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THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

What are Schools for? What is Learning?

Such questions (and there are plenty more) have long occupied those of us whose entire careers have been in education. Perhaps during the current lockdown similar questions have occurred to some of you reading these words.

Those of you who have, or have had, children in the IB Diploma Programme will know that a core element of it is something called Theory of Knowledge (ToK). You really have to experience it to begin to appreciate it, but it essentially challenges us to question what we know. Or believe we know. Or think we know.

In that context, "What are schools for?" is an excellent question. Most people wouldn't need to think long before offering an answer. We all went to school. By definition, those of you reading this are associated with at least one school. We all know what schools are for. Don't we?

"What is learning?" Another good one. A few parents have noted that other schools are offering "real" lessons online. Two dozen children sit at their screens while somewhere across the city their teacher teaches them.

To one of these parents, I offered this – deliberately extreme – choice.

- Your child attends school from 7:30 till 1:30 five days a week. He attends lots of classes. He sits while his teachers teach. But he's bored. He's disengaged. He daydreams. He surreptitiously plays with his phone. He looks at his watch. He can't wait to go home.

Or...

- Your child sits alone in his bedroom utterly fascinated by a book he is reading about the Aztecs ...or the Universe ...or whales ...or ...anything. But he is engaged. He is thinking. He is learning. He comes down to the dinner table and can't stop talking.

As a parent, and if you had to choose, which of these would you prefer?

My point, really (and at the risk of talking myself out of a job), is that learning may or may not have much to do with seating a child in front of a teacher – either physically or virtually.

Which is certainly not to say that a teacher's job is unimportant. Far from it. A teacher's job is to motivate, encourage, inspire, and challenge. Along the way, they will also explain, demonstrate, advise, and, when necessary, correct. But **teaching** is not the same as **learning**.

Here's a famous cartoon.



Learning is something that happens within a child's mind. Sometimes it will happen while she is sitting in class and the teacher is talking. More commonly, it will happen after the teacher has stopped talking and she is applying her knowledge and understanding either alone or with fellow students. Or it may happen hours later while she is doing her homework. Or it may happen days later when she is watching television and suddenly makes a connection. The point is that learning does not always (or even often?) require the immediate presence of a teacher.

A common metaphor is the teacher as a gardener. She prepares the ground, plants the seeds, adds fertiliser, pulls out weeds, waters the ground regularly, and so on, and so on. But the plants will grow whether or not she is standing watching.

Which, of course, brings us to our asynchronous model of remote learning.

In this model our teachers are setting your children goals, providing resources and guidance, and giving feedback. Each child is then encouraged – in fact, obliged – to set their own goals in terms of achieving the assignments set, working out when, how and where they will study, deciding when and from whom they need assistance, and **learning** in their own way and in their own time.

Lastly, this is hardly something that our teachers and learners have only discovered over the past month. Essentially, it is how we teach even in 'normal' times.

WIS parents have no doubt heard explanations like this before but I hope that during the current lockdown you are seeing how it works in practice.

Peter MacKenzie

PRIMARY PRINCIPAL

Schools are closed, they said.

Teachers and learners must stay home, they said.

Schooling must continue through remote learning, they said.

And so the teachers, and learners together with the support of the parents have embarked on what was deemed to be a couple of weeks of remote learning, now prolonged indefinitely. The teachers are teaching, the learners are learning and the parents, many of whom are working from home, are supporting their children in the process.

As days turn into weeks, and weeks turn into months the people are beginning to question and reflect on the meaning of what education is, what teaching is and what is learning.

The school experience for the parents and teachers was that of sitting at desks in rows with the teacher at the front of the classroom lecturing, followed by worksheets the students completed or tests taken regurgitating information from the lecture. What mattered was the score. There was no collaboration or inquiring. Was that learning? Was that teaching?

The teachers are planning the lessons, thinking about what tasks children can do at home with the materials they might have available. They are providing feedback to Seesaw posts, encouraging the students to keep up the good work or offering suggestions for how the student can improve. They collaborate with their colleagues. They contact parents of students who have been absent from posting work to Seesaw. Is that teaching?

The children are being asked to inquire and seek out the answers for themselves, as opposed to being told the answer. They are creating. They are taking responsibility and ownership for their assignments and are becoming empowered as learners. They are honing such self-management skills as time management and perseverance. Through writing reflections about their posts on Seesaw the children are developing their writing and communication skills as well as showing their knowledge and thinking. Is that learning?

The parents are supporting their children, printing out the weekly plans, prompting the children as needed, reading the posts on Seesaw, reinforcing time management. They contact the teacher with questions, provide feedback to the school as to how the remote learning is going. They provide access to devices and the internet. They read with their children. They encourage their children to try and do their best. Is that learning?

So what is an education? What is teaching? What is learning? The answer to these questions now are different to how they would have been answered when I was in school or even to when I started teaching in 1978. I wonder how the questions will be answered in the post COVID-19 era.

**Regards,
Beth Smith**

PYP Coordinator's message

Grade 5 IB PYP Exhibition 2020: Who We Are

As some in our WIS community are aware, the Grade 5's are going through the process of the IB PYP Exhibition.

(Congratulations Thabiso Grade 5K for your Exhibition logo design 2020)

What is this?

In the final year of the Primary Years Programme, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. This serves as the culmination and application of all the knowledge, concepts, skills and independent actions students have developed during the Primary Years Programme.



What does this look like during our remote learning journey?

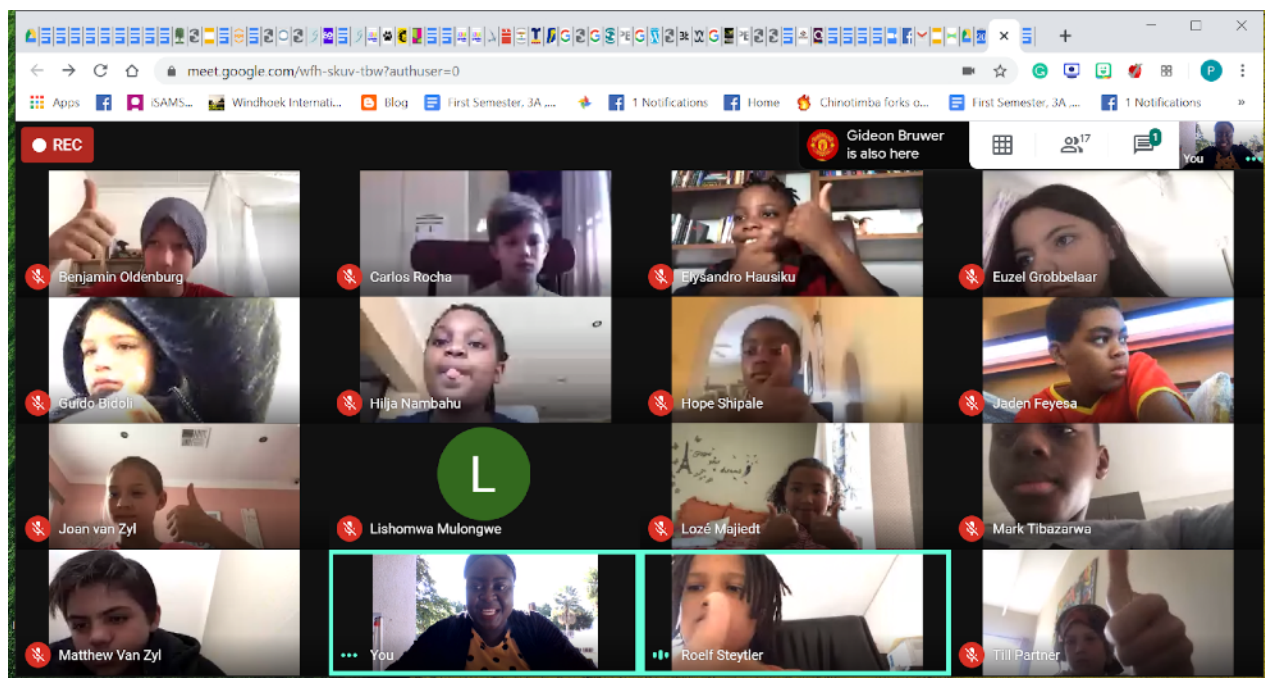
- Learning has not stopped - we have found creative ways to keep this process going.
- A collaborative "remote" learning journey that would not be made possible without Ms Kaye, Ms Pamela, Mr Gerson (the Grade 5 team), mentors (staff volunteers across the school), Mr D, specialist teachers and in particular the parents and students themselves.
- Students have become quite skilled in adapting and using virtual tools to communicate and to support learning. Seesaw, Google Classroom, Google Hangouts and Meets to name a few. (Here you see Grade 5 having their weekly meetings with their class and Homeroom teachers).
- Over the past 7 weeks students have been designing and planning their own Unit of Inquiry - based around their concept idea. This is quite a sophisticated process of developing and identifying the key

concepts and questions they want to explore, developing lines of inquiry and now finally this week, the Central idea - "big idea".

- Concepts include: Physical, Health, Mental, Rights, Social and Nature.
- The next three weeks ahead will see them going out, finding out and researching their inquiry concept.
- Normally this would involve students going out into our inner school community and the wider Windhoek community - tapping into Primary (gives you direct access to the subject of your research) and Secondary sources (provide second-hand information and commentary from other researchers. Examples include journal articles, reviews, and academic books).
- During remote learning time this may look a bit different: students may be sending out surveys, questionnaires, asking for expert advice or interviewing people to gain and gather new understanding. It would be most appreciated if you, as our community, can support our students as they explore, investigate and question.
- We will reveal how we will Exhibit the final exhibition presentation with the WIS community shortly.



In the meantime we wish Grade 5 students all the best in this journey.



Avril van Zyl

SECONDARY PRINCIPAL

Remote Learning - a very different kind of learning

Before we left for the March break this year, the Covid-19 crisis had already started in some parts of the world. This prompted us to think about the possible situation of a school closure and take some steps to plan for that. We met as a staff to discuss how we would approach such a situation. And then, when the holidays were over, on the 16th of March, schools were closed in Namibia.

We were fortunate to have anticipated this situation and have a plan in place of what we would do in such a situation and how we would approach it. So we could start our remote learning immediately.

It has been a steep learning curve for all of us. Initially, most of us thought, we can take what we would do in the classroom and just transfer it to the online situation. But we realised quickly, that that is not possible.

Transitioning to such a different situation needed all of us to be creative and to re-learn how we approach teaching and learning. In essence, we needed to prioritise different things. Fortunately, WIS is already a school where 'learning content' is not what we are about. For us LEARNING is more than just knowing something. Learning means that you understand, that you can apply, that you can create something new with what you have learnt. For this type of learning, the current situation lends itself quite well. Our students do learn, but what and how they learn is so much more than just knowing something. The current circumstances have resulted in students having to be much more organised and independent. They have to plan their days for themselves and as one student says, *he hopes that in future school will be partly like this and partly physical school.* So this type of learning also has shown different benefits of learning independently and managing yourself and your time and work.

April 17, 2020

Dear Parents,

Don't stress about schoolwork. In September, I will get your children back on track. I am a teacher and that's my superpower. What I can't fix is social-emotional trauma that prevents the brain from learning. So right now, I just need you to share your calm, share your strength, and share your laughter with your children. No kids are ahead. No kids are behind. Your children are exactly where they need to be.

With love,
All the teachers on planet Earth

At this time, it is most important to make sure that we look after each other, and that we prioritise our wellbeing. The 'content' that needs to be learnt can always be addressed when we return to a somewhat *normal situation*, if we continue learning concepts and staying up to date with our engagement in the process. What is far more important now, is that we look after our wellbeing, emotionally and socially. The current situation puts a lot of strain on our emotional wellbeing and we need to find ways together to manage that and support each other.

There will undoubtedly be times when we are overwhelmed and when things seem insurmountable, especially when this situation continues longer than we had initially anticipated. And for these times, we need to have the strength and support each other to get across those hills of doubt, anger, insecurity, frustration and sadness. Then we can move up the mountain again - together, with each others' support and assistance.

I would like to encourage students, parents and teachers to let us know of your experiences by posting a short two minute video on Flipgrid (flipgrid.com) - code 7df06e84 which we would like to share on our website and social media channels. Let us know how you have embraced this challenging time, how you have grown and learnt and how you were able to apply the ATL-skills or the Learner Profile that we strive to embody at WIS.

Virtual Conversations over Coffee

Please join us **every Thursday from 17:30 to 18:30** to talk about topics of interest, especially in the current situation where a very different kind of learning asks us to rethink how we approach teaching and learning.

We would like to have conversations about topics that are of interest for parents. We therefore invite parents to complete this poll: PollEv.com/michaelparso213 so that we can establish which topics our parents would like to talk about. We will post some information ahead of each Thursday's parent session that parents can read to familiarise themselves with the topic. We will be happy to share our ideas, hear your suggestions and questions or concerns.

Regards,
Maggie Reiff



My personal experience

Remote Learning

Hello Fish Eagle Nation!

I hope you are all well and staying safe - **#stayhome**

In this article I would like to share with you my own Remote Learning Experience. I too am a remote learner. What am I remote learning? What goals have I set myself in this remote learning time? Well, these are all great questions.

I have set myself three learning goals for this remote learning time:

1. Get my MBA course (Organisational Behaviour) completed
2. Become a Certified Edmodo Trainer
3. Become a Level 2 Certified Google Educator (by August be a Certified Google Trainer)

This in addition to helping WIS develop its own Remote Learning Programme. So I needed to do the same things the students and families were doing.

- Develop a routine
- Get organised
- Be motivated
- Deal with WIFI issues
- Be balanced

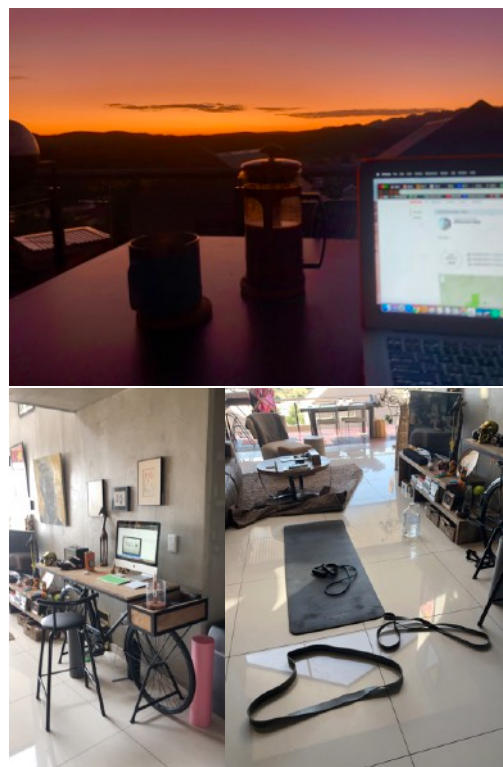
Everything we are asking our students and families to do during this challenging and difficult time, I am doing. So from my experience, I know some of the frustrations happening in your homes.

What advice can I give at this stage?

- Create a nice workspace
- Create a good routine
- Eat well and stay hydrated (lots of coffee for me for example)
- Take brain breaks throughout the day
- Exercise daily - the 25 for 25 Challenge has been a great motivator
- Limit my screen time - it really affects my sleep
- Engage in daily conversations with colleagues
- At the end of my day, review what I accomplished and set my agenda for the next day

What is great for me is the experience I am gaining from those that have been in this situation before me. My friends teaching in Beijing have been doing Remote Learning for almost 3 months. They have passed on a ton of knowledge about what has worked for them and their schools. WIS is using information from around the world to build a Remote Learning Programme that has worked globally for students and families. Of course, it is probably not ideal for everyone, but the structures we are putting into place have been successful in other international schools.

Asynchronous learning schedules and reducing screen time for students have been widely successful in all of the international schools I follow. My friends around the world are following these two remote learning protocols. What is WIS doing? We are actually doing a blend of [Asynchronous and Synchronous Learning](#).



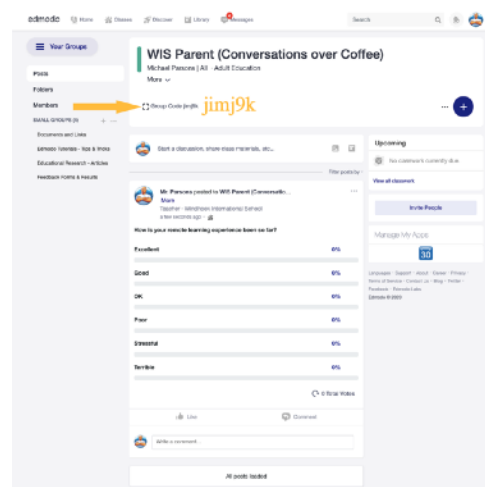
Students have been asked to join scheduled meetings with teachers/classes as well as learn and plan according to how they want. They have a schedule of which classes they should focus on each day, but learning experiences are designed to be worked on over a longer period of time. Students need to develop their ATL skills to be successful in this process (self-management, research, communication, thinking, social emotional). One positive take-away from Remote Learning is that students will be better organised, better at managing their time and have improved communication skills.

Unlike most other schools here in Windhoek, we are trying to accommodate students with different learning styles. It is not a one-size fits all situation. Trying to take what was happening in the classroom before Covid-19 and deliver the same type of learning at home is definitely not what we want to do. Before the pandemic we were working hard to change what was happening in the classroom, now our timeline for change has been accelerated 1000 fold.

Screen-time is an interesting discussion happening in the world right now. Having a student sit at a desk for 6 hours each day to listen to a teacher drone on about rocks or migration patterns is not something I would look forward to each day. Imagine being 12 years old knowing this is your life for the next 4 to ??? weeks! Yikes! Here are some articles from the [US Today](#) and [Edutopia](#) about screen time and balance.

During my Edmodo Trainer Certification I was asked to read an article about [equity in schools](#). It does not really fit with our school, but I was made to think about what is happening at WIS and in other schools around Windhoek. Points #4,5,8,9 and 10 certainly made me think about what we can do here at WIS. A quote from #10 is "In many of our schools—and I think this is more likely to be the case in high school and middle school—the assumption is that the kids will learn the way we teach," Noguera says. "If they can't, then something's wrong with the child. (But) in many of our schools, we're not teaching kids the way they learn. If you go in many classrooms you'll see kids sitting passively, listening to a person talk." What has been wonderful for me is observing certain students who struggle in the typical classroom environment shine in this new way of engagement. Being able to work at their own pace, reviewing materials as many times as they need to, setting their own schedules and a chance to communicate in multiple ways is giving more students opportunities to shine in their own way.

To address #5 and #9 from the [article](#) by Jennifer Gonzalez I have started an Edmodo Group for Parents and Teachers. The idea for this group is to "flip the learning" for the parents. Parents can be more involved in the discussion about the direction WIS is moving. The more engaged parents are in the discussion, the better the learning experience will be for Students, Parents and Teachers. I hope you will join. There is a poll for you to answer when you join. If you have any questions, suggestions or just want to chat over a virtual coffee, please join the group!



Stay safe and stay well.

Michael Parsons, Director of Teaching and Learning

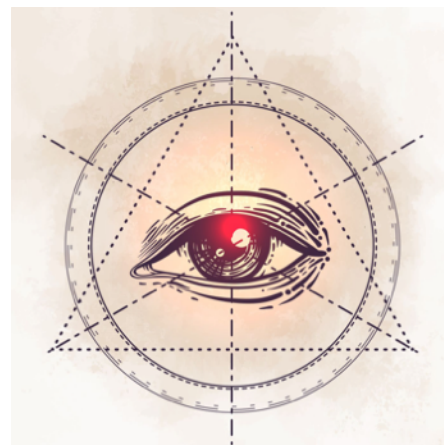
Short Stories

Salome Rey has been pondering and probably read up about signs that have pre-warned us about the predicament we and the rest of the world is finding ourselves in at this very moment. You might enjoy this short spelling creative story she has written about the Coronavirus. This might also get you thinking further...

Conspiracies

We are all currently in quarantine and I would like to discuss some things that are not okay. Some things that will make you think twice, that will make you rethink most of your childhood, so tread cautiously and try to stay **cheerful** ...

Some people believe that the movie Tangled with the **lantern** crazed princess (Rapunzel) was predicting the Coronavirus. Let me explain. Rapunzel lived in the Kingdom of Corona and had to stay locked up in a **turret** for about eighteen years. Rapunzel's mother (Mother Gothel) claims that it was unsafe in the outside world. When will Rapunzel ever accomplish her dream of licking an **icicle**, of feeling grass under her toes and swimming in an ocean? She and Rapunzel always **quarreled** about the fact that Mother Gothel took her **cloak** and left the tower often enough but Rapunzel was forced to stay home eating **porridge**, **kindling** wood and using a **bellow** to keep it alive. That was all Rapunzel did, all day, every day.



Isn't it also how we feel, confined to our **cottages**, houses, and apartments because of the coronavirus? How did Disney predict the coronavirus? Not only did they name the Kingdom: the Kingdom of Corona, but they also showed that we would have to stay locked up for a long time to protect ourselves from the unknown dangers of this disease. I think that we should all pay more attention next time we watch a Disney movie, we never know what it will tell us about the future!

Another story that one of our students has written as part of their biweekly creative spelling stories in Middle School English. It is clear that the COVID-19 pandemic has us all, even the young, in a tight grip and leaving us all to feel helpless and hopeless. This is what our students have on their minds currently...

Why Corona, Why?

There was a girl named Zuleika. She loved going to school and seeing her friends. One day her mom got a message from the school saying that it was closing because of the Coronavirus outbreak. Zuleika was devastated. Her **veins** were boiling and she was **struggling** to keep calm. She felt like everything was just **snatched** away from her. To try and calm down, she took a walk around the neighbourhood.

As she was walking, she **pondered** on how long school was going to be closed for and what else will be closed. As she was watching the trees **swaying** in the wind and watching the **spectacular** sunset she **ignored** what was happening in the world and was just **fascinated** by how beautiful the world she lives in.

When she got home, she ran upstairs to see how many cases were recorded now, and when she saw how the numbers were going up so **fiercely**, she **suddenly** started to cry. She was so worried that life would not go back to normal, she was worried she might not see her friends again. She was feeling so many emotions right then and struggled to control all of them. All she wanted to do was see her friends again, and go to the mall but that wasn't possible at the moment.

Zuleika Hiwilepo Grade 7JM



Short Story Writing in Middle School

As the Gr. 7s are busy with analysing and developing short story writing, the students were prompted to read ['The Fire That Would Not Burn'](#). I deliberately left out the ending of the story and asked the students to write their own ending. This was part of their Criteria C (Producing Text) assessment. When students are asked to complete a task like this, it focuses on how well their ideas transition with the original text, what type of

vocabulary they use, and if they can demonstrate an awareness and understanding of the ideological nature of narrative endings.

Angie Janse van Rensburg

This is what some of our students wrote:

Rainier Feris Grade 7JM

The messenger was a little scared and worried. What if he takes too long and the fire burns out before he could take a lump of coal to the castle? What if the father of the girl comes back and refuses to give him one coal? What if everybody in the castle is frozen to death by the time he reaches the castle?

The girl saw the messenger's hesitation and replied: "If you cannot wait, you may leave, but I can see that you are tired, cold, and looks hungry."

The messenger was also thinking that he is very tired and hungry and that a bowl of warm supper would be welcome, so he decided to stay.

After the warm meal, the messenger still remained at his seat, still enjoying the warmth of the small fire. He was wondering how a small fire inside the house could warm this place. He felt the peace in this small house and was thinking of the chilliness of the big castle. How could this house with two people be so nice and warm and the big castle with so many people be so cold? Why is everybody always busy quarrelling?

Just then the door of the house flew open. A huge man was standing at the door, shouting in a very loud voice: "Good evening my lovely daughter. How are you?" The girl ran to her father and they hugged for a long time. "I missed you so much today, father," she said. "I missed you even more," the father replied. It was then when the messenger realised that it was not the size of the fire that warmed the house. It was the love that the people inside the house have for each other that can warm any place!

At that moment the father became aware of the presence of the messenger. With a question in his eyes, he looked at the messenger. "He is a messenger from the castle. He was sent to look for fire because the fire in the castle would not burn," the girl told her father.

Her father replied: "Take as many pieces of wood as you want, also take as many of the burning coals as you need. The real warmth, however, does not come from the fire, it comes from within you."

The words of the old man were like a confirmation. So the messenger just asked for one big coal that was burning, thanked the girl and her father, and hurried back to the castle. As he approached the castle he could not believe his eyes because the coal was still burning brightly as if he just took it from the fire.

He ran into the palace, straight to the fireplace. He looked at all the people standing in front of the cold fireplace. The messenger started to feel sorry for the people because they are so cold, outside, and inside their hearts.

With a loud voice, he shouted: "I found fire! but this coal will not start the fire in the castle unless everybody changes. Everyone must clean their hearts, start loving each other, and stop quarrelling with each other. Everybody promised and the messenger put the coal with the rest of the wood into the fireplace. Within seconds the wood started to burn and the castle immediately became warmer and warmer. From that day the people in the castle were happier and the fire in the castle never burned out.

Tiacheng He Grade 7JM

Soon, the little girl's father came, a haggard man. They ate a simple supper together, but yet very delicious. Then the messenger took a piece of coal and went on his way.

The whole world is hazy with the mist, the cold and mist, wind howl like wolves. The coal's light immensely diminished as a gust of cold wind blew by, but yet it held. Something in it, that seemed so distant and bright, is shining like a brilliant jewel, ones even far more magnificent than all of the king's treasures. The wind blew

harder and harder, but still, the light remains. The messenger is completely stunned by it. Soon, he reached the castle. He put it into the fireplace. Slowly and slowly, the light that is embedded inside it starts to seep out. It flowed to the wood around it, after and faster, further and further, until all the wood shone with. And then suddenly, it burst into flames.

And then on, no matter how hard the wind blew or how cold the weather is, the fire never stopped.

Dominic Fitzpatrick Grade 7LC

The messenger thanked the girl for her generous offer. He entered the house and ate a delicious meal. He then took one piece of coal and returned to the castle. The king was angry that the messenger only took one piece of coal. The messenger put the coal in the fire and it burned forever. Everybody wondered why it burned. But the messenger knew that an act of kindness can last forever.

Mathew Varghese Grade 7LC

The Messenger took the coals and started back to the castle. He had gone but a little way, though, when he saw that the coals from Gilda's fire were no longer burning but had turned to grey ashes. So he emptied them out in the snow and went on down the hill. But his search was a hard one. So few of the coals that he was given would burn, and so few people wanted to give them freely.

At last, he came to a tiny house on a bleak side of the hill. The wind blew down through the old chimney, and the frost had crept in through the cracks in the wall. The door opened at once when he knocked, though, and inside he found a little girl, stirring porridge over a small fire.

"A light for the castle fire?" she repeated when the Messenger had told her what he wanted. "You may have as many coals as you like, although we have a few large ones. I am my father's housewife and I tend this small fire so that the kitchen may be comfortable for him when he comes home from work. I am cooking his supper, too," she said. "But do you sit down and warm yourself, and have a bowl of warm supper before you start out in the cold again. Then you may have half of our fire if the King needs it."

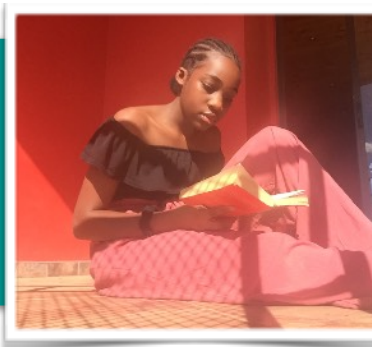
Out of desperation to light the fire, the Messenger entered the home and ate dinner. A dinner consisting of stale bread and cold, watery soup. After finishing the food, he thanked his hosts and set off to the castle with one small coal piece. Going on his way, he thought he would have to make a pit stop to get new coal. He thought this because the coal was small in size and could not do anything. However, to the surprise of the Messenger, the coal glowed bright like the sun.

The coals showed the long, winding path to the castle. Not only that but the sparking of the coals caused the snow on the path to appear orange. Also, it provided a warmth similar to that of five blazing fires. Finally, the Messenger arrived at the castle with the still illuminating coal. The Messenger placed the coal in the fireplace. Originally, the coal had no effect on the fire. Until, all of sudden, the fire roared and was once again alight. Suddenly, the kingdom was filled with the warmth of summer, the bickering had ceased and the teapot sang louder than ever.

Now one must be wondering how this happened. Possibly the coal contained chemicals or the housewife was a witch, but it was none of these. In fact, the kindness and purity of the housewife transferred onto the coal. Kindness and purity is what caused the fire to light up.

Finding out the reason why the fire was roaring caused the housewife to be given a high position in the king's court. The Messenger was praised for his determination and the fire never went out. And they all lived happily ever after.

W.O.R.D.
Ruth Ntema reading for WORD during remote learning!



Une séance de yoga en français

La semaine dernière, notre classe de français a fait une petite initiation au yoga en français avec une vidéo YouTube ([15 Postures de Yoga qui Peuvent Changer Ton Corps](#)). Il y avait 15 postures de yoga, et dans chaque posture une autre partie du corps était travaillée. J'ai appris les noms français des postures, par exemple le chien tête en bas, la pose du cobra et la pose de l'angle latéral.



It was very interesting to do a yoga session in French, because you can practice two things at once: a language and a sport. Combining one thing that you want to do with something that you should do (whichever is which for you) can be more effective than doing them separately.

Après la séance, j'étais fatiguée, mais aussi plus calme et moins stressée. J'ai aussi appris beaucoup de noms des parties du corps en français qui je ne connaissais pas avant. Je recommande le yoga aux personnes de tous les âges, même si vous n'êtes pas très sportif. 10 minutes d'exercices de yoga par jour peut réduire la tension et l'anxiété, et entraîner votre corps.

Don't feel discouraged if you feel tired or if you can't do all poses from the beginning, because some require a lot of practice. But it definitely helps to reduce stress and anxiety and make you feel relaxed, so it might be a good idea to start your day off with some exercises before doing your schoolwork, or taking short breaks in between.

C'est particulièrement important de pratiquer un sport maintenant, quand on passe toute la journée à la maison. Il est très facile d'oublier de se bouger. Si vous ne voulez pas quitter la maison à cause du coronavirus, le yoga est un sport idéal parce qu'on peut le faire dans sa chambre. Il y a beaucoup de vidéos instructives sur YouTube, des apps de yoga ou des cours en ligne, mais ensuite, quand tu connais les postures basiques, tu peux même le faire sans aide.

During the lockdown, it is easy to forget to get any physical exercise, and yoga is something that you can simply do at home. There are many yoga tutorials on YouTube and on different websites, or you could download a yoga app, many of which are free. Just 10 minutes a day can be very good for your mental and physical health, and if you are an IBDP student, you can even use it as a CAS activity.

Sara Hoyer, Grade 11

In gratitude and acknowledgment

A hat tip to our teachers

Dear Teachers,

I have been in touch with all of you during our period of lockdown, currently ongoing. Despite many similarities in personal situations, each person's lockdown story is unique. In the beginning especially, I could sense the stress but also the determination to learn to convert to teaching online. I could feel the fears and anxiety during this time of adaptation; "Am I doing enough?" "Too little?" "Why am I not managing to engage all my students?" "Why am I struggling to learn new technological skills that everyone else seems to master so easily?" And then, few of you managed to avoid the persistent headaches, and painful necks and shoulders, from hours spent hunched over laptops and devices; often struggling with technology that doesn't always deliver.

But you've not given up and continue to push through until a new skill has been mastered or a student has been motivated or had their internet connection improved in order for them to learn online.

Many of you have your own children to support academically and emotionally. Children who are struggling to adapt to a new routine and who are missing their friends and family and their normal way of life. Like you. Many of you have children and families in other countries and on other continents ravaged by the Coronavirus. Worrying about the safety of loved ones who are far away takes a toll. For most of you, your work day has been extended, because it's easy to dash back to your workspace to 'quickly do something', making it more difficult to shut down and close the door on the work day.

Finding a balance in one's current routine is far from easy. Everyone mentions the workload, the fatigue, the guilt because in a weird kind of way, even though you're home, you seem to have less time for your family. And we long for the friends we work with. The smiles and quick chats we take for granted when we're at school. (I joined a google hangout meeting the other day just to see the familiar faces that I miss.) Speaking of these virtual meetings, they take some getting used to right? Once you've figured out how to join them. One can feel self-conscious, like a deer in the headlights, which can be very draining.

The fears and uncertainty you might be feeling about your students' learning, is because you're good and caring teachers, devoted to your calling. Your students, and the WIS community, are fortunate to have you. Your strength and resilience are above and beyond. You get on with what you've been called to do. No one complains. Please know you are appreciated, and valued for the work you have done and continue to do.

Just saying....

Sharon Gorelick, Nurse & Counsellor

Katutura Food Fundraiser

Your donations to buy food for Katutura have raised N\$20,000 !

Thank you to everyone who has contributed towards our collection. This week we were able to hand over N\$20,000 to the volunteers who have organised the collection of food at Superspar in Maerua.

The money will be used to acquire corn meal, cooking oil, sugar, rice and other essentials.

You can still contribute directly by handing over donations at the entrance to Superspar from approximately 9am to 6pm. Each evening, these contributions are bagged up and, the following day at 8am, delivery is made to the informal settlements in Katutura.

Please see the photos below.



And you can continue to donate cash to the school's account. There are other deserving initiatives that we are keen to support too. Please be sure to identify all donations as <Covid-19>.

Thank you!

WIS FUNDRAISING GALA

Many of you may be wondering what is the status of the **WIS Gala and Auction** event on 5 May. Due to the crisis and consequential lockdown as well as the fact that the Hilton is closed until June and none of us possesses a crystal ball revealing how the next months will roll out, we have decided to move the event to **5 December 2020**. The Gala will be expanded to encompass a celebration of **WIS's 30 years** in operation - the school was founded in early **December 1990** - giving us the opportunity to transform it into an even grander event. All funds raised will still be channelled to the development of the sports courts. We hope we can count on the community to pitch in and make it a very special evening. Stay tuned for how you can get involved or contact Beate Stephanus (bstenapus@wis.edu.na) or Jaqueline Ferreira (jferreira@wis.edu.na) if you have some ideas.

Thank you to our sponsors so far, as seen below.



INTERIOR DESIGN



Candia Design

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Lisa O'Donoghue-Lindy (On behalf of the WIS committee)

WIS Birthday Gala Dinner

30

5 December 2020
19:30 for 20:00
RSVP by 27 November 2020
Business Casual

ADULTS ONLY - N\$500.00PP
Buffet Dinner
Cash Bar

**All proceeds will go to the development of the
new sports courts.**

