized learning pathways for each student that foster collaboration, autonomy and the construction of meaning, and makes them future-ready for the third millennium

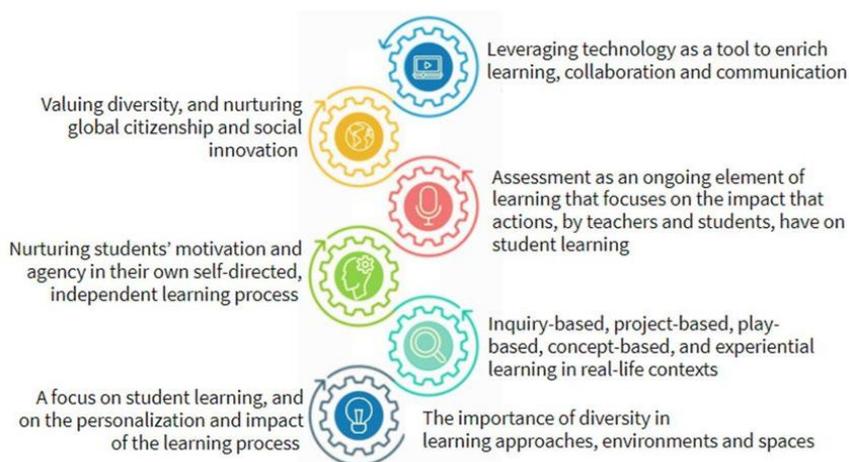
The SEK Future Learning Model includes an integrated learning and teaching sequence that brings together key elements such as: clear pedagogical objectives, innovative teaching methods, new dimensions for the roles of teachers and students, motivating tasks and diversified and authentic assessment.

The model also includes digitalization of learning when appropriate, and the central role of professional learning of the teaching staff. Likewise, it specifies the technology that our classrooms require to effectively deploy our unique learning sequence. Enriched learning processes take place in specially designed physical or digital environments depending on the pedagogical purpose they serve.

The central ideas of this model are:

- making learning more personalised
- nurturing student agency and self-directed learning
- using assessment to best support learning
- valuing diversity in learning approaches, environments and spaces
- nurturing global citizenship
- leveraging technology to support learning
- and supporting staff self-directed professional learning.

Future Learning Model Transversal Ideas



Future Learning Model – Eight Key Dimensions



We distilled the Future Learning Model into eight key dimensions that impact on learning. They are:

1. Goals:

We have an overarching central idea and two guiding goals. They are:

- *A focus on student and staff learning. (Central Idea)*
- *A SEK education is not just what happens in class, but an entire holistic learning experience.*
- *Learning and teaching should always be framed by a sense of purpose.*

2. Sequence

The Learning Sequence is the backbone of the learning and teaching model. It enables a holistic view of learning, and links with the IB and NEASC accreditation.

3. Evaluation (Evidence for Learning)

Evaluation is a key element of the learning and teaching process. Our process of evaluation uses our innovative Evidence for Learning protocols. Our goals for evaluation are:

- to identify where students are in their learning;
- to identify and adapt learning and teaching methods and expectations
- to make decisions about next steps for learning and teaching
- and to provide accessible information to parents and others.

4. Agency, co-creation and self-directed learning

We nurture student agency to enable self-directed, independent learning pathways for students.

5. Learning Technology

Learning Technology is a key to supporting self-directed, autonomous learning, and enables a holistic and future-ready approach to learning.

6. Professional Learning and Collaborative Planning (more details below)

Staff self-directed learning is enabled through collaborative professional inquiries and co-created and shared micro-innovations.

7. Global Citizenship and Social Innovation

We allow diversity of values, beliefs, and cultures to flourish. We make this visible through our global citizenship and social innovation programme.

8. Quality

We nurture a culture of quality through a diverse range of internal and external processes of quality assurance.

More details of the Future Learning Model are available [here](#).

Curriculum Model

The SEK-Riyadh curriculum is an international model developed by SEK for the context of Saudi Arabia, designed to meet the demands of a global third millennium international school, and to put our Future Learning Model into practice.

Central to the philosophy of our curriculum model is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. The curriculum aims at building and reinforcing students' sense of identity and cultural awareness, while equipping them with the skills to learn, acquire knowledge, individually or collaboratively, and to reflect upon this process so that they become lifelong learners. By applying those skills and knowledge, and through the development of the SEK Student Profile and the IB Learner Profile, students are supported in becoming future citizens who will create a better and more peaceful world.

The curriculum model will be grounded in the social and historical context of Saudi Arabia, while also aligned with global contexts and international benchmarks. The curriculum will satisfy the educational needs of the local and expatriate population in Riyadh and is aimed at developing the next generation of Saudi Arabian and international students who will become active contributors to the local, regional, Saudi, and global communities.

We aim for the curriculum to consist of the three International Baccalaureate (IB) programmes leading to the award of the IB Diploma and a US accredited High School Diploma.

- 1. IB Primary Years Programme (IB PYP) <http://www.ibo.org/pyp/>**
The IB Primary Years Programme (PYP) for children aged 3 to 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.
- 2. IB Middle Years Programme (IB MYP) <http://www.ibo.org/myp/>**
The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).
- 3. International Baccalaureate Diploma (IB DP) <http://www.ibo.org/dp/>**
The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. The programme has gained recognition and respect from the world's leading universities.
- 4. New England Association of Schools and Colleges (NEASC) accredited US High School Diploma <https://cie.neasc.org/>**
SEK-Riyadh will offer the NEASC accredited US High School Diploma (US HSD) to all students who satisfy demanding graduation requirements. The curriculum is designed with an emphasis in critical and creative thinking, academic achievement, breadth and depth of study, intercultural understanding and community action. To obtain the US HSD, students must successfully complete the IB Middle Years Programme (Grade 9 and 10) and IB Diploma Programme (Grade 11 and 12)

Curriculum Strands

We will offer several curriculum strands in SEK-Riyadh, focusing on different strengths or desires of students. These are not mutually exclusive and can be combined.

Strand 1: University and College Preparation

The High School college preparation programme assumes shared responsibility for the college entry requirements from Grade 9, two years earlier than most secondary schools. The college counsellor will work closely within the Secondary Leadership Team to ensure that the high school programmes conform to university and college entry requirements.

Strand 2: Vocational, Arts, and /or Sports Specialisation

Through approved vocational courses, performing arts qualifications and elite sports programmes, we will nurture gifted and talented students.

Strand 3: Entrepreneurs, Innovators and Specialists

Through links with local entrepreneurs and experts, and by preparation for appropriate specialist examinations, this strand would support students for direct entry to programmes for entrepreneurial or specialist careers e.g. technology, business, medical, legal, scientific, engineering, educational, politics/government/diplomatic service etc.

Strand 4: Saudi Arabia Social and Historical Context

This curriculum strand prepares new global leaders, grounding the education in the development of fluency and literacy in English and Arabic; on the local Saudi and regional, and international cultures; and on the history of the Middle Eastern region and its global connections.

SEK Student Profile

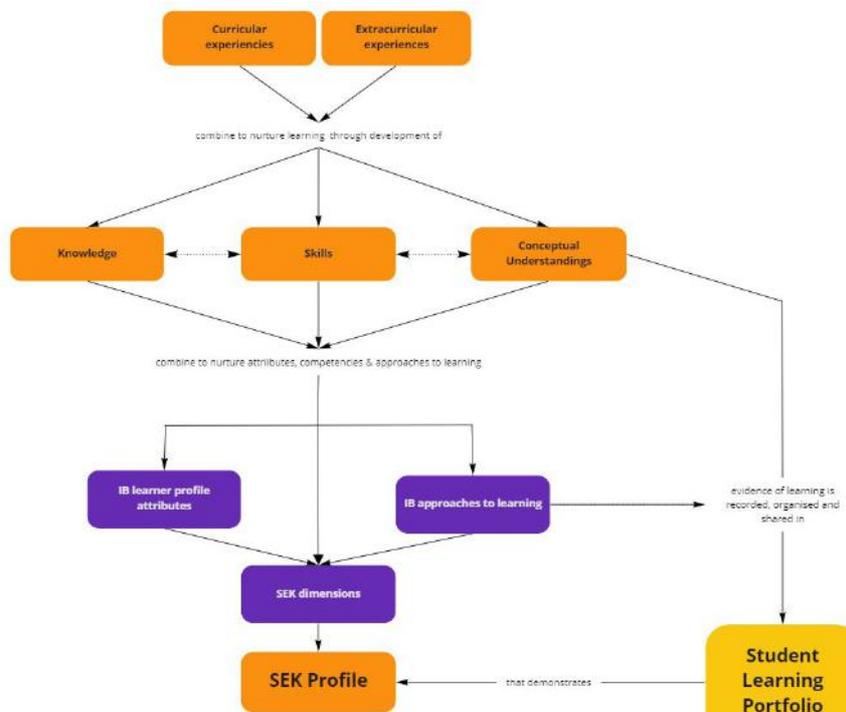
The SEK Profile is an ongoing record of the learning of students, including, and going beyond, core academic experiences. It focuses on nine overarching competencies that encompass the curricular and extra-curricular experiences, and nurture key attributes, and learning skills of students.

These experiences enable students to develop and/or enhance knowledge, skills and, more importantly understandings, values and perspectives of what it means to be part of the world in which they live, and how they can be active agents of change within it. The SEK Profile demonstrates evidence of the different pathways the students have explored, where their passion and interests lie, and how they have contributed to their communities.

We embrace diversity and believe that all students have unique talents that, through diverse experiences, can be discovered and nurtured. The SEK Profile celebrates the aspects of our students' learning experiences that highlight their individuality and ability to face the world with confidence and resilience. We are aware that students have complex realities to navigate, and the SEK Profile aims to nurture the skills to help them understand and respond to those realities.

The process of developing, recording and organising evidence for learning in the SEK Profile is shown in the diagram below.

- All curricular and extra-curricular experiences contribute to the knowledge, skills and understandings of the student.
- These experiences combine to nurture the SEK competencies, IB learner profile attitudes and attributes and IB approaches to learning.
- All the experiences, skills, knowledge, understandings, attributes, and approaches to learning are recorded and organised in a student learning portfolio.
- The student learning portfolio then provides evidence of the competencies that have been developed as part of the ongoing SEK Profile.



Competencies of the SEK Profile

Communication



Communicate clearly, precisely and with respect, in mother tongue and in at least one other language. Connect with and understand others, across language and cultural barriers. Engage an audience and communicate publicly on issues of personal interest or passion.

Wellbeing and Health



Nurture the skills that support physical, social, mental, emotional and spiritual wellbeing and health of self and others.

Critical Thinking, Inquiry, Entrepreneurship and Solution Focus



Critically approach authentic problems, through project-based activities and design thinking processes. Use creative, practical, and inquiry-based approaches to find innovative and entrepreneurial solutions to problems.

Global Citizenship, Social Innovation and Community Action



Inquire into and address local, global and intercultural issues, to appreciate and understand the perspectives and views of others. Engage, through social innovation, in open, appropriate and effective interactions with people from different cultures, and act for collective well-being and sustainable development.

Leadership, Adventure and Expedition Experience



Willing to leave comfort zone, face unknown challenges, understand the consequences and implications of decisions, and take on greater responsibilities. Engage with the natural world, and show effective leadership of people and manage resources.

World of Work



Engage in work of authentic value and develop a range of skills in a professional setting.

Digital Competence and Citizenship



Develop skills to respond to the digitalisation of society, its opportunities and its ethical implications. Use technology responsibly to engage with society. Connect positively and empathise with others, and create relationships through digital competencies and tools.

Artistic and Intercultural Engagement



Grow intellectually, emotionally and culturally, through sustained engagement with artistic and cultural experiences. Enjoy activities that promote creative exploration, communication, and intercultural understanding.

Personal Accomplishment/Passion Pursuit



Set high-performance goals in a chosen interest or passion. Plan, act, reflect and adapt in the pursuit of those goals. Demonstrate skills at an authentic high-performance level in a chosen interest or passion.

Global Citizenship and Social Innovation (GCSI) Curriculum Framework

Global Citizenship is the capacity to inquire and address local, global and intercultural issues, to appreciate and understand the perspectives and views of others, to engage, through social innovation, in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.



Learn

We connect global citizenship topics and understandings, to the curriculum, through the Programme of Inquiry in the PYP, through the Global Contexts in the MYP, through International Mindedness connections in the IBDP, and finding explicit opportunities to develop understanding of the UN SDGs within the different areas of the curriculum. We are creating a Global Citizenship Scope and Sequence, to be used as an additional way to make curriculum connections.

Think

We nurture purposeful development and explicit teaching of IB Approaches to Learning, by including GCSI in the curriculum through:

- Thinking Skills
- Communication Skills
- Social Skills
- Self-management skills
- Research skills

Act

We create opportunities for taking meaningful action and Social Innovation, including through:

- Action in the IB PYP
- Service as Action in the IB MYP
- CAS in IB DP

We nurture self-directed learning experiences in which students consolidate their learning, take meaningful action, and demonstrate their skills, attributes and competencies as global citizens through the:

- IB PYP Exhibition
- IB MYP Personal Project
- IB DP Extended Essay

Be

Through learning, thinking and acting, we nurture competencies, attitudes, attributes and behaviours that allow us to become global citizens.

- Development of the SEK Profile
- Development of the IB Learner Profile

Other unique SEK Learning Initiatives

Integration of ICT

SEK International Schools are recognized as innovators in the use of technology to improve learning. Laptops, iPads, and interactive panels in most classes allow students and staff to take advantage of new ways of learning. In addition, our Bring Your Own Laptop policy for Grades 4 and above, with workshops for students, together with their parents, will help them to set up their devices and Microsoft account at the beginning of the school year.

SEK Tech Labs

The digital society in which we live needs citizens who are competent in technological and digital environments and who use technology and information with confidence. That is why SEK Education Group promotes a digital curriculum as a fundamental aspect of the development of our students, so that they are able to acquire the necessary skills and competencies in these areas. SEK International Schools are designing and developing the SEK Tech Lab project for next year, a series of co-curricular courses related to programming, information management and robotics that will be accessible asynchronously, so that students will be able to take these courses from wherever and whenever they please.

SEK Portfolio

The objective of the SEK portfolio is to document the all-round learning process of the student in a practical way. In this way, it allows an accessible, structured, effective and efficient record of evidence for learning. The portfolio enables collaboration, personalization, and portability of each student's development.

It is an environment in which students can collect and organize evidence of their learning from curricular, co-curricular and extracurricular activities. The main objective of the collection and organization of evidence in their portfolio is to support students in reflecting on their progress, identifying their achievements, facilitating self-assessment and peer-assessment and, therefore, determining, with the guidance of teachers, what are the next steps for learning. Teachers and students can use the evidence in a portfolio to draw conclusions about their learning and support them in their next steps. It is customizable and accessible to others and allows for collaborative feedback.

Be Challenge

At the start of the new academic year SEK International Schools are setting up the Passion Pursuits, a time slot for students to cultivate their personal passions in the form of chosen challenges. For learning to be as authentic and meaningful as possible, it is important that students set themselves achievable challenges that they can solve. SEK has created a platform on our digital environment to manage challenge-based learning following a series of well-established guidelines, a tool that allows collaboration between students from all of the SEK schools who share the same passion.

Be Well Centre

SEK Education Group has established the Be Well Centre with the aim of responding to people's emotional, mental, physical and personal well-being and balance. The main mission of the Be Well Centre is to provide the SEK educational community and society with training and support to live life in fullness, happiness and harmony. Therefore, Camilo José Cela University offers training in areas of mindfulness and socio-emotional skills in educational contexts, and a 'Healthy Schools' initiative has been launched.

More information on the SEK International Schools unique initiatives is available [here](#).

Professional Learning

We believe that quality professional learning has a positive impact on student learning. Professional learning supports teachers who want to have an impact on the learning of their students, with an opportunity to explore their passions and interests, co-create the best learning opportunities for their students, and be the best teachers they can be.

Our professional learning programme for staff is based on some key beliefs:

- Staff are also learners
- Cooperation and collaboration can lead to improved staff and student learning and achievement
- Reflection is an essential practice in learning
- We expect staff to develop their own agency and take responsibility for their learning
- Learning can be improved through professional educational inquiries by staff
- We are a community of learners who can share best practices

Through professional learning, our staff have the opportunity to:

- delve deeply into topics of their own interest and passions
- have a genuine impact on the learning of *their* students
- create their own solutions to respond to the particular and everyday challenges they face when teaching
- learn from their colleagues, and collaborate to implement their own ideas
- develop confidence as effective, competent professionals
- show the impact of their own solutions on student learning

At SEK-Riyadh our Professional Learning Community is engaged in the process of seeking new knowledge and ways of applying that knowledge to their learning, teaching, leadership, and administrative roles. This model focuses on professional growth designed to impact student learning and to progress the quality of learning and teaching and lead to school transformation and improvement.

We have also developed a digital platform to support staff professional learning. The *SEK Playbook* helps teachers to document their professional learning in collaborative, practical, and meaningful ways, with simple tools to record and share their learning process, so that they can make their professional learning visible, collaborative, and impactful.

Through the Playbook, staff are able to:

- guide their professional learning process, making it their own
- work with colleagues to set their own goals and tasks
- find others that are exploring similar topics, to enable collaborations
- collect evidence of their process, to make their learning visible
- demonstrate impact of their learning process on students

A professional learning plan is set yearly to support teachers in their professional activities and to ensure that the requirements established by the IB and NEASC are met. Teachers also attend IB, NEASC and ECIS workshops regularly. Staff also have the opportunity to attend other workshops in Saudi Arabia.

This academic year, the school calendar includes several days of professional learning, the school is closed during those days for students. All members of SEK-Riyadh staff will be involved during these days in professional learning. In this model, teachers engage in professional learning to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and current.

Tuesday afternoons are also allocated for professional learning and collaborative planning that impacts on student learning. On each Tuesday, school closes earlier to allow for professional learning of staff.

Authorization and Accreditation

International Accreditation

The SEK-Riyadh curriculum model is closely aligned to international curriculum frameworks and will meet the demanding international standards of globally recognized accrediting agencies that advocate holistic education. This includes the International Baccalaureate (IB) and the New England Association of Schools and Colleges (NEASC).

International Baccalaureate Authorization

SEK-Riyadh is a candidate IB World School for the IB Primary Years Programme (PYP)* and will become a candidate school for the Middle Years Programme (MYP) and the Diploma Programme (DP) as the school grows. All three IB programmes emphasize intellectual challenge, encourage students to make connections between their studies in traditional subjects and the real world and foster communication, intercultural and global understanding.

Central to the philosophy of the IB PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. The curriculum aims at building and reinforcing students' sense of identity and cultural awareness, while equipping them with the skills to learn, acquire knowledge, individually or collaboratively, and to reflect upon this process so that they become lifelong learners.

By applying those skills and knowledge, and through the development of the IB Learner Profile, students are supported to become the future citizens who will hopefully create a better and more peaceful world.

Our teaching staff is led by an IB-trained Head of Primary who will work with all staff to prepare for the IB PYP authorisation visit. Schools are evaluated against rigorous IB standards and practices and specific programme requirements. This process is used as a driving force within the school which will allow us to look at where we are as a school, and consider ways forward and areas for future growth – this process takes several months to complete. The evaluation is a good opportunity for teachers, to collaborate, to develop the programme and to analyse our teaching practices.

NEASC Accreditation

SEK International School Riyadh will soon start the process of accreditation from New England Association of Schools and Colleges (NEASC), one of the most prestigious international university and school accreditation agencies. Accreditation by NEASC, using the ACE Protocol, will allow SEK-Riyadh to award a fully recognized US High School Diploma in the future. NEASC/ACE accreditation is a highly valued globally recognized standard of excellence; we will become part of their network of accredited international schools spanning more than 65 countries.

As part of the NEASC/ACE process, we will create a self-evaluation report which is an opportunity for self-reflection and improvement for the entire staff (leadership, teaching, admin and support staff). All staff will be assigned to working groups on each of the NEASC/ACE Learning Principles.

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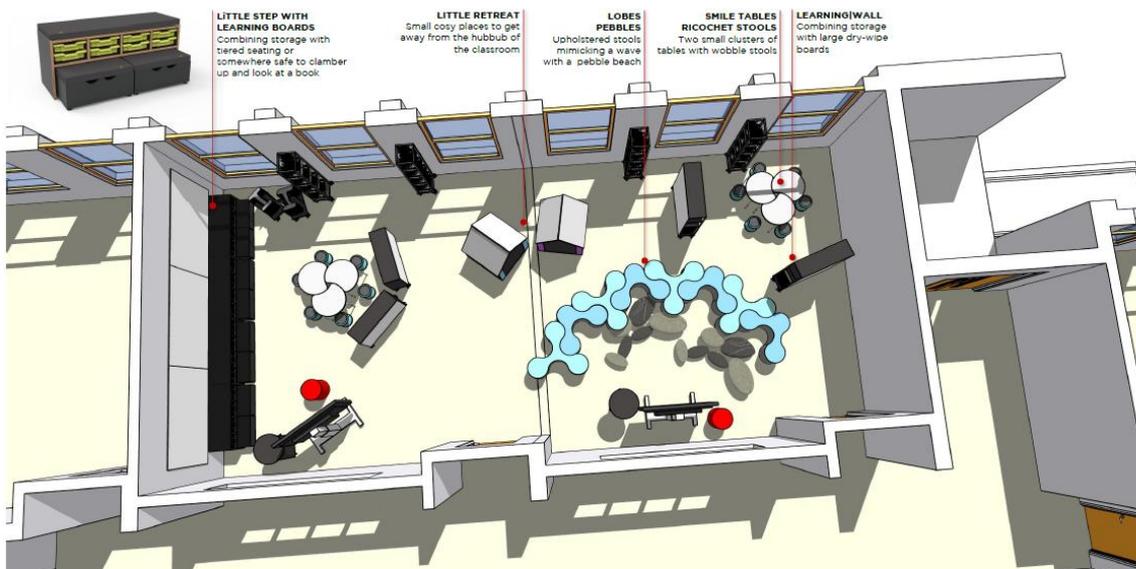
Learning Spaces and Learniture

The SEK Education Group has engaged leading designers, architects and academics to develop the SEK-Riyadh campus into a unique, state-of-the-art environment, using materials, technology and equipment that enhance learning. The team have combined to develop unique learning spaces designed specifically for SEK-Riyadh.

The SEK-Riyadh campus includes: two large indoor multi-purpose halls for sports, arts events and other major school events; two Learning Hubs (for research and inquiry), two Creativity Hubs (for visual art, music, drama and movement), two Maker Spaces (for exploring technology and entrepreneurship), two multi-purpose atriums; extensive shaded outdoor games and play areas; and dedicated specialist learning spaces for Early Years; Sciences; and Languages & Culture (with a special focus on Arabic Language and Culture and Islamic Studies).

Learniture

SEK has partnered with an innovation learning space designer, *Learniture*, to create unique learning spaces for our SEK-Riyadh students. You can see an example of one of our Kindergarten classes below.



KINDERGARTEN DETAILS

TOY STORAGE
 To avoid too many plastic boxes and trays, we're suggesting that toys be kept in a series of baskets such as this from IKEA maintaining a natural aesthetic that we know is good for learning.



PLANTS
 Currently we're showing Oratnells Plant Towers in our designs although we're concerned that they do not include the sense of ownership that individual pots do. As such we are investigating the plant towers shown below, stacking them to 8 levels high rather than 3 (so 16 plants per tower).



ZIGZAG
 Two trolleys, each with 10 ZigZags have been proposed giving choice to where learners want to sit and learn.



learniture

LEARNOMETER
 Every classroom should be equipped with a Learnometer.



Enriching the Curriculum

Staff

To match the international nature of our curriculum, and our student body, there are many different nationalities amongst our faculty. Our staff are appointed according to criteria that include not only their degrees and international experience, but also their mastery of English (preference is given to multilingual candidates), and their diverse cultural background.

Extra-Curricular Activities (ECAs)

Sports, Arts, Technology and Activities are an essential aspect of the holistic educational model at SEK International Schools, and also play a key role in the health and wellbeing of our students. We offer ECA's four days a week, with a broad range of internal and external termly choices. Older students will be encouraged to co-lead ECAs as part of their action programme.

Competitions

We hope SEK-Riyadh students will soon be able to take part in a range of local, national and international competitions in sports, technology, debating, science, the Arts etc.

Community Links, Events and Educational Field Trips

SEK-Riyadh students are encouraged to make connections across their studies, with real world scenarios, and with the local community to expand their knowledge and research skills. This is part of our Global Citizenship and Social Innovation programme.

We will offer a number of whole school academic and cultural events soon, celebrating the cultural traditions of our host country and region.

We hope students will soon be able to visit the cultural and educational facilities locally, nationally and internationally as part of their studies.

Parental Involvement

We believe that education is partnership between the school and the families. We will be organizing several open days and information sessions for parents, along with termly parent conferences.

Overall School Structure

Age range	Initially: Pre-K to Grade 4 in Sept 2021 Age 3 to 9 years old	Within three years: Pre-K to Grade 12 Age 3 to 18 years
Ability range	Mixed ability	With provision for gifted and talented, and special learning needs
Gender	Co-educational up to Grade 6	
Nationality/culture mix	International and Saudi Arabian	
Languages	English as a main medium of instruction and communication, with elements taught in Arabic and Spanish, aiming for full multilingual ability.	Taught languages: English, Arabic, Spanish, Other Languages for future: French, Russian, Mandarin.
Location	Al Rabie district, Riyadh City	
Size	Initially Pre-K to Grade 4	Plan to extend up to grade 12, with four-form entry, with enrolment of about 1200

School structure

The school is structured into three closely linked sections:

1. **Early Years**
2. **Primary**
The Early Years and Primary Sections will follow the International Baccalaureate (IB) Primary Years Programme (PYP)
3. **Secondary** (Middle School and High School)
The Secondary section will follow the IB Middle Years Programme (MYP) and Diploma Programme (DP).

SEK-Riyadh classes – September 2021

Age	SEK-Riyadh Grades (US System)	UK System
3 to 4	Pre-K1	Nursery
4 to 5	Pre-K2	Reception
5 to 6	Kindergarten	Year 1
6 to 7	Grade 1	Year 2
7 to 8	Grade 2	Year 3
8 to 9	Grade 3	Year 4
9 to 10	Grade 4	Year 5

Draft Academic Calendar 2021-2022

Subject to approval from the Saudi Arabian Ministry of Education

Aug 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sep 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Oct 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov 2021						
S	M	T	W	T	F	S
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Dec 2021						
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Jan 2022						
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Feb 2022						
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Mar 2022						
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Apr 2022						
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May 2022						
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Jun 2022						
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Jul 2022						
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31						

First Trimester Dates: September 5, 2021, to December 20, 2021

Second Trimester Dates: January 9, 2022, to March 31, 2022

Third Trimester Dates: April 3, 2022, to June 23, 2022

First Trimester Key Dates

August 22nd to September 2nd – Staff Induction and Professional Learning
September 1st - Student Orientation 3 pm to 5 pm
September 5th - First day of School Year, First Trimester begins
September 22nd to 25th - Saudi National Day Holiday, No School
October 18th- Early Release, Parent Teacher Conferences
November 5th to 13th - Mid-term Holiday, No School
November 6th to 7th - Staff Professional Learning (IB PYP Workshop)
December 20th - Last day of First Trimester

Second Trimester Key Dates

December 21st to January 8th Mid-year Break
January 8th - Teacher Professional Learning
January 9th - Second Trimester begins
February 25th to March 5th - Mid-term Holiday, No School
March 8th - Early Release, Student Led Conferences
March 31st - Last day of Second Trimester

Third Trimester Key Dates

April 3rd - Third Trimester begins
April 29th to May 7th - Spring Break Holiday/Eid al-Fitr, No School
June 23rd - Last day of Third Trimester, Last day of School Year for Students
June 26th to 30th - Teacher Professional Learning, No Students

Early Release Tuesday afternoon: Every week on Tuesday, the school will have early release for students at 12:50 pm for Staff Professional Learning.

Covid 19 Protocols

To our community's advantage, SEK International Schools have been pioneers in the implementation and use of technology. SEK-Riyadh has the necessary means and infrastructure to guarantee quality online learning for all our students and ensure the continuity of our academic activity online. We feel proud and thankful that throughout periods of required online learning, the SEK schools have been very successful in maintaining high quality learning.

You can rest assured that we have a wide range of platforms, resources and tools that will help us to continue with active and personalized learning throughout the school. We have full support from the SEK Education Group, as they have developed online learning protocols and each school is well-prepared to offer quality online learning.

Due to COVID-19 restrictions, hybrid/blended learning and online learning, SEK-Riyadh has reviewed the following policies:

- Online learning and assessment policy and protocols
- Health and Safety protocols for reopening school premises
- Crisis Management Plan

During induction weeks in August 2021, all staff members were trained on these protocols. Some of the key principles that guided our induction programme were:

- Prioritize the health, safety and well-being of students, families and staff, using the health and safety protocols.
- Ensure that hygiene and sanitization measures are implemented in line with scientific research and our health and safety protocols.
- Promote practices and policies to reduce the risk of virus transmission and ensure an agile response when facing rapidly changing circumstances.
- Special attention is paid to the psychological and social support of our entire community.