

The Model You Teach

By the end of this session you can describe the shape of your institution, explain your curriculum and how you assess it, name the main educational models in English, and defend your own against a rival.

01 LISTEN FIRST

14 MIN

Andrés is explaining what kind of school Meridian actually is. You will hear it twice. Everything else on this sheet comes out of it.

1.1 Capture it

Language model	
Curriculum — to Year 11, then	
Who writes the syllabus	
Assessment	
How students are grouped	
Accreditation	

1.2 Answer

What difference does he draw between curriculum and syllabus?	
Why does he say "bilingual means different things in different places"?	
What does he claim sets Meridian apart, and why is it hard?	

1.3 Notice

Andrés uses two words for teaching through another language — **CLIL** and **immersion** — and says Meridian is one and not the other. From what he says, what is the difference? Section 04 confirms it.

02 THE SHAPE OF AN INSTITUTION

16 MIN

year group / grade	The same idea: Year 9 in British systems, 9th grade in American ones
key stage	A block of year groups assessed together — British systems only
cohort	Everyone who started in the same year, tracked over time
form / tutor group / homeroom	The registration group a student belongs to, whatever the timetable does
streaming	Students grouped by overall ability, for every subject
setting	Grouped by ability in one subject only
mixed ability	Not grouped by ability at all
differentiation	One class, one teacher, different work for different students
subject lead / head of department	Responsible for one subject across the school
teaching assistant / learning support	Works alongside the teacher / works with students who need it

2.1 Which word?

Complete each sentence with one word or phrase from the table.

We don't group by overall ability, but we do it for maths — so we

Every student belongs to a

The 2019

One class, one teacher, but three levels of task — that is

She runs science across all four campuses, so she is the

2.2 Your institution

What do you call each stage, and what ages does it cover?

	What you call it	Ages
Youngest stage		
Middle stage		
Oldest stage		
Your grouping system		

03 CURRICULUM AND ASSESSMENT

20 MIN

Ten words you use every day in Spanish. Work out the English before you read anything — you know all of these ideas already.

3.1 Match the term to what it means

Write the letter in the box. Two of them are very close together; that pair is the point of the exercise.

1	curriculum	a. How far a student has moved to reach where they are
2	syllabus	b. What must be covered — usually set above you
3	scheme of work	c. Checking that a grade means the same across teachers and sites
4	learning outcome	d. At the end of the learning, to report a result
5	formative assessment	e. Formal recognition by an external body
6	summative assessment	f. How one department covers the curriculum
7	moderation	g. What a student can do at the end. Always a verb
8	attainment	h. The term-by-term plan that delivers the syllabus
9	progress	i. During the learning, to adjust the teaching
10	accreditation	j. How high a student has reached

3.2 Now use them

One word per gap. Every word in the bank is used once, and one sentence needs two.

accredited · attainment · curriculum · formative · learning outcomes · moderate · progress · scheme of work · summative · syllabus

1. The _____ is national up to Year 11, and then we follow IGCSE.
2. Each department writes its own _____, within that framework.
3. The head of science turns it into a term-by-term _____.
4. Every unit begins with three _____, and each one starts with a verb.
5. Most of our assessment is _____ — it happens during the learning and changes what we teach next.
6. There are two _____ points a year, and those are the ones that go on the report.
7. We _____ across the four campuses so that a grade means the same everywhere.
8. Her _____ is below the year average, but her _____ this year has been the strongest in the class.
9. We are _____ by the National Council for Bilingual Education.

3.5 Talking about it

The curriculum is

national up to Year 11 · set by the ministry · ours, within the national framework

We assess

formatively throughout the year · summatively twice a year · against published outcomes

We moderate

across the four campuses · with a partner school · so a grade means the same everywhere

We're accredited by

the National Council · two bodies, one national and one international

We were last inspected

two years ago · in 2024, and rated good

04 THE MODELS

18 MIN

The ones you are most likely to meet in an international conversation. One line each — enough to recognise them and to say how yours differs.

IB	International Baccalaureate. Three programmes — PYP, MYP and the Diploma. Inquiry-led, externally assessed, widely recognised for university entry
Montessori	Mixed-age classes, long uninterrupted work periods, children choose from prepared materials. Mostly early years and primary
Project-based (PBL)	Extended projects with a real output, assessed on both the process and the product
Inquiry-based	Starts from a question rather than from content to be delivered
Competency-based / mastery	Students move on when they meet the standard, not when the term ends
Flipped classroom	Content at home, practice in class — the opposite of homework
CLIL	Content and Language Integrated Learning. Subjects taught through a second language, with language and content objectives side by side
Immersion	Most or all instruction in the second language. The language is picked up rather than taught
Scouting	Promotes experiential learning, leadership, teamwork, service and personal responsibility towards one-self, family, community, and nature.

4.1 Which model?

Children choose their own activity from prepared materials, in a mixed-age room.

They watch the lecture at home and do the problems with the teacher.

History is taught in English, and the history teacher plans for the language as well as the content.

A student moves to the next unit only once they have met the standard.

Almost the whole school day happens in the second language.

The year ends with a real product and the process counts towards the grade.

05 DESCRIBING YOUR OWN

22 MIN

Andrés said the honest answer takes more than one sentence. Here is how to build it.

Our model is built around	inquiry · bilingual delivery from Year 1 · small groups and moderation
What sets us apart is	the moderation · how early we start in English · the class sizes
In practice that means	sixty percent of instruction is in English by Year 9 · no student sits an external exam before sixteen
To give you an example	a Year 7 science lesson is planned twice — once for content, once for language
We don't do X — we do Y	we don't stream, we set for two subjects · we don't teach English, we teach through it

5.1 Build it

Five blocks. Two minutes in total, so a sentence or two each.

What kind of institution	
The curriculum	
How you assess	
How students are grouped	
What sets you apart	

06 HOMEWORK

Voice memo, two minutes. Describe your own model the way Andrés described Meridian — what kind of institution, the curriculum, the assessment, the grouping, and the one thing that sets you apart. Finish with a sentence beginning "We don't... we...".