



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

A Tale of Two Teachers

Over the past few weeks I have been trying to explain a few facts about our school fees that may not be widely understood. Today, I'd like to make a few points about staffing.

In any school, the single biggest cost (by far) is salaries. It can vary but, typically, an international school will spend about 75% to 80% of its budget on paying those who work in it.

I assume that is true of every private school in Windhoek. It is certainly true of us. But, whereas other schools in the city recruit mostly or entirely from the local market, we, as an international school, hire a number of our teachers from other good international schools all around the world. And that brings with it certain costs.

Imagine this hypothetical situation. Suppose we need a new teacher for Grade 5.

Amanda is a Grade 5 teacher. She is qualified and has been teaching Grade 5 in a private school in Windhoek for ten years. She sees our ad in *The Namibian* and decides to apply.

Meanwhile, in Thailand, **Maria** is teaching Grade 5 in a PYP school in Bangkok. She is from Canada and, before going to Japan, she taught in a PYP school in Germany. She also has ten years' experience, seven of them overseas. She sees our vacancy on a website devoted to placing international school teachers.

With ten years' experience, both Amanda and Maria would earn a gross salary at WIS of **N\$319,300**. (Call it US\$22,400, if you prefer.) After tax, they'd each take home around **N\$255,000** (US\$17,900). The school would also pay 10% of their gross into a pension fund.

However, our salary scale recognises and rewards previous experience of teaching internationally, knowledge of the PYP, and so on. (All the details are on our website.) So, we would actually pay Maria an additional **N\$113,750** (US\$7,900). We would also provide for her and her husband a housing allowance of **N\$110,000** (US\$7,600) and we would fly them both home to Canada once every two years. That would be another annual cost to the school of around **N\$20,000**.

Both Amanda and Maria would be provided with medical insurance through the school. Both have husbands but no children and the annual cost to the school would be the same (around **N\$55,000**).

Employing Amanda would cost the school around **N\$406,000** (salary, pension, and medical aid) for one year.

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Dates to Remember

April 2019

- **27:** Family Day, 09:00 - 13:00
- **29 April - 03 May:** Week B

May 2019

- **01:** Workers Day - No School
- **04:** Cassinga Day - Public Holiday
- **08:** BoD meeting @ 18:00 - staffroom
- **25:** Africa Day - Public Holiday
- **29:** Secondary AA End



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Employing Maria would cost the school around **N\$661,350** (salary, pension, housing allowance, medical aid, and a flight to Canada every year*).

*In reality two flights every other year.

Maria is 63% more expensive than Amanda. But we think she is worth it and we offer her the job.

Maria would love to live in Africa and very much likes what she hears about Namibia and the school. But when she calculates her net salary, it is US\$23,500.

She is already earning US\$43,000 (net) in Bangkok. A school in Lusaka has offered her US\$39,000 (net). She's a bit reluctant to take a pay cut but she really wants the African experience.

She politely declines our offer and takes the job in Lusaka. Maria gets her dream of living in Africa. And we keep looking for a Grade 5 teacher.

As always, please do not hesitate to contact me if you have any questions.

Peter MacKenzie

PRIMARY PRINCIPAL

Concert of Colours

I'm sure that everyone who attended Wednesday's Concert of Colours will agree with me that it was a wonderful, entertaining evening of song and dance about colours, from the colour names to the colours of the rainbows to the colours of feelings. Each performance given by the EY 1 to Grade 2 students, along with the Primary Choir displayed many of the PYP attitudes such as enthusiasm, confidence and cooperation. The Grade 2 MCs - Helmina, Mark-Johnson, and Lisa showed such poise and seemed very comfortable and natural in their roles.

An event like this requires many hours of rehearsal, preparation, and behind the scenes support. The Primary Staff collaborated to organise costumes, paint the backdrop, make and put up decorations, rehearse the songs and dances with the children, put on the makeup, supervise the children when not on stage, provide the technical aspects of sound and lights, and on the list goes. Thank you to all involved, as well as to the PTA for selling snacks and drinks. Congratulations to Ms. Michelle and her team for a colourful, uplifting, and entertaining evening.

Out of School

I am away from school through next Friday participating in a NEASC school visit in Sharjah, UAE. Next week's Oryx will include more information about this visit. I hope you all enjoy the Family Braai tomorrow.

Regards,
Beth Smith

Spelling Word Study at WIS

This year PYP teachers began delving into the world of word study in their classrooms. You might be wondering, "What is the difference between word study and spelling?" Word study is not jargon for spelling. In fact, the difference between "word study" and "spelling" is significant and meaningful.

As a PYP school, the foundation of our instructional approach is to allow students to *construct* both their *knowledge* and *understanding* through inquiry. This means rather than giving students a list of ten words on a Monday to practice and memorise to be tested on Friday, we instead focus on spelling patterns. We are giving students the opportunity to conceptually explore English spelling patterns.

However, unlike with spelling, word study is not asking your child to *memorise* those words, it requires them to understand the rules of the oi diphthong. Once that is understood, your child will be able to apply that knowledge to all 'oi' diphthong words. This means as the year progresses and students encounter new and unfamiliar words they are able to spell them and make meaning with greater accuracy.

Change is the only constant and unfortunately, it is rarely comfortable. If you were educated in the more traditional method of spelling instruction the approach taken at WIS may feel dubious. Like we encourage our learners, be *open-minded* to word study. It may not be what you are used to, but that does not mean it is ineffective. As your child navigates spelling at home encourage them to be *thinkers*- to apply what they have learned as they approach new and unfamiliar words. Most importantly, give your child the time they deserve to develop their spelling skills at the developmental pace that is appropriate for them.

Lyndsay Bain

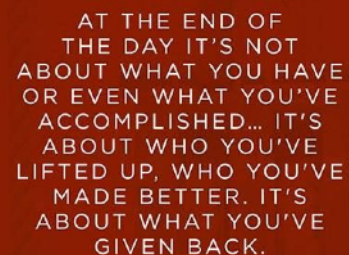
SECONDARY PRINCIPAL

How do we learn Social Responsibility? Can young people be educated to be responsible in society?

"Social responsibility means that individuals and companies have a duty to act in the best interests of their environment and society as a whole." (<https://www.investopedia.com>)

How do we achieve this in our society? Sometimes, with populism growing and people defining themselves more as individuals, countries defining themselves more as "it is about us", I come to wonder how we as educators today can still "teach" responsibility not only to the individual but also to society.

What does it mean to take responsibility for your environment and society at large and in the process still take care of your individual needs and aspirations? I want to believe that in the IB, we take an approach to education, that includes teaching young people to take responsibility for themselves, but more importantly for their environments and society. The [IB Learner Profile](#) has attributes that let people care for each other, reflect on their actions, be open-minded and knowledgeable. All the different attributes mention a responsibility towards each other and our environment in some way. *"The Aim of all IB Programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world"* (IB Learner Profile).



AT THE END OF
THE DAY IT'S NOT
ABOUT WHAT YOU HAVE
OR EVEN WHAT YOU'VE
ACCOMPLISHED... IT'S
ABOUT WHO YOU'VE
LIFTED UP, WHO YOU'VE
MADE BETTER. IT'S
ABOUT WHAT YOU'VE
GIVEN BACK.

DENZEL WASHINGTON

Our Diploma students are actively involved in CAS (Creativity, Activity and Service) through their two years of the Diploma. Service learning in its different facets pays special attention to our interaction with each other and our environment. Here are some statements from our IBDP students and a parent with regard to their opinion on [Responsibility and Social Responsibility](#).

One of our main duties as educators, parents as well as teachers, is to instil a sense of responsibility in our young people. Not just to take responsibility for our actions, but mostly to act in a responsible manner - towards yourself, your peers and people around you, to your environment and to society as a whole.

**Regards,
Maggie Reiff**

Grade 8 Homeroom lesson



During our homeroom lesson on Thursday, 11 April 2019, we focused on team building. 8AJ and 8MP were competing against each other and the aim of the activity was for each homeroom to move their peers from one side to the other. There was an imaginary river, with clear riverbank boundaries. One student may use the life-vest, which allows them to move across the river. Students then had to carry their team across but could only use the life-vest once. Students were thinking critically during this lesson and had to come up with problem-solving strategies. There was some conflict resolution going on too... In the end 8MP managed to get their team across first. Students had a lot of fun whilst learning. Well done 8MP!

Angatha Janse van Rensburg

STUDENT ACHIEVEMENTS FOR YEARBOOK

Dear Parents, if your child received a reward or accomplished an extraordinary achievement outside of school activities; please send us a short blurb and a photo for the Yearbook.

Please send photos and blurbs to jnel@wis.edu.na This applies only to achievements received during September 2018 - May 2019. **DEADLINE: 10 MAY 2019**

Grade 6 writing with Voice!



The Grade 6UD English class has been developing the writing technique of incorporating voice in their writing by using the 6+1 writing traits. They created a diary-style comic that emphasised their chosen character's personality and physical traits through the use of dialogue and narrative story telling. Their writing was then shared with a captive Grade 2P audience. The Grade 6s proudly read their writing with enthusiasm and thoroughly enjoyed this writing experience!

Kelsey Daignault

IBDP Biology class visit to UNAM



On Thursday 11 April the Grade 11 and 12 Biology and Sport Science students paid a visit to the University of Namibia's Medical campus. They attended a Physiology lecture, went to the Human Anatomy Museum, attended a cadaver dissection and took part in a Physiology practical. The absolute highlight was visiting the cadaver dissection. The second year medicine students dissected the lateral side of the face to expose facial nerves, blood vessels and muscle. Another highlight was the visit to the first year Physiology practical on investigating factors that have an effect on various reflex actions. The students agreed that this was a wonderful experience and enjoyed the opportunity to see the subject content put into action.

The faculty members at the university went out of their way to accommodate our school and we would like to especially thank the following members. Prof. Christian Hunter, Ms. Hilja Hambeleleni, Mr. Michael Naukushu, Ms. Karli Coetzee and Dr. Quenton Wessels.

Corinne Smit

20th Century History

Why and how is 20th Century History taught in the WIS Secondary school?

Glance at these WIS Room 66 photos, below, of IGCSE and DP History students as they engaged in discussions, presentations and debates - and linked to the students' relevant 20th century content (ie -*the start of the Korean War, Apartheid's impact, Gorbachev's influence on the collapse of communism in Eastern Europe, the 1966*



assassination of South African apartheid architect Henrik Verwoerd). Many of these dynamic lessons were driven by open-ended questions linked to IB Diploma Programme key concepts (<http://bit.ly/2IGOHeO>).

Collaborative tackling of the meaning of primary sources (ie - *US President Truman's Decision-Making related to the UN at the start of the Korean War* such as <http://bit.ly/2UzEVvM>) also aimed to help further develop students' grasp of the content and development of source analysis and analytical essay writing skills (<http://bit.ly/2PskKzO>). An emphasis on historical context (<http://bit.ly/2IFXrC8>) served as a backdrop to these historical classes (which are sometimes investigations by students). Our study of History this school year in Room 66 has nearly always utilised flexible learning spaces (<https://edut.to/2UV2XY0>) and where possible content-related kinaesthetic activities (which research shows boosts learning as noted in this post by a renowned educator who is worth following on Twitter! -- <https://www.cultofpedagogy.com/movement/>).



A highlight this month with Grade 10s was certainly this week's special and focused, collective scrutiny of the IGCSE History source analysis Paper 2 in which students (Sola, Maija, Jimmy, Septian and Max) carefully/collaboratively discussed, debated and shared ideas on how to best address the demands of the challenging higher order thinking level assessment questions.

Jot me a line and drop by and see a History lesson for yourself - or better yet be a guest lecturer like the recent speaker who was a refugee of the infamous 1956 Hungarian Uprising during the Cold War!

Rick Fitzpatrick <https://twitter.com/RickFitzpatric3>

PTA FAMILY BRAAI!

TOMORROW IS THE DAY! The PTA Family Braai and Earth Day Celebration is going to be so much fun!

Here is the order of events for the day. We hope to see you there.
The more the merrier!

08:00 Car-boot Sellers arrive and set up ready to sell at 9am
(8 tables are available to loan for a deposit. First come, first served)

08:30 Register for Colour Fun Run

(Please wear old clothes or white clothes you don't mind getting colourful, like your 'Walk For Water' T-shirt) N\$5 for a bag of colour to throw!

09:00 Official opening of the day

Colour Run commences

Car boot starts selling

PTA Bar opens for drink and snack sales

09:30 Boeries Brötchen for sale

10:00 Artificial intelligence - Grade 9 Band

Olympic Games Commence

Kid Activities - Bouncy Castle and Other Surprises!

10:30 Braai Pack Ready for sale

11:00 The Ells Live Performance

12:00 Game of Chance for all present

12:30 Artificial intelligence - Grade 9 Band 2nd set

13:00 Finish

*** The school will still not have running water. There will be rudimentary toilet facilities.***