



Curricular Structure at CLIB

The school is integrated in the network project of international schools such as ECIS (European Council of International Schools).

CLIB's curricular programme is conceived to allow equivalency on all levels with the Portuguese educational system and other International Schools and facilitates access to university, whether Portuguese or foreign.

One of the main goals of our school is to foster cognitive development and to teach students the skills needed for high-order thinking, skills indispensable to manage the high level of complexity required in a post-modern society. We believe that it is essential for our students and teachers to master skills, which will enable them to live creative, fruitful and successful lives in this new world.

Although we consider ourselves to be one school we are subdivided into three departments:

INFANT DEPARTMENT (Infantário)

For students aged 3 and 4 years (Pre-prep and Prep), the Infant Department is the foundation of his or her education. The curricular orientation, developed from a system of Portuguese pre-school education in conjunction with the British education system, offers a model for this department with the quality and flexibility necessary for developing the potential of a child, who, in most cases, is in a school environment for the first time.

PrePrepandPrep: aprendizagem interdisciplinar, baseada nas áreas:

- . Personal, Social and Emotional Development;
- . Physical Development;
- . Expressive Arts;
- . Literacy: Portuguese and English;
- . Numeracy;
- . Topic Work;

LOWER SCHOOL (pré-escolar e 1º ciclo)

(Reception – Form 4) The Lower School promotes and develops the potential of each student by creating a scholastic experience that allows the student to begin to understand more about the world around them. Bilingualism is increasingly adopted as a basic skill for the contemporary individual and necessary for successful integration and full development as a European citizen.

In CLIB, learning the mother tongue begins with phonological systematization in Prep and, in a more systematic way, in Reception at 5 years with the consolidation and internalization of the oral structures in the mother tongue, which is reinforced up to 6 years in Form 1. This 5-year cycle stimulates the language skills of our students, making them confident and able to meet the academic challenges presented to them.

The school prepares students of a multicultural and multilingual background for the future and for this reason English is the principal language used in the majority of the classes. At the same time, our students, mostly Portuguese, acquire proficiency in the Portuguese Language and familiarity with the history, culture and geography of Portugal. Experience has demonstrated that our students achieve a level of proficiency in the Portuguese language equivalent to those students who attend a monolingual school. Investigations into multilingual education suggest that the earlier a child is exposed to other languages, the easier those languages are acquired. Similarly, the native language is also enriched by the experience.

Reception to Form 4:

- . English;
- . Portuguese;
- . Maths;
- . Topic: Science, History, ICT, Art and Drama;
- . P.E.;
- . Music;
- . P.S.H.E: Personal, Social and Health Education;
- . Portuguese History (Form 4);
- . C.A.S.E.
- . Sports Teams;
- . Assemblies.

ArtEnrichment and Co-Curricular programme

In addition, all pupils will have the opportunity to participate in a range of enrichment activities through our co-curricular programme. These seek to extend all pupils and provide further opportunities for them to develop as global and local citizens.

Activities will include a variety of sports and creative activities such as Clibclubs (One compulsory) and other activities such as the Sports Teams and Competitions, Community Service Learning, Science Fair, Musical events.

Other whole school curriculum opportunities will include a variety of Assemblies, Award Ceremonies, Educational Trips, "Golden Time", international based days and thematic weeks and teambuilding challenges.

The tutor is central to the support for your child's learning and success. The form tutor is the first point of call for any general learning or wellbeing issues. They seek to support the pupils with attendance, punctuality, homework, effort and learning. It is through partnership between the school, parents and pupil that will lead to success and enjoyment.

UPPER SCHOOL

Form 5 to Form 7:

- . English;
- . Portuguese;
- . Introduction of a third language: Spanish;
- . História de Portugal;
- . Maths;
- . Science;
- . Geography;
- . PSHE;
- . L.T.R.: Learning through Research;
- . Music;
- . Tutorial;
- . C.A.S.E.;
- . P.E.;

LTR: Learning Through Research

LTR is a three year programme (Forms 5, 6 and 7) that promotes learning through guided research and cooperative learning. The programme is structured according to principles that guarantee both academic and social success. Such principles include: Heterogeneity – teams are composed of mixed ages and sexes, Responsible Dynamic – tasks set are of equal importance, Positive Interdependence – a team's success depends on all members, Individual Accountability – to teach responsibility, Equal Participation – scaffolded learning according to ability or age and Simultaneous Interaction – to improve communication and social skills.

The LTR annual curriculum is divided into two groups: Project Unit and Current Events. It is in the Project Unit that students are able to combine competencies developed in other subjects and transform them into something real. This multidisciplinary characteristic is essential in bringing the classroom closer to the professional world which students will become a part of in the future. In the Current Events unit, students interiorise what it is to be a global citizen which in turn promotes positive multiculturalism.

These are cutting edge pedagogical strategies that aim to prepare students not for jobs and occupations that existed in the past, but jobs and occupations that will exist in the future. After hearing the views of a series of leading global businesses, the areas of greater difficulty presented by new employees due to poor preparation in schools were identified. These areas include: teamwork, public speaking, research skills and flexibility. These are precisely the competencies we develop in LTR.

(Form 5 – Form 8) The Upper School is organized in a way that provides students with the maximum opportunity to develop good study and work habits; especially those directly connected to the investigative methodology. Spanish as a third language from Form 5.

Spanish is the 2nd European language most spoken in the world. Cambridge IGCSE Spanish is accepted by universities and employers as proof of linguistic ability and understanding.

The basic objective for a student completing Form 8 and preparing to enter Upper School is to develop the ability to carry out autonomous investigation, to demonstrate motivation and academic proficiency.

(Form 8 – Form 12) Form 8, 9 and 10 follows the curricular programs of the IGCSE (International General Certificate of Secondary Education). At the end of the 10th year, and in some cases the end of the 9th year, the students complete examinations developed by Cambridge University through their exam department CIE (Cambridge International Examinations). In Form 11 and Form 12, students prepare for AICE exams (Advanced International Certificate of Education) also from Cambridge University.

When looking at Mathematics specifically, Form 8 begins an IGCSE preparatory programme in Form 8, providing the foundation to begin the IGCSE programme in Form 9. In Form 9 students are entered for the external CORE Mathematics exam and in Form 10 they are entered for the EXTENDED level exam. In specific cases it may be possible for a student to repeat the CORE exam in Form 10 instead of taking the EXTENDED level.

Form 8 to 10: IGCSE Programme

The Cambridge International General Certificate of Secondary Education (IGCSE) is one of the most recognized qualifications around the world. Cambridge IGCSE courses are renowned for developing vital educational skills, including recall of knowledge, oral skills, problem solving, initiative, teamwork and investigative skills. The resulting qualification provides a foundation for higher level courses, such as Cambridge A and AS Levels, the Cambridge Advanced International Certificate of Education.

Cambridge IGCSE caters for different levels of ability with a choice between core and extended papers in many subjects. The core curriculum is based on an overview of the subject and contains grades C to G. The extended curriculum contains grades A* to C and corresponds to the Form 10 curriculum program. Grades achieved through either route have the same value. Cambridge IGCSE offers a flexible course of study that gives candidates the freedom to choose subjects that are right for them, whilst providing them with a broad knowledge base and lifelong skills. Pupils are encouraged to study a wide range of subjects at the Cambridge IGCSE level, in order to follow a broad and balanced curriculum.

Further information can be found at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary>–

Even though a student may not require to take a certain level of a particular subject to examination, for University entry, the school holds the right to require that students attend specific subject lessons if this will be beneficial for the student's future.

Form 8:IGCSE Foundation

Maths/Sciences:

Maths

Biology

Chemistry

Physics

Computer Science

Humanities:

Geography

International History

Portuguese History

Business Studies

PSHE:

Tutorial

Assembly

PSHE

P.E

C.A.S.E.

Arts and Languages:

English

Portuguese

Spanish

Art

Performing Arts;

Form 9

Form 10

Mathematics/Sciences:

Mathematics (Core)

Mathematics (Extended)

Physics

Physics

Chemistry

Chemistry

Biology

Biology

Computer Science

Computer Science

Arts and Languages:

English Language and Literature

(2nd Language)

English Language and Literature (1st or 2nd language)

Portuguese Language and Literature

(1st or 2nd language)

Portuguese Language and Literature(1st or 2nd language)

Spanish (2nd language)

Spanish (1st language)

Performing Arts

P.E

P.E

Art

Humanities:

History

Computer Science/ History/ Art (choose one)

Geography

Geography

Business Studies

Business Studies

Philosophy

Thinking Skills

As you know, one of the main advantages of the CLIB curriculum are the broad subject options it offers to the students. To ensure this, it is advisable that all F9 students attend all the proposed subjects, choosing only between Computer Science, History or Art. In this way we guarantee a complete and varied group of subjects on students' IGCSE diploma, enriching their academic profile.

Despite the above mentioned, some students demonstrate a certain security in their choices, and the school therefore likes to allow, if this is supported by the parents, that students drop one more subject in Form 10. The student may choose to drop one subject if indicated by the school psychologist.

Form 11 and 12 (AICE Diploma)

The Cambridge AICE Diploma is made up of individual Cambridge International AS and A Levels, which have widespread international standing as educational qualifications.

By demanding knowledge from three different subject groups, the Cambridge AICE Diploma provides a broad curriculum with a balance of Mathematics and Science, Languages, Arts and Humanities, and skills-based subjects. It maintains flexibility and choice by allowing students to choose subjects at different levels.

The AICE diploma is what gives our students equivalence to the Portuguese national programme and in order to pass Form 12 students must pass the AICE diploma. To pass the AICE diploma students must have a minimum of a pass in 7 credits across the 3 key areas of Maths and Science, Languages, and Arts and Humanities with at least 1 credit being from each of the three areas.

1 credit is equivalent to the AS level examinations which are the lower level examination on offer and studied in both Form 11 and Form 12. These are generally 1 year programmes of study and students are able to study up to 8 different disciplines. Students wishing to study at a Portuguese university only need to pass the AICE diploma with 7 1 credit AS level subjects.

2 credits is equivalent to the A2 level examinations which are the higher level examinations on offer and incorporate the 1 year AS level and a 1 year A2 component. Students wishing to study in the UK and elsewhere around the world need at least 3 A2 level examinations excluding language. This means that they must do more than the basic AICE diploma requires. On average students at CLIB will complete 4 A2 levels and 1 AS level if they are aiming to study outside of Portugal.

To achieve the Diploma, all learners will now need to study and pass the Cambridge International AS Level Global Perspectives & Research. This skills-based course challenges learners to think critically, analyse evidence and compare perspectives. The learning is assessed through a team project and presentation as well as a written examination. Cambridge International AS Level Global Perspectives & Research is built around an innovative teaching and learning process called the critical path. This supports learners to think critically and objectively, leading to a deeper understanding of their chosen topic.

AICE: Advanced International Certificate of Education

<i>AS 'Core' Level = 1 credit</i>	<i>A2 'Higher' Level = 2 credits</i>
Maths and Sciences	
Biology AS	Biology A2
Chemistry AS	Chemistry A2
Physics AS	Physics A2
Mathematics AS	Mathematics A2
Psychology AS	Psychology A2
Computer Science AS/A2	Global Perspectives AS
Languages	
English Language AS	Portuguese A2
English Language and Literature AS	Spanish A2
Portuguese language AS	Outras línguas (estudadas em atividades extracurriculares)
Spanish AS	
Arts and Humanities	
Art and Design AS	Art and Design A2
Business Studies AS	Business Studies A2
English Literature AS	English Literature A2
Environmental Management AS	Portuguese Literature AS
Geography AS	Geography A2
History AS	History A2
Psychology AS	Psychology A2
Thinking Skills AS	

Graduation

When communicating Form 12 diplomas during the commencement ceremony in June, International Schools use the Latin Honours to indicate the level of academic distinction.

- Summa Cum Laude - with excellent honour
- Magna Cum Laude - with great honour
- Cum Laude - with honour

This result is determined by calculating the average of both Form 11 and Form 12 results.

Thinking Skills develops a specific set of intellectual skills, independent of subject content. It reflects the need voiced by universities and employers for more mature and sophisticated ways of thinking. The subject enables students to approach their other subjects with an improved ability to understand, analyse and resolve problems. As a result, students find the course of great benefit when preparing for higher education and for a wider range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. As a curriculum subject, Thinking Skills offers students an excellent opportunity to express themselves freely and openly by encouraging free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

Enrichment and Co-Curricular programme

In addition, all pupils will have the opportunity to participate in a range of enrichment activities through our co-curricular programme. These seek to extend all pupils and provide further opportunities for them to develop as global and local citizens.

Activities will include a variety of sports and creative activities such as Club clubs (one compulsory and a free study room) and other activities such as the Sports Teams and Competitions, debating programme, Life Skills programme (pre-university), Community Service Learning, Science Fair, MUN, BEO, JAP, Young Volunteer team, Mission Cambodia, Work Experience and Habitat for Humanity. Other whole school curriculum opportunities will include a variety of Assemblies, Award Ceremonies, House Activities, Prefects' Responsibilities, Educational Trips, University Visits, Careers Guidance, international based days and team building challenges.

The tutor is central to the support for your child's learning and success at IGCSE level. The form tutor is the first point of call for any general learning or wellbeing issues. They seek to support the pupils with attendance, punctuality, homework, effort and learning. It is through partnership between the school, parents and pupil that will lead to success and enjoyment.

CLIB affirms the holistic nature of human knowledge and the interconnectedness of all human endeavours. Its program of studies reinforces these notions through integrating research projects, thematic work, and other available means. We realize, however, and take duly into account that the wide educational system validates students' achievement according to the traditional segmentation of knowledge into disciplines.

Prefects/ Head students

A prefect/ head student carries out a position of high responsibility inside the school's community. They represent the Principal amongst the student community and appointed students also carry out additional responsibilities in relation to the rest of the students.

Support and career advice:

Support and career advice aims to provide a specialised support in the development and implementation of the academic and professional plans of the students. This includes psychological evaluations, vocational and professional advice, school and professional information, developed individually and as a group. The aim is to support students and parents in the vocational and professional decision making process according to the opportunities available in the school and the professional arena. This specialised support will be valuable in enabling students in making consistent and realistic choices related to their life plans.

Recipients

- Students in Form 9:

This is a very important phase in the decision making process for the students, who are confronted, with their very first major choice related to their academic and professional future. In modern days this is a difficult choice, and because it has to be taken relatively early in the development process, the student usually requires specialised guidance for this most relevant and complex task.

- Students in Forum (Forms 10,11 and 12):

If the curriculum covered by the student at the moment does not correspond to the interests, competencies and expectations of this student, a reformulation of the educational objectives and path becomes necessary in order to achieve one's goal and to prepare the next stage of the decision making process – access to University.

- Support in the application to Universities in Portugal, UK and other Universities across the world.