



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Happy Birthday!

Twenty-nine years ago yesterday (16th January 1991), the school opened its doors for the very first time. (The official opening ceremony was on 23rd January but let's celebrate the first day of teaching.)

Accreditation / ACE

Next week we will be welcoming four visitors (currently based in Angola, Botswana, the UK, and US) who will be representing the New England Association of Schools and Colleges (NEASC). They will meet parents, students, teachers, board members, and admin staff as part of our re-accreditation exercise.

We submitted to NEASC in November our own assessment of where we think we are regarding ten [Learning Principles](#) and during the coming week, our visitors will tell us if they agree or not. Such conversations between experienced professionals are always immensely valuable.

The ACE protocol and accreditation by one of the world's leaders in education ([NEASC was founded in 1885](#)) are just two of the ways in which Windhoek International School offers a unique and uniquely successful education that cannot be found anywhere else in Namibia.

Peter MacKenzie

PRIMARY PRINCIPAL

School-Parent Partnership

From time to time we write about or include in presentations the idea and importance of parents being partners with the school in their child's education. But what does that mean or involve? Almost any article written on this topic mentions that parents are a child's first teacher and positive parent involvement in the child's learning is key to a child's success. So how can you contribute and be involved in your child's learning? You are probably already contributing in many ways and here are some specific examples for you to consider.

Communication

- Inform your child's teacher of any concerns you have about your child's learning and if there have been any changes in your child's life that might affect his/her learning. *It's best to make an appointment to meet with the teacher rather than try to have such a conversation at the start or end of the day.*
- Send an email or tell the teacher when your child has made a connection at home to the learning at school or has taken action at home as a result of what's being learned in class.

Contents

- *From the Director p. 1*
- *Primary News p. 1 - 4*
- *Secondary News p. 5 - 7*
- *Other News p. 7 - 8*

Dates to Remember

January 2020

- **20 - 24:** ACE Visit
- **29:** AGM

February 2020

- **05:** Board Meeting
- **12 - 14:** Grade 5 Camp
- **17 - 21:** Book Week
- **17:** Grade 7 Trip
- **20:** IGCSE Info Session



Facebook



Instagram



Twitter

ALUMNI CORNER

We want to start an Alumni corner in our newsletter and revive the Alumni Organisation at WIS.

When reaching out to our alumni this past week, here are some reactions from them:

'So great to hear from you! Wonderful that this is being organised. I can't believe it's been nearly 8 years since we graduated. I hope that all is going well for you and that WIS continues to do its wonderful work.'

'I would be happy to make a video! Interested in being involved in whatever way. Thanks for continuing to stay connected with all of us.'

(You will soon see some testimonials from alumni and what they are currently doing on our website and Social Media sites).

Please get in touch with Ms. Reiff (mreiff@wis.edu.na) if you have any contact details of former students that could be contacted.

Here is a response from one of our alumni to our call.

'Currently I am in my fourth year of my Bachelor of International Sports, Management and Business at the Amsterdam University of Applied Sciences.'

In the past three years I have done my 10 week internship in Bangkok, Thailand, a minor in Sport Development in Amsterdam, and am heading to Barcelona in two weeks to do my second last internship.'

Continues on Page 3

- Read the class blog, PYP Newsletters, the Oryx, etc. to keep abreast of what's happening in your child's class and in the school overall.

Participation

- Attend the Assessment and Student-Led Conferences and discuss these with your children.
- Participate in the parent workshops and information sessions being offered.
- Come to the class presentations and ask questions about the work on display.
- Attend the Friday assembly when your child is performing or presenting.
- Offer your expertise to a particular unit of inquiry.
- Take interest in what your child is inquiring about and learning at school and have conversations about what your child is thinking.

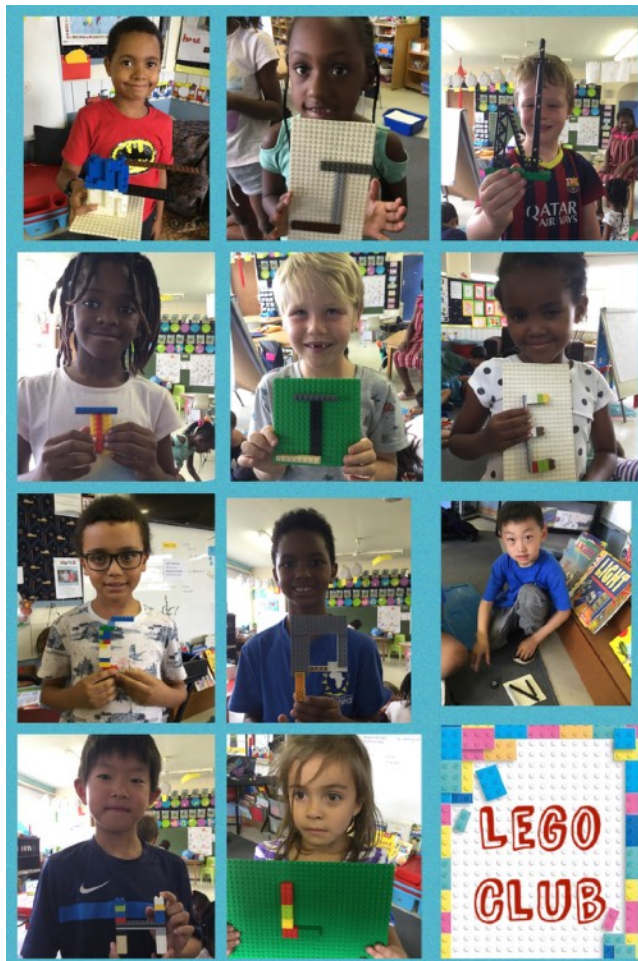
A parent's engagement in the various aspects of a child's learning allows children to see the connection between home and school. *'No school can work well for children if parents and teachers do not act in partnership on behalf of the children's best interests.'*

Dorothy C Cohen.

**Regards,
Beth Smith**

LEGO Club

Afternoon activities started this week. Here's the Monday Lego group with their Lego initials.



Alumni Corner Continued ...

My next internship is focused on providing strategic marketing advice to a bike tourism company (Budget Bikes) which is grounded in primary research I will be conducting.

In July, my plan is to do my graduation internship (6 months) in Berlin at XLETIX - a leading company which organises obstacle races all around Germany.

After graduation I hope to return to the Netherlands to either continue a masters in Sport Management or start working.'

Thank you Tamara Winschiers for reacting to our call with your story. Tamara completed the IB Diploma in May 2016.

If anyone wants to connect with Tamara, you could get in touch with Ms. Reiff (mreiff@wis.edu.na) to facilitate the contact.

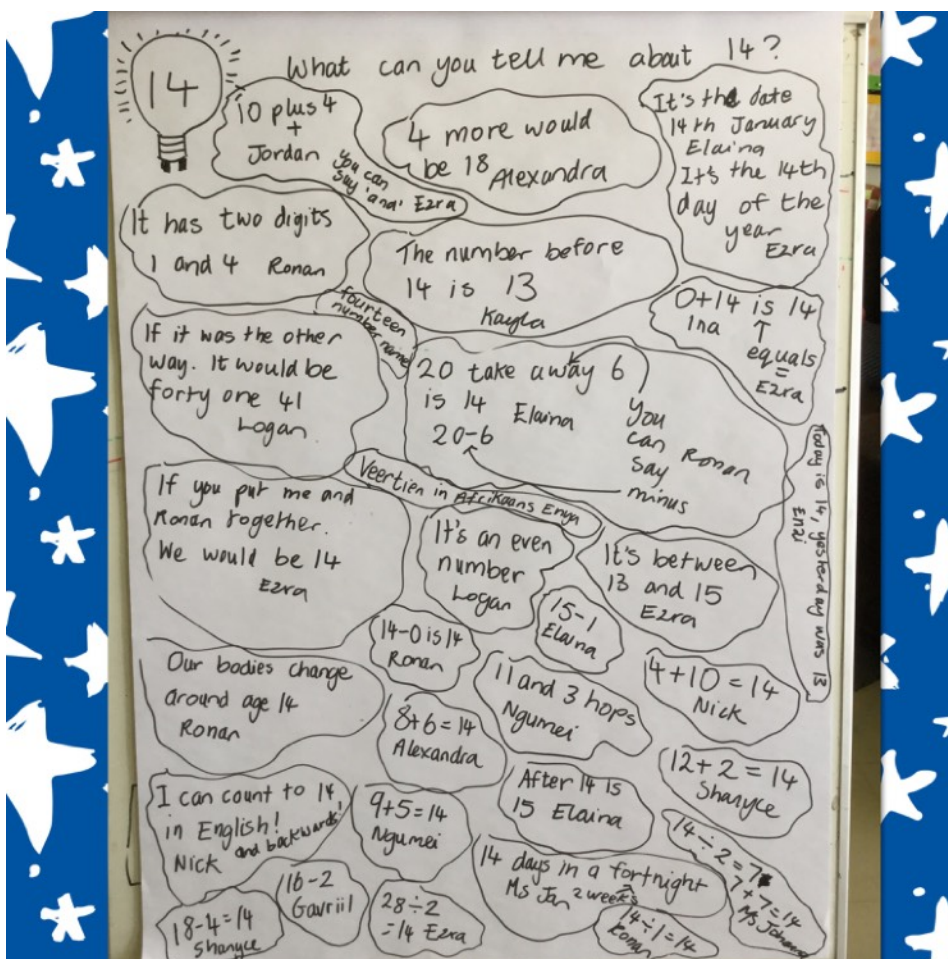
Watch this space for more about our alumni.

Maggie Reiff
Secondary Principal



Grade 1 Brainstorming

The Amazing 1J brainstorm about number 14.



Food

Foreign languages Primary

In Grade 2 we have had a fun time exploring the ins and outs of farm life. We learnt about farm animals and about the food these animals provide us with. For example, eggs come from chickens; milk, meat and butter comes from cows.



We then decided to reinforce our learning by engaging the children in a simple pancake recipe. Our students explored a recipe by learning the ingredients and the different stages to mix the ingredients. Then the fun part came: Making the actual



pancakes and eating them! Both French and Portuguese classes came together and spoke about the ingredients in their languages. “*Le lait*” or “*o leite*” for milk; “*des oeufs*” or “*os ovos*” for eggs, “*la farine*” or “*a farinha*” for flour, “*le chocolat*” or “*o chocolate*” for chocolate, “*le sucre*” or “*o açúcar*” for sugar and of course “*la cannelle*” or “*a canela*” for cinnamon - were the terms being used in the class. French students learning Portuguese terms and vice-versa.



You may ask if the children were not confused with the three languages being used, but contrary to popular belief, young children are not confused by the introduction of multiple languages at the same time. Not only do they naturally navigate multilingual environments, but acquiring a second language early in life primes the brain to learn multiple other languages, opening a world of opportunities for later on.

Madame Laetitia & Professora Jacky

From the PAD

Last week our EY3, Grade 1 and Grade 3 art students hosted the first Pop-Up Exhibition for 2020. Students and parents alike ‘popped in’ It’s always great to have students sharing their creativity on a regular basis and for parents to get an overall picture of what’s happening in our PAD.

Thank you for coming.
Ms. Genie and Ms. Sigrid



SECONDARY PRINCIPAL

My future - decisions and choices

We are in the second half of the academic year where students in Grades 8 and 10 will start looking at the subjects they choose for the next stage of their education. Students in Grade 8 choose subjects for the IGCSE course that they will embark on in Grades 9 & 10. Students in Grade 10 will have to make choices and decisions about their future and these are decisions that have to be made carefully and thoughtfully.

Every year, we try to guide students and parents in the process of deciding on these choices. In the end, it is something that should be guided by our young people's passion and plans for the future.



Often we say that it is too early to decide four years ahead of finishing school what kids will be doing once they leave school. It is so much more important, therefore, that these decisions are made with a lot of care. Conversations should guide these decisions - conversations at home, conversations in school with subject teachers, but also with peers.

It is not necessary to decide in Grade 8 already the exact field someone is going to enter into once finished with school. It is, however, important to be realistic and follow the passion, aptitude, interests and strengths of our young people. After all, they will have to pursue these fields for at least two if not four years and possibly for their future.

We as parents have ideas about our children's future. But should we determine what our children do? Should we be the ones deciding on their choices? Or should this happen in conversation and in a realistic analysis of the child's

interests and strengths?

As we all know, our children are most likely going to enter into very different fields of work than we can imagine at the moment. We have to ensure that we keep the avenues open - letting children choose a broad range of subjects in IGCSE, will enable them to then choose more specialised subjects for the IB Diploma or their further education. Is it not more meaningful to continue having subjects from a broad range of fields in IGCSE, keeping in mind the possible paths for future careers, than narrowing down these opportunities already in the IGCSE?

WIS therefore wants to give our students in the IGCSE the opportunity to choose subjects in the Sciences, Humanities and Arts and we strongly encourage all children to choose subjects in all those fields. This will give them the basis for a strong choice for the IB Diploma afterwards.

In my contribution next week I will talk a bit more about the choices for the IB Diploma students in Grade 10 will also soon be embarking on.

Students, when making choices, please approach us, the school, teachers, coordinators and administrators to ensure you make the best possible choices for yourself.

Regards,
Maggie Reiff





Namasiku

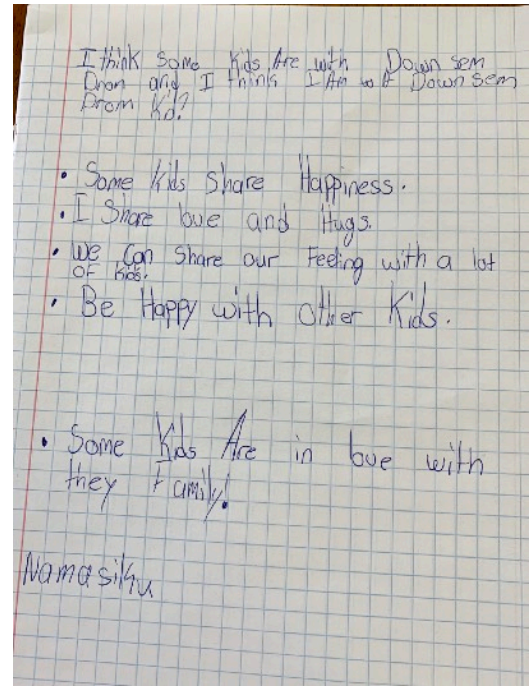
A girl. A classmate. A friend.

I've known Namasiku since Kindergarten 2, and some people have known her for even longer. It is a common fact that individuals with Down Syndrome are kind, life loving and passionate, those words are exactly what she is.

Recently we've had a talk about how there's been a gap growing between the Grade 6s and her, since we're starting to have different interests. Our teachers decided to give us a reminder to not leave her out, and we all know how it feels to be left out.

Over the years we've all learned something from her, like how being an outgoing person is a good thing. She's hardly ever shy, I'm pretty shy myself, and I find that is something that can hold someone back. Namasiku is also good at cooperating with others, this probably has to do with her outgoing trait.

We are all privileged to have such a kind person as a part of our grade. She always gives hugs, high-fives, and says, 'I love you.' She's taught us so many life skills that we can use in the future such as being brave and trying something new.



Tapiwa Murwira, Grade 6HM

The Gr. 8s take on the WORD Programme

WORD has been very beneficial towards expanding the Gr. 8s' vocabulary. Reading during the scheduled WORD time has been great, usually during the week we don't get time to read for fun but the WORD Programme allows us to do so. We feel that it develops and improves our creative thinking and creative writing by reading consistently. It also helps us to improve our fluency by reading books that we enjoy. Reading for fun builds on your general knowledge and definitely helps with spelling.



Therefore we believe WORD is your new best friend!

Nedbank Desert Dash 2019

The Sports Committee would like to congratulate Michael Parsons and Thomas Jackson-Read for their determination, commitment and self-confidence during this year's Desert Dash. We wish you many more successful races. —**Sport committee**

When asked why a person would want to cycle a mountain bike across The Namib Desert it's quite hard to respond with a sensible answer.

Cycling in Namibia is a huge sport, the events regularly attract hundreds of people from across Namibia. Integrating oneself into the cycling community gives participants the opportunity to interact with this broad group of people. Namibia is a country that has, for many years, evoked a sense of expansive wilderness and stunning natural beauty. Through mountain biking I've been grateful for the chance to see much of the land in great contrast.



The Desert Dash has developed a global appeal for a cycling enthusiast, whether it's the escapism that accompanies endless training demands or merely the completion of the world's longest single stage bike event, the appeal is enduring. Professional European riders as well as domestic enthusiasts challenge themselves on the 373 km course that takes riders across the world's oldest desert.

I'm sincerely grateful for the opportunity to participate in this event and look forward to lining up alongside my cycling comrades as we look forward to next year's instalment of the Desert Dash 2020.

The forthcoming event will hold somewhat special significant because it will mark the 5th attempt at the Solo version of the event.

For more information into the event please see the [video](#).

Thomas Jackson-Read

REMINDER:

Please collect your 2019-2020 windscreen sticker at the Office!



W.O.R.D.
Guess who is also reading during our scheduled reading lessons, Enya, Grade 1J.



CHRISTOPHER AIFF MEMORIAL CUP 5-A-SIDE

Date: Saturday, 8 March 2020
Place: Windhoek International School, Scheppmann Street, Ext. 1, Pioneers Park
Fee: N\$500.00 p/team

Team requirements: Minimum 7 : Maximum 10 players

 All proceeds will be donated to the Cancer Association of Namibia!

For more information email: chriscup@wis.edu.na or WhatsApp: +264 81 569 2511

