



Lighting the Fire

At Green School, our High School curriculum includes everything we do both in and outside of the classroom. Our perspective on education, reflected in our curriculum, is that we are not filling a bucket, but rather lighting a fire. We cannot possibly teach everything that there is to be learned. Thus, we endeavor to teach students to “learn how to learn” by giving them the skills to do so. Most importantly, we aim to instill in our students a love of learning as a passionate pursuit in and of itself.

Our high school program has been internationally accredited by the [Western Association of Schools and Colleges](#), a highly respected international organization that has approved Green School’s pedagogical methods and approach to curriculum.

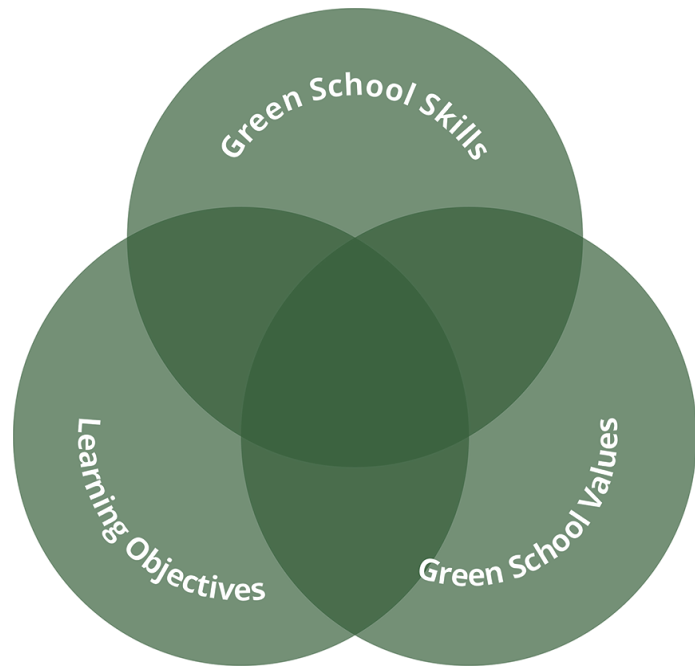
In High School, we believe that students learn more from *how* they are taught than from *what* they are taught. Thus, the Green School High School program reflects the Green School Principles, which are core shared beliefs about how to nurture powerful, sustainable and impactful learning experiences that aim to embody the school’s mission. Green School’s pedagogical belief is that learning is most impactful when it is:



The REAL learning principles are designed to foster authentic experiences in which students can grow and nurture their values, skills and competencies.










A Balanced Approach to Learning

Ever evolving, the Green School Learning Program seeks to find a balance between the skills, values and discipline-based competencies that prepare learners for an ever-changing world. This balance between aspects of personal growth and learning is of great importance in our program. In the high school, each are addressed in all learning experiences with a special emphasis on nurturing the Green School Skills so as to empower our learners with the competencies necessary for lifelong learning. The balance between these aspects of our program is designed to develop the qualities, skills and competencies described in Green School's **Ambitions.**



Green School Skills

By nurturing 'Green School Skills' in our students we prepare them for their journey as learners for the rest of their lives and as passionate friends of the environment. Students learn these skills through every part of our program, including projects and lessons that align with the Green School purpose of 'A Community of Learners Making *Our* World Sustainable'.

Think	Act	Reflect
 <p>Think Creatively Be original. Be imaginative</p>	 <p>Activate Feel empowered & empower others. Take Action. Make difference</p>	 <p>Be Aware Look within. Figure yourself out.</p>
 <p>Think Critically Dig deeper. Ask why. Make connections.</p>	 <p>Collaborate Confident alone. Stronger together. Find your way.</p>	 <p>Solves Problem Figure it out. Go for it.</p>
 <p>Think in Systems Step back and see the whole picture</p>	 <p>Communicate Process, organize, & coherently express ideas</p>	 <p>Adapt Bend like bamboo</p>

IRESPECT Values

As a school we subscribe to a set of values - **I RESPECT**. These are the values of Integrity, Responsibility, Equity, Sustainability, Peace, Empathy, Community, and Trust. At all times we should be teaching and modeling these values and supporting our students in doing the same. We encourage all teachers to honor and recognize these values in our students at all times with ongoing dialogue, discussions, and reinforcement.

Integrity – being honest and ethical with thoughts and actions.

Responsibility – being accountable for thoughts, actions and deeds.

Empathy – understanding and caring for the feelings of others.

Sustainability – ensuring that your own body and surroundings are cared for so they are clean and healthy for as long as possible.

Peace – contributing to a state of harmony.

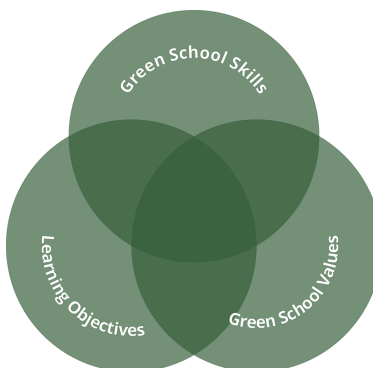
Equity - respecting everyone as an individual and valuing fairness

Community – being part of a group seeking common goals and taking care of each other.

Trust - building and maintaining strong relationships with each other, the school and the environment.

Discipline-Based Learning Objectives

Green School's learning program follows a uniquely designed continuum of learning objectives that are designed to provide a foundation for learners to develop their knowledge and skills through challenging and integrated experiences that align with our REAL learning principles.



Evaluation and Assessment

Our reporting system in the high school focuses on consistent descriptive feedback. Reports are completed by students and teachers at the end of each six-week block and shared with families shortly after the block's completion. Feedback is provided and reflects the balance between Values and Skills development as well as mastery of learning objectives. In High School, letter grades are awarded and recorded on the Green School High School transcript (see High School Graduation Policy). In addition to these reports, families are invited to student-led conferences once per semester to discuss progress and strategies for improvement.



A Balanced Approach to Achievement

At Green School, we aim to achieve a balanced, holistic approach to all learning experiences. In so doing, our assessments and reports reflect this balance and provide a breakdown of achievement in relation to core elements pictured here. This breakdown provides clarity for students and families in regards to what is going well and what might need further attention. Our model distinguishes between these elements intentionally because we believe that it takes more than a mastery of content to achieve success.

Achievement Level	Discipline-Specific Achievement	Green School Skills	IRESPECT - Values, Character and Learning Habits
4 - Exceeding expectations	The student demonstrates an exceptionally high level of knowledge and a deep understanding of the concepts and content studied. The student readily applies knowledge to new contexts and makes connections between concepts studied in other classes to show real cross-disciplinary understanding.	The student intentionally applies their skills in a wide variety of contexts and with an exceptionally high degree of success. The student demonstrates awareness of their own skills development and he/she understands how to apply strategies for continued growth and development.	This student is a model IRESPECT learner. Demonstrating a high degree of responsibility, this student devotes excellent effort into all elements of learning. The student comes prepared to learn with an exceptional attitude towards growth; consistently working positively with peers and educators to further his/her development.
3 - Meeting Expectations	The student demonstrates adequate understanding of learning objectives. The student demonstrates an ability to contextualize their learning and make connections.	The student demonstrates some dedication to his/her skills development. A good effort, that can be made great by explicitly focusing on skills learning, and using all tools and strategies to their full potential.	The student generally approaches learning with a positive attitude and demonstrates responsibility. The students' attitude and habits are often conducive to a healthy learning experience.
2 - Developing	The student demonstrates only partial understanding of some of the learning objectives.	The student would benefit from setting goals to improve their skills development so that he/she can make the most of the learning experiences at Green School.	The student would benefit by setting goals to improve his/her behaviour and learning habits so that he or she can make the most of the learning experiences at Green School.
1 - Not Yet	The student's work is incomplete and/or demonstrates limited understanding.	The student's work was incomplete or only shows limited effort to engage in skills development.	The student's behaviour, attitudes and habits do not align with IRESPECT values. This misalignment is detrimental to his or her ability to grow, learn and contribute positively to this community of learners.

Three Frames of Learning

The pedagogical structure used in Green School to support the curriculum above is the Three Frames of Learning. This defines how we deliver the content of our courses in the classroom. This scaffold is designed to provide a consistent, relevant, well-rounded and comprehensive learning experience. The three frames of learning are:

1. Thematic Frame
2. Proficiency Frame
3. Experiential Frame

Thematic Frame

This frame is an interdisciplinary approach to learning where units are focused on a particular theme. Thematic units inspire students through relevant concepts and real-world experiences. Thematic lessons are holistic in that they engage multiple styles of intelligence and learning (the Big Four). They are aligned with Green School's purpose and 'Learning and Living Ambitions' in that teachers lead activities designed around Green School Skills in each Thematic Unit. Each learning neighbourhood approaches thematics differently to match our practice with human development and growth.

Each block in the high school includes thematic modules that are planned carefully to ensure that students experience complex topics or skills through a thematic lens. For example, High School students may take a thematic course that examines drugs and how they affect wellbeing, using contemporary films, reflections from both medical experts and drug abusers, research, textbooks, and popular culture to examine both the biological aspects of drugs and ethical considerations.

Proficiency Frame

The Proficiency frame focuses on core, discrete intellectual competencies that require repetition to reach proficiency, namely in Literacy and Math. Green School has developed its own curriculum in literacy and math that breaks away from grade groups but still follows the natural sequence of skill development for student success. Students know their skills and how to advance them to the next level. Attention to detail for individual learners

maximises success in this frame.

In High School, proficiency both stands alone and is woven into most Thematic Lessons especially in English, Mathematics, Bahasa Indonesia, Science, and Arts courses rather than addressed as a specific frame each day. The purpose is to ensure that students experience topics and subject content as well as develop skills in an integrated way simulating work and real life scenarios.

Experiential Frame

Experiential learning at Green School is the “hands-on getting dirty” part of Green School. Whether it means working in the school gardens, creating art, building out of bamboo, learning first aid, or carrying out work experience, you will find students exploring and problem solving around the campus and around Bali. Students in every Learning Neighbourhood engage in real-world practical projects that deepen their understanding of their physical place in the world.

In high school, experiential learning is everywhere, and most recognized in the student-led initiatives such as Bye Bye Plastic Bags, the Bio Bus and GS Green Generation. In addition to specific experiential-based classes, High School students also have a four hour period each week focusing on experiential learning, service work and life skills development called Jalan Jalan (Go Traveling) Wednesdays.

Jalan Jalan is the cornerstone of the experiential frame in high school. This extended period of time each Wednesday is dedicated to hands-on project-based learning opportunities, such as Bio Bus soap making and oil collection, ocean and beach surveys or clean-ups and outdoor ed selections such as surfing and mountain biking.

Important Dates

Orientation	Block 1	Camp Week	Block 2	Block 3 (Mini-block)	Orientation	Block 4	Block 5	Service Trips	Block 6
Semester 1					Semester 2				
Aug 8-9	Aug 12 - Sept 20	Oct 2 - 4	Sept 23 - Nov 21	Nov 25 - Dec 19	Jan 20 - 21	Jan 22 - Feb 28	Mar 2 - April 24	Apr 27 - May 1	May 4 - June 19

Academic Program

The High School Diploma program requires eight semesters (4 years) of full-time study to satisfy the requirement of 26 credits and includes all course work, independent study programs, and the final year interdisciplinary capstone project called the Green Stone Project.

The high school implements its curriculum through a series of 6-week modules (0.2 credits awarded per module). With careful and regular advising, students are responsible for their educational choices and must show a consistent understanding of what they are meant to be learning. Learning often takes place outside of the classroom as well via social emotional workshops, learning support programs, projects, and student-designed projects and courses as well.

Course credit is awarded for each module for grades A-D or a Credit for pass. To qualify for one credit, students must complete a minimum of 120 highly focused contact hours, depending on subject and curriculum requirements. Each course runs for 24 total classrooms hours in a block and is awarded .2 credits for successful completion. Therefore, 5 course modules in one subject area represents a full year's credit in that subject. The High School Diploma program typically requires eight semesters of full-time study to satisfy the requirement of 26 credits and includes all course work, independent study programs, and the final year interdisciplinary capstone project called the Green Stone Project.

Credits

COURSE	MINIMUM REQUIRED CREDITS	TOTAL: 26 credits
English	4 credits	*4 credits each in Sciences, English, Humanities, Foreign Language, and Mathematics are available through Green School course offerings and are strongly recommended for university-bound students. In addition, a minimum of 40 hours of community service per year is required as a graduation requirement.
Mathematics	3 credits	
Science	3 credits	
Humanities	2 credits	
PE / Health & Wellbeing	2 credits	
Arts	2 credits	
Environmental Studies	1 credit	
Enterprise Studies	1 credit	
Green Stone (Grade 12)	1 credit	
Pathways (Electives)	7 credits	

Green Stone Project

The Green Stone Project is the high school capstone experience in grade twelve. It gives students the opportunity to demonstrate mastery of research and presentation skills and offers an extended period of focus on individual interests in an academic framework. It is designed and implemented entirely by the students and is based on their passions and interests. The final part of the project is a 13-minute presentation, in the spirit of a TED talk, which is filmed and saved by the school. The Green Stone Project typically takes 6-7 months of intense focus to complete successfully. Please see our past Green Stone presentations at this site: <https://www.youtube.com/user/greenschoolbali>.

Co-curricular and Community Awards and Activities

Green School students can participate in a wide variety of activities around Bali and on campus. A few of those activities include:

Green School IRespect Award - This award is presented at least once each semester to high school students who embody the school values. It is the highest award a student from Green School can receive.

Student Council

Bio Bus

GS Green Generation (Climate Activists and UN Climate Summit Representatives)

Community and School-Related Leadership and Sustainability Conferences

Green Camp (www.greencampbali.com)

Green Super Camp

Kul-Kul Connection Activities (teaching, volunteerism, permaculture)

Social Enterprise Projects: Bio Bus, Kembali Recycling Center, Green School Shop product creation, Bamboo Farm, etc.

Community Service Activities / Social Initiative

Projects: V-Day, GS Green Generation, Mo-Vember, Bye Bye Plastic Bags, SOAP, etc.

Bands/Battle of the Bands Competition

Student Theatre Performances

Celebrations — Planning and Participation (Earth Day, Bamboopalooza, etc.)



Jalan Jalan and School Trips

Students will regularly take half-day or day-long field trips around Bali related to specific course work or related to the Jalan Jalan program projects. These field trips are usually taken on Wednesdays.

There are also trips that can occur throughout the year that take advantage of unique

learning opportunities that arise. For example, two years ago, students were invited to participate in a drama festival in India related to their work on raising awareness regarding violence against children, women, and men. Students also regularly participate in Model United Nations conferences in other Asian nations.

The high school also aims to design and implement a week-long educational trip (usually in April or May) each year tied to service projects that the students have designed and implemented through the year. These trips do not always occur, however, as they depend on the commitment of the students, the associated costs, and take into account the needs of the communities where we travel.

Post-Graduation Preparation Programs

Green School High School also conducts numerous college and university research and application workshops as well as presentation to parents about this process. Graduates of Green School have been accepted at universities around the world. At times, the application process can be slightly more complicated than through a traditional leaving-exam-based system, but the education and experiences our students receive is sought after and prepares the students well for university.

Our students have been accepted to universities around the world. A university guide and research workshops support students and parents throughout the process.

Students on alternative pathways to immediate post secondary learning are supported in a variety of ways including multiple career days.

There is a separate document available that summarizes the University application process by country. Contact our Career & University Coordinator Amanda Molnar for more information on the University application process: amanda.molnar@greenschool.org

High School Mentor Program

The Mentor program is a support network for every student in High School. Each student is connected with one teacher who acts as their mentor for the year. At least once a week small pods of students work with their mentor to develop a continuing support system that discusses class choices, progress and wellbeing. Mentors work alongside students to

document progress and complete reflections as part of academic reports each block. As part of the mentor program, students reflect on the block as a whole and make connections between courses and projects. This allows students, along with their mentor and their parents, to get a clearer overview of progress and it also allows students to set meaningful goals for future blocks. This supports students to have further interaction with their transcript and online portfolios as platforms to share their experiences, skills and talents beyond Green School. Lastly, this will give a space to allow students to connect deeper with each other, their mentors and the greater community.

Sample Timetable

HIGH SCHOOL TIMETABLE 2019-2020					
	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:15 - 8:30	Mentor	Mentor	Mentor	Mentor	Mentor
8:30 - 9:20	Head Scratchin' Math (Algebra 2)	Head Scratchin' Math (Algebra 2)	BioBus (Experiential)	Head Scratchin' Math (Algebra 2)	Head Scratchin' Math (Algebra 2)
9:25 - 10:15	Twitterlution (Intermediate Literacy)	Twitterlution (Intermediate Literacy)		Twitterlution (Intermediate Literacy)	Twitterlution (Intermediate Literacy)
<i>Break</i>	BREAK 10:30- 10:45			BREAK	
10:45 - 11:35	Chicken Coop Cukup! (Enviro Studies)	Period (Social Studies and Literacy)	BioBus (Experiential)	Period (Social Studies and Literacy)	Chicken Coop Cukup! (Enviro Studies)
11:40-12:30					
<i>Lunch</i>					
1:15 - 1:30	Mindfulness	Mindfulness	Mindfulness	Mindfulness	Mindfulness
1:30 - 2:15	Dissection Connection (Intermediate Sci)	Tattoo Art (Visual Arts Elective)	Dissection Connection (Intermediate Sci)	Tattoo Art (Visual Arts Elective)	Mentor / Sport
2:20 - 3:15					Community OR HS Assembly

For more information, please visit us at:

www.greenschool.org

Admission enquiries: admissions@greenschool.org

Green School Bali