



**Generation**  
Curiosity. Experience. Knowledge.

2023 BROCHURE

# Why?(What We Believe)



## A NEW GENERATION OF EDUCATION FOR A NEW GENERATION OF STUDENT.

At Generation Schools, we help shape better prepared, better-equipped students for the ever-changing world of work using academic tools developed through freedom, choice and a love of learning. We push the boundary of education, granting students the opportunity to accelerate their educational journey.

We do this by not teaching according to textbooks or tests, but instead by focusing on core skills that underpin each aspect of a student's entire journey within our system, from early childhood development all the way through to tertiary education, bridging to the professional world.

**Curiosity:** Inspired through exploration and discovery.

**Experience:** Enabled by active problem-solving.

**Knowledge:** Fuelled by critical thinking and understanding.

**At Generation Schools, we believe that:**

- Children are unique individuals who learn at their own pace.
- A student only progresses when they are academically, socially and emotionally ready.
- Independence is power, which is why students can choose what they would like to work on and when.
- Learning is improved when students help one another, which is why our classes are mixed-age.
- Education is made up of academics, wellness, sports and culture, and it is how these all come together that create the basis for true and unique understanding.
- A student's learning journey should be defined by a multitude of learning opportunities and pathways — what we call our promise of "one school, multiple exits".

## 'GOLDEN THREAD' EDUCATION: DEVELOPING A LIFELONG LEARNING AND GROWTH MINDSET.

At Generation Schools, our entire education system exists to ignite an informed curiosity and passion for lifelong learning. This is our 'Golden Thread', where a focus on self-regulated learning and the development of metacognition is threaded throughout a student's academic journey.

Students are encouraged to plan, monitor, evaluate and adapt their own learning behaviours. This encourages students to monitor their own progress and take control of their learning. Metacognition makes a unique contribution to learning over and above the influence of intellectual ability, which develops a lifelong learning and growth mindset.

Imagine what is possible if instead of asking: *'What should a student be doing?'* we asked, *'What is best for the student?'*.

## WHAT?

An education system where the power of learning is in the student's hands.

We have created a multi-curricular educational eco-system where the best forms of learning work together to offer students unparalleled academic choice and opportunity. This equips students with education that is holistic and internationally recognised, with greater exit opportunities. Critically, a student's early decision-making ability will empower and enable them throughout their journey in Generation Schools — and beyond.





# Montessori

This is where the student’s journey begins using a philosophy of student-led education that believes every child carries within them who they will become.

Montessori is a unique, student-centred method of education developed by Maria Montessori that emphasises independence, freedom within limits and respect for a child’s natural psychological, physical and social development. The approach is based on self-directed learning, hands-on activities and collaborative play, which puts the student at the centre of the process of learning. The Montessori classroom and the work cycle allow students to choose their own activities and to work undisturbed. It is structured around key principles of:

- Prepared environment
- Absorbent mind (this is 3-6 related)
- Following the child
- Observation
- Independence
- Self-correction by the child

Our Montessori classes are mixed-aged and non-graded, with three-year groupings that correspond to the Planes of Development: 18 Months-3 Years, 3-6 Years, 6-9 Years, and 9-12 Years. Our Montessori classrooms, in turn, use natural light, space and key work areas to help the student direct their own learning using specially designed didactic materials. These didactic materials help young students understand complex and abstract ideas through the discovery of hands-on objects. Learning is sensory using materials, geometric solids, sandpaper letters and coloured bead stairs. This provides young students with the opportunity to develop concentration and coordination, while they enhance their social skills through peer interaction. Through practise and repetition, the students develop a foundational understanding of each material, are able to master the core skills and meet the required milestones within each learning area.



THE MONTESSORI CURRICULUM  
THE EARLY CHILDHOOD CLASSROOM OFFERS 5 AREAS OF STUDY: PRACTICAL LIFE, SENSORIAL, MATHEMATICS, LANGUAGE AND CULTURAL STUDIES.

### Practical Life

Students learn daily life skills, both inside and outside of the classroom. They also learn appropriate social interactions, such as grace and manners, being kind and helpful, listening without interrupting and resolving conflicts peacefully. In addition to teaching specific skills, Practical Life activities promote independence and fine and gross motor coordination.

### Sensorial

Students refine skills in perceiving the world through their different senses and learn how to describe and name their experiences. For example, rough and smooth, perceived through touch. Sensorial learning helps children classify their surroundings and create order. It lays the foundation for learning by developing the ability to classify, sort and differentiate — the very skills necessary in numeracy, geometry and language.

### Mathematics

Through hands-on activities, students learn to identify numerals and match them to their quantity, understand place-value and the base-10 system and practise addition, subtraction, multiplication and division. They also explore patterns in the numbering system. With an exploratory approach, children do more than just memorise mathematical facts; they gain a firm understanding of the meaning behind them.

### Language

Activities throughout the Early Childhood classroom teach language, help students acquire vocabulary and develop the skills needed for later literacy. The ability to write, a precursor to reading, is taught first. Using hands-on materials, students learn letter sounds, how to combine sounds to make words, how to build sentences and how to use a pencil. Once these skills are acquired, children spontaneously learn to read.

### Cultural Studies

A wide range of subjects, including botany, zoology, history, geography, science, art and music, are integrated into lessons in the cultural area of the curriculum. Students learn about their own community and the world around them. Discovering similarities and differences among people and places helps them develop an understanding and appreciation of the diversity of our world, with a profound sense of respect.

“THE SENSES, BEING EXPLORERS  
OF THE WORLD, OPEN THE WAY  
TO KNOWLEDGE.”  
- Maria Montessori



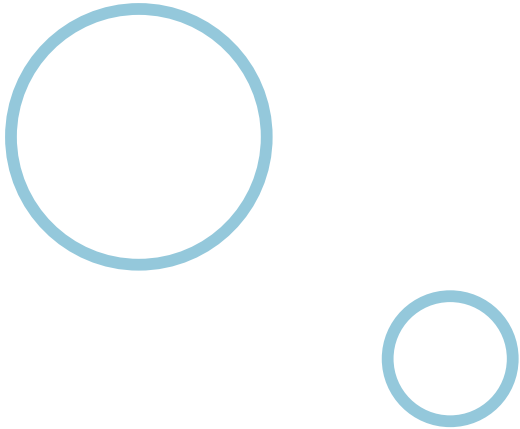
# Cambridge International



## Cambridge Associate

Students learn critical and higher-order thinking skills through the world’s largest international education programmes and qualifications providers. Cambridge International allows students to evolve their learning capacity, to extend and challenge what they can do by thinking outside the box.

Cambridge International is globally recognised and sets the standard for education worldwide. It develops an informed curiosity, emphasising mastery of all subjects while encouraging the development of higher-order thinking skills. Problem-solving, critical thinking, independent research, collaboration and presenting an argument are fundamental skills that will last a lifetime.



### CAMBRIDGE ASSOCIATE

Our Cambridge International subject offerings and packages are carefully chosen and designed to meet general tertiary entry requirements and student interests. Students in this pathway typically take 7 IGCSE courses, with compulsory courses at this level being English First Language, Mathematics, and a second language (Afrikaans, Spanish, or French). After that, students have a choice of different subject packages that reflect a variety of sciences, commerce and creative subjects. After the completion of their IGCSE courses, students move on to complete 4 or 5 AS Level courses.

Students who complete IGCSE and AS Level examinations gain a matric equivalent certificate, joining the thousands more worldwide who are granted access and potential placement at leading national and international universities. This offers students and adults the best possible springboard into future opportunities.

### The Cambridge Pathway

A clear path for educational success from age 9 to 18

#### Cambridge Primary

9 to 12 years old

#### Cambridge Lower Secondary

12 to 15 years old

#### Cambridge IGCSE and AS/A Level

15 to 18 years old

For the specific course and subject packages relevant to your campus of interest, please consult the Head of Campus.

“EDUCATION IS THE MOST  
POWERFUL WEAPON WHICH YOU  
CAN USE TO CHANGE THE WORLD.”  
- Nelson Mandela



# The Independent Examinations Board (IEB) *Middle School and College*



Our Somerset West campus will start to phase out IEB in 2023 and start to introduce the Cambridge International curriculum to lower stages 7 and 8.

Cambridge International is a stand-alone international curriculum. It is internationally recognised as the golden standard of education and backed by the first-class teaching and research departments of the University of Cambridge. The Cambridge curriculum is thus the preferred choice for students seeking to study at top institutions in South Africa and internationally.

Our Somerset West campus will offer our high school students the opportunity to complete the IEB curriculum with the Cambridge International objectives carefully integrated into its framework.

This gives the students the option to write the external Cambridge International IGCSE examinations at the end of Grade 10. Generation Schools offers our students multiple matric exit qualifications via an IEB Matric pathway, the Cambridge AS/A Level pathway or an alternative matric qualification through our *Sí* pathway.

The *Sí* pathway is our unique and innovative tertiary-in-secondary stream that allows students to accelerate their journey by unlocking alternative qualifications and learning approaches while still in high school, creating a variety of school exit credits.

Our *Sí Pathway* encompasses a set of **International Access Qualifications** that grants our students the opportunity to complete a matric equivalence NQF 4 certificate as well as progress to higher tertiary levelled qualifications while still within our high school environments.



“THE BEAUTIFUL THING ABOUT  
LEARNING IS THAT NO ONE CAN  
TAKE IT AWAY FROM YOU.”

- B. B. King

# Wellness at Generation Schools

## Holistic education is more than just learning.

At Generation Schools, we acknowledge that as humans, we need to view the child as whole beings and not in silos. We understand and celebrate that each child is unique in their learning. Our focus is on equipping the child with academic knowledge, as well as understanding the importance of emotional well-being in relation to learning. We foster understanding in order to understand the importance of emotionally meeting the needs of students so that learning can be facilitated.

### Our Wellness Coaches

As a way to evolve the traditional role of 'school counsellor', we have introduced the role of the Wellness Coach at our campuses. As the name implies, 'Wellness' denotes vitality, balance and generally being well, and 'Coach' implies that there are elements of skills that can be taught and practised.

Our Coaches are all Qualified Counsellors or Social Workers with skills and specialisation in working with youth. They work alongside the educators to identify areas of teaching that individuals and classrooms might require and help equip the educators with these learnings in order to facilitate lessons in class.

Children are invited into a space to reflect and ask questions of relative emotional developmental areas, with which they might be needing more support.

Our role is not to diagnose or use standardised assessment tools, but rather to facilitate a safe space or to design a plan with the educators or external mental health professionals, which best meet the needs of the child to create a balanced environment so that learning can take place.

# Lifelong Learning Amplified by Technology

**As the world enters a Fourth Industrial Revolution, it is clear that technology will play a central role in nearly all aspects of our lives. To assist students in acquiring the necessary skills to succeed in this revolution, we have carefully integrated the use of technology within our infrastructure, classrooms and curriculums.**

Through our innovative SIS (Student Information System), school administration, communication and education are made seamless, where educators have the ability to plan, collect data, report and offer feedback using tools to enhance classroom engagement.

Within our 9-12 Years classrooms, students are guided to use 'Tech Pods' to access technological devices as research tools and support for the completion of projects and tasks, developing the necessary skills and knowledge to use the internet and other digital technology effectively and responsibly.

In our high school pathways, the use of technology is more closely integrated into our curriculum planning and assignments. Students are guided and supported on their digital citizenship journey while we also provide the students with ICT, digital literacy, computer science and CAT (Computer Application Technology) as subjects offerings. Technology is often used as a tool to support a student's learning needs through the use of word processors, reading pens and/or software when completing assessments and tasks.

What we understand most about technology is that it is a tool used in education — and not an end in itself. The promise of technology lies within how it is used to best support learning within our environments.

# Sí Institute

**The future realised. Where a student's choice leads to opportunity and future building**

Our unique Sí pathway is our innovative tertiary-in-secondary stream that allows students to accelerate their journey by unlocking alternative learning approaches while still in High School, creating a variety of school exit credits.

Our Sí Pathway encompasses a set of International Access Qualifications that grants our students the opportunity to complete a matric equivalence NQF 4 certificate as well as progress to higher tertiary levelled qualifications while still within our high school environments.

An International Access Qualification (IAQ) is a qualification that prepares and equips students with a good foundation for university-level study nationally and internationally. In essence, it provides access to a variety of tertiary levelled qualifications, including Higher Certificates, Diplomas and Degrees.

Our Sí International Access Qualifications programmes are fully accredited by the Awards for Training and Higher Education (ATHE). They are widely recognised across a vast majority of the UK and international universities as a pathway into studying for a degree. This broad level of acceptance and increased progression opportunity makes it an attractive offering for our students.

Our Sí qualifications provide the students with the opportunity to engage with more modular learning and micro- and nano-degree courses.

Modular learning is where larger educational qualifications are broken up into more manageable learning blocks, which are tied to real career and life outcomes. Our courses, qualifications and modular learning blocks provide students with transferrable credits. By packaging these valuable credits,





**This is where futures are realised.  
This is the power of Sí.**

students are able to engage with stackable learning solutions as the credits essentially provide them with recognition of prior learning.

Sí uses a blended approach to education where students engage in both online and on-campus learning. Sí is also asynchronous, meaning students can start at any time of the year, allowing them to work through content at their own pace while gaining invaluable real-world experience.

Students start the Sí Pathway at a critical time — in the final years of High School, where decisions on futures have real-world consequences. Critically for Sí students, this path will unlock future opportunities much sooner than other students, better equipping them with the skills they will need.

A Foundational Block becomes a Future Launchpad: In the final years of schooling, students begin a Foundational Block which serves as a launchpad into their futures. This will be based on either Business or Wellness streams, both of which are fortified by our Junior 2 Giant Programme.

Full Accreditation: These 12-month NQF level 4 accredited courses begin to unlock the academic credits which will contribute to full professional accreditation for students in the Sí Pathway.

Themed Progress: Once complete, students then choose which theme they would like to progress in BCom Entrepreneurship and Software Development, Bachelor of Management in Sport & Leisure or B.Ed Montessori. Once complete, all of these themes will result in a degree (NQF level 7) by even as soon as 19 years old, which will better equip and fast-track Sí students for the working world.

Critically through Sí, we have transformed an academic value into real-world practice, providing a proof point for our commitment to experience-driven education.

Vocational experience. Where students can engage with thematic topics of the working world, such as sales, business and enterprise.

Growth experience with our Junior to Giant Programme. An initiative that enables students to conceptualise, design, create and contribute to real businesses while still in school, encouraging entrepreneurial spirit and growing critical workplace skills through structured internships.

Whilst in Sí, students also have the option to retain Cambridge



# GenEx

## Generational Education Exchange

## Sí to the power of GenEx

**The key to creating our Sí pathway's unique blended learning approach was creating a tool that could make it possible. GenEx is that tool. It is a cloud-based learning universe that supports students, as well as their educators, on their journey through multiple learning paths.**

GenEx is a single tool with two distinct halves that deliver both data and value.

**SIS (Student Information System):** The front office of GenEx. Where all critical student data is stored, from curriculum building, lesson planning and resourcing through to progression management and student portfolio view.

**LMS (Learner Management System):** The educational core of GenEx that enables one-on-one student development, subject management and course validation. This is achieved through intuitive learning design, asset libraries and resources, as well as full content, Microsoft Office 365 and cloud integration.

A gateway to a wider world of knowledge and future employability.

# A New Generation is Here

*A new generation* that does not test memory but rather explores knowledge.

*A new generation* that is better equipped with the world's best tools, skills and critical thinking.

*A new generation* of individuals who learn, grow and excel in their own way.

*A new generation* of students who are better prepared for an ever-changing world.

*A new generation* that is more mindful and better developed emotionally, as well as academically.

*A new generation* of 'Golden Thread' education that answers the question: 'What is best for the student?' at every single stage of their journey.

*A new generation* of more prepared, more self-sufficient entrepreneurs and young professionals.

*A new generation* of future-building opportunities through leading institutions.

*A new generation* that will not be limited.

*A new generation* that will change the world.



**"EDUCATION IS SIMPLY  
THE SOUL OF A SOCIETY  
AS IT PASSES FROM ONE  
GENERATION TO ANOTHER"**

**- G.K. Chesterton**





# Generation

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Cambridge Associate

