



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Professional Development

Last week in The Oryx, I mentioned that we spend around N\$900,000 every year on professional development. Let me try to explain why.

I began my teaching career in 1981. To put that in context, that was long before Namibia became independent, long before the Berlin Wall came down, and – a scary thought – long before many of the teachers at WIS were even born!



Technology in education meant VCR machines (which were still in their infancy and usually didn't work) and OHPs (which we thought were very cool).

All student work was done with pen and paper. Not even the School Office had a computer (though it did have a new FAX machine).

Just as technology (in the classroom and beyond) has changed in ways we could never have imagined (who in 1981 could foresee the Internet or a smart phone?), so have our beliefs about what and how to teach and our understanding of how children learn.

Education keeps changing. What we believe to be best practice constantly evolves. Technology continues to change how we teach. The very programmes we teach (such as the PYP and IB Diploma) go through regular revisions. Even individual subjects within the Diploma change.

To give just one example, from August this year, the three IBDP Maths courses that have existed for years will be discontinued and new courses introduced. You can see the details here: <https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/latest-curriculum-updates/maths-curriculum-changes/>

So, our DP Maths teachers need to learn about these new courses and what the implications are for their teaching.

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Dates to Remember

April 2019

- **15 - 18:** Secondary Week B
- **18:** Last Day for Grade 10 - Celebration Assembly
- **19:** Good Friday - No school
- **22:** Easter Monday - No School
- **27:** PTA Family Braai



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WEEKLY PUZZLER

Eden and Ezra once again solved last week's puzzler. Well done!

On Wednesday scientist released the first ever image of a black hole:



Albert Einstein predicted black holes with mathematics and here is a photo to confirm his prediction. Cool!

In honour of Einstein, here is Einstein's riddle, It is said that this quiz was made up by the famous physicist and according to him 98% will not solve it.

There is a row of five different colour houses. Each house is occupied by a man of different nationality. Each man has a different pet, prefers a different drink, and smokes different brand of cigarettes (Einstein lived back in the day when people smoked).

1. The Brit lives in the Red house.
2. The Swede keeps dogs as pets.
3. The Dane drinks tea.
4. The Green house is next to the White house, on the left.
5. The owner of the Green house drinks coffee.
6. The person who smokes Pall Mall rears birds.
7. The owner of the Yellow house smokes Dunhill.
8. The man living in the centre house drinks milk.
9. The Norwegian lives in the first house.
10. The man who smokes Blends lives next to the one who keeps cats.
11. The man who keeps horses lives next to the man who smokes Dunhill.
12. The man who smokes Blue Master drinks beer.
13. The German smokes Prince.
14. The Norwegian lives next to the Blue house.
15. The man who smokes Blends has a neighbour who drinks water.

Who has fish at home? Are you one of the 2%? Send your answer to pfarrell@wis.edu.na

A fair amount can be learned online or from networking with colleagues elsewhere (remember – we are the only IB school in Namibia), but the IB strongly recommends (and sometimes insists) that our teachers attend conferences and workshops where they can interact with a hundred or so other teachers facing the same problems, listen to and question those who have designed the new courses, see examples of new text-books, programs, and other teaching aides, and so on.

So, two of our DP Maths teachers will be going imminently to Dubai for exactly these reasons.

Next month, two teachers are going to Lusaka to have a three-way meeting with colleagues in two other schools about teaching DP Chemistry and Physics and a couple of weeks ago, a teacher was at the International School of Paris learning about the latest ideas in teaching French. Almost every month someone is going somewhere.

Over the last year or so, we have had teachers attending conferences and workshops in Dubai, Doha, Amman, Barcelona, Dakar, Harare, London, Berlin, Lusaka, Munich, Nairobi, and Johannesburg.

Naturally, we always look for the most cost effective option (if there's a suitable workshop in Cape Town we won't fly someone to Amsterdam) and for every teacher who travels, another takes a much cheaper online course. But often there is no alternative to flying (usually to the Middle East or Europe) and that comes at a cost.

When I worked in an international school in Switzerland (1990-1998), a flight to Munich or Madrid was relatively inexpensive. I'm sure it still is. But, being the only international (and IB) school in a comparatively remote country at the bottom end of Africa means that it will always cost us more to attend these events than it will cost most other schools.

And, just to echo what I was saying last week, these are expenses that other private schools in Windhoek do not face.

As always, if you have any questions about anything you've read here, I'll be happy to answer them.

Peter MacKenzie

PRIMARY PRINCIPAL

About ten weeks ago the Grade 5 students embarked on their journey with the PYP Exhibition. The Exhibition is the culmination of a student's years in the Primary Years Programme. It is a collaborative inquiry project that requires students to identify, explore and investigate a topic of interest. During these ten weeks the students have been synthesising the essential elements of the PYP (Knowledge, Concepts, Skills, Attitudes, Action), exhibiting the attributes of the Learner Profile and preparing to share their learning with the whole school community.

This year's Exhibition falls under the transdisciplinary theme of *Who We Are*. Students have explored their chosen topics of: nature of self, gender equality, rights, human relationships, racism, advocacy, beliefs, physical health, and well-being.

The Exhibition process provides the students an opportunity to:

- demonstrate independence and responsibility for their own learning
- explore multiple perspectives
- take action as a result of their learning
- celebrate the transition from Primary to Middle/Secondary education.

The Exhibition would not be possible without the support of various members of the school community. It certainly does take a village:

The **Homeroom Teachers** have guided and facilitated the process of the Exhibition. This is the time that the teachers have to let go and let the students take on the responsibility, while encouraging them along the way and supporting the students as they experience the need to manage their time, meet deadlines and be organised. Ms. Avril (PYP Coordinator) and Mr. D (IT integrationist) have worked alongside Ms. Kaye, Ms. Lyndsay and Mr. Gerson (Grade 5 EA) supporting the students in the process.

The **Parents** have supported the students with organising resources, helping with making contacts for interviews and providing transportation to the interviews. They have encouraged the children to meet deadlines, to remain calm and not give up.

The **Mentors** have met with their assigned group a minimum of once a week. The mentors assisted the students with setting goals. They facilitated interviews, asked questions of the students about their inquiry and encouraged time management and organisation. The following staff members volunteered their time to be mentors:

Primary staff: Ms. Anna, Mr. Chi, Ms. Jan, Ms. Pamela, Ms. Richenda, Ms. Tanya-May

Secondary staff: Ms. Corinne, Ms. Lian, Mr. Rick

The Exhibition opened Wednesday evening with the students having the opportunity to show their parents, teachers and other members of the community, the efforts of their hard work. I think many people were surprised and amazed by how well and enthusiastically the Grade 5 students displayed and shared their learning. Congratulations to the Grade 5 students and to all who have supported the process.

Regards,
Beth Smith

WIZART 2

WIZART2 opened on Tuesday 2nd April at the OMBA Gallery. It was thrilling to see the excitement on the students' faces as they experienced the opening of an art exhibition. This is an important creative exposure to see where art can be taken to the next level and to feel the buzz. A big thank you to the parents, staff and friends who attended. Thank you to the PTA for sponsoring the drinks. And thank you to Mr Peter MacKenzie, Director of WIS, for opening the exhibition. Thank you to Jan and Michelle JR for taking photographs on the big night. The biggest thank you goes to the students who created such distinctly stunning works of art. You are truly WIZARDS in art!

Herewith some student comments:

- *The exhibition was really nice because my parents were thrilled. I didn't expect to have my pictures there.*
- *It was colourful and interesting with many new artists.*
- *I liked it because everyone was happy.*
- *I think it was fun. There were a lot of people. I hope parents get to see their children's artworks. I loved it and didn't know there were 270 works of art there.*





- *I saw my own and my friend's art and I got to see other people's artworks.*
- *When I came to the art gallery I felt amazing because my artwork was displayed. I felt important and I felt WOW! I'm going to be famous after this. Thank you, Ms Genie and Ms Sigrid for making this possible.*
- *The moment I walked in it felt like my jaw was hanging on the floor! That is how amazed I was when I started looking at the drawings, paintings and all the structures. I felt all excited because of how it was displayed.*
- *You MUST visit WIZART @ The Omba Art Gallery!*

Genie Albrecht

Can you help us ?

Can you help us raise money for the SOS Children's Village? We're supporting the disabled kids. We are selling cupcakes (flavour of your choice) for N\$5 each. We're taking orders from 10th April to 15th April and delivering on Thursday, 18th April. We will also have a bake sale for people who did not order on Thursday, the 18th April.

Thank you,

Clara, Muta, Hilja, Hope, Lozé, Hala, Guilhermina, Skye (Grade 4)



FROM OUR PAD:

Grade 3V Art Lesson

This week Eden Walker gave a delightful art class lesson on Paper Cutting and pasting and re-arranging into an interesting floating shape. This could be turned into a single art piece or made into an installation.

Well done Eden Walker on being a creative risk taker and sharing your knowledge! We had such fun!

Ms Genie



Designing & Printing

Designing & Printing Our Own Solutions To Our Problems

5 students; Olwen Black, Oliwia Stephanus, Panduleni Kapolo, Tiancheng He and Mathew Varghese joined the 3D Design and Printing after school activity this January. The activity runs for six months during the second semester. They identified a couple of problems around the school and thought of designing solutions to these problems. [CLICK HERE](#) to find out what the problems were and what their solutions were.



Danai Maramba

SECONDARY PRINCIPAL

Educating Millennials and Generation Z. Educating in the age of VUCA

Knowledge can be googled - skills have to be learnt and practised.

What are millennials? "This is the term that most people recognise the most, commonly associated with avocado on toast, and 'snowflake' culture. They are born between the early 1980s to the mid 1990s or early 2000s, so many young adults nowadays would define themselves as millennials.

What is Generation Z? There is a slight overlap between millennials and Generation Z, as Generation Z are said to be born between the mid 1990s to mid 2000s. They are mainly the children of Generation X, but could have parents that are millennials. As they have had the internet from a young age, Generation Z tend to be knowledgeable of technology and social media." ([The Sun](#))

Millenials are educated to want to have a say, to want to make an impact and a difference in society, they want to work in an environment with purpose. They are further often “accused to be entitled , tough to manage, narcissistic, self-interested and lazy” ([Simon Sinek](#)).

Young people these days are often led to believe that they are special, that they can have anything they want and reach their dreams.

When they enter the “real world” though, they realise that things are quite different. The corporate world does not care about the individual, does not regard each individual as being special. The corporate world - today more than ever - looks at numbers, success, profit.

So the young people that we educate, get thrown into this world and have to understand that things are not the way they were made to believe.

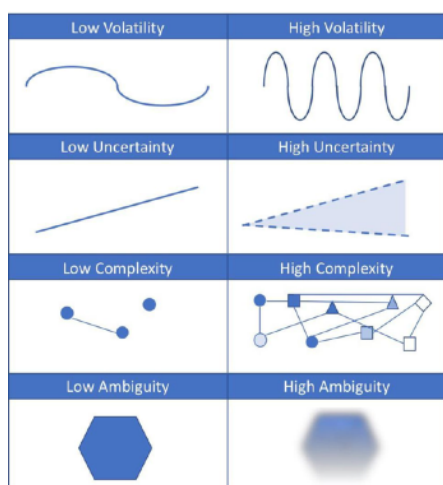
With Social Media, our youth grows up to believe in instant gratification. ‘If I want something, I can get it immediately’. And the filters applied in Social Media make us believe that life is amazing, beautiful - makes us count the likes on our posts and the responses to our posts.

But, in the “real world”, things are quite different. Job satisfaction does not happen instantly. Relationships don’t happen instantaneously, trust is not build in an instant. These are all areas in life that need patience and take time to develop. They are, however, necessary components of a fulfilled life.

Our task as educators today - parents, schools and tertiary institutions - is to prepare our young people to be able to cope with the expectations and unexpected happenings in life.

That is where VUCA (Volatility, Uncertainty, Complexity, Ambiguity) comes into play. The world around us is volatile, uncertain, complex and ambiguous. Our responsibility as educators is to equip our youth with a skill set that can handle this world. We have to ensure that young people have the self-confidence, the adaptability and flexibility, and an open mind to cope with situations that are not predictable.

“In practice, the four terms are related. The more complex and volatile an industry is, for example, the harder to predict and therefore more uncertain it will be. Yet, all four represent distinct elements that make our environment - the world, a market, an industry - harder to grasp and control. The distinct nature of these four elements can be further clarified by visualizing them ([Forbes](#)):



The Four Dimensions of VUCA COPYRIGHT JEROEN KRAAIJENBRINK

It is therefore no longer sufficient to educate young people merely with the knowledge of Mathematics, Sciences, English and all the different subjects. We have to educate them beyond pure knowledge. We have to give them skills to be able to apply and transfer what they learn so that they are able to manoeuvre life’s challenges.

That is why at WIS, we in accordance with our new accrediting protocol ACE and as an IB school, move towards a very different way of education.

This is new and unfamiliar to most of us. However, this is what the world we live in today throws at us. So if we want our young people to succeed, we have to give them the tools to cope with VUCA.

**Regards,
Maggie Reiff**

Testing Unfamiliar vs Testing Unknown

Hello again, from the greatest place on Earth, the WIS Middle School. In this week's article we will take a look at the idea of assessing students on an unfamiliar situation. *Assessing unfamiliar situations* does not mean students are being assessed on skills or concepts they have not been exposed to or taught in class. Instead this refers back to the idea of Bloom's Taxonomy of high-order thinking and learning.

How do the two relate?

Well, in last week's article, it was mentioned that we are trying to have students engage in high-order thinking such as the ability to innovate, the ability to evaluate and the ability to analyse information. Asking students to recall and regurgitate examples they have seen previously in class, does not allow them to be engaged in these higher levels of thinking.

On a Criterion A (Knowledge and Understanding) Maths test, a Level 4 question is designed to be *complex but familiar*. This type of question could be a multi-step order of operation question the student has practiced in class. A question for Level 6 is designed to be *complex, challenging* and the student should be able to answer this level of question consistently. This type of question could be a multi-step order of operation question that includes whole numbers, decimals or fractions. Not only does the student have to know the order of operations, but at some point in the question, the student will need to convert the numbers in the question to the same form of representation. Level 7 and 8 questions are designed to be *challenging in both familiar and unfamiliar situations*. When designing these questions, the emphasis is for students to be able to identify which skills/concepts need to be used to solve the question and possibly how to adapt such information to help them find the correct solution. In many cases, these questions have different ways to be solved, the student can choose how to do it, but the student must be able to communicate how they reached the answer and verify if it is correct. An example for this type of question could be finding the lengths of a six-sided polygon. If the sides of the polygon each equal $x + 2x + x + 3x + 4x$ and x and its perimeter equals 48 cm, draw a scale diagram of the polygon. The student has already been taught what a variable is, how to create an equation and how to solve for the unknown. The student would also have been drawing scale diagrams and know what is perimeter. What is *unfamiliar* to them is putting these different skills together to find a solution to the problem. Also, the students previously would have been solving for perimeter, but this question is giving the perimeter, now the student needs to realise to solve for the length of sides, they need to transfer skills learned and apply them in this new situation. This approach of questioning gives students an opportunity to really show they understand the **concept** of perimeter.

The students will have to make judgements, put together information in an innovative way and break the question down into its different concepts/skills and then see how it all fits back together. The actual calculations in these types of questions may not necessarily be more difficult than a Level 4 to 6 question, but it is not as straightforward in how the student needs to approach and solve the question.

But why do it this way? When looking at what is happening in the real world and having lived in 6 different countries and traveled to over 60, this approach makes perfect sense to me. When I look at the approach of my favourite company here in Namibia (Gondwana Collection) I see a company of the future. How they are building their resorts, how they are engaging the local staff, how they emphasise being "green" and how they engage local travellers, I see a company of the future.

What about outside Namibia? When I did a search for the most [in demand jobs of 2018](#), the list is very different to what it would have been 10 years ago. Some of the top jobs in the USA for 2018 were: Enterprise Architect, Software Development Manager, Physician Assistant, Software Architect, Solutions Architect and Strategy Manager. These jobs all need people who are comfortable operating in the upper levels of Bloom's Taxonomy. Teachers in the Middle School are challenging the students to be thinkers. Creative, innovative and develop "grit" and not just to be able to recall how to do calculations in Maths, but to be able to solve any and all VUCA problems they face in 2028.

<https://www.cnbc.com/2018/08/16/the-25-highest-paying-jobs-in-america.html>

If you have any questions or comments, please email me at mparsons@wis.edu.na.
Michael "P" Parsons

Grade 8 Geography



We have been focusing on Development the past few weeks. The students were placed into groups of three where they had to find out 'Why some countries are rich and others are poor?' The students had to discuss and share their findings with the rest of the groups in class.

Angatha Janse van Rensburg

Pros from Across Africa Racing

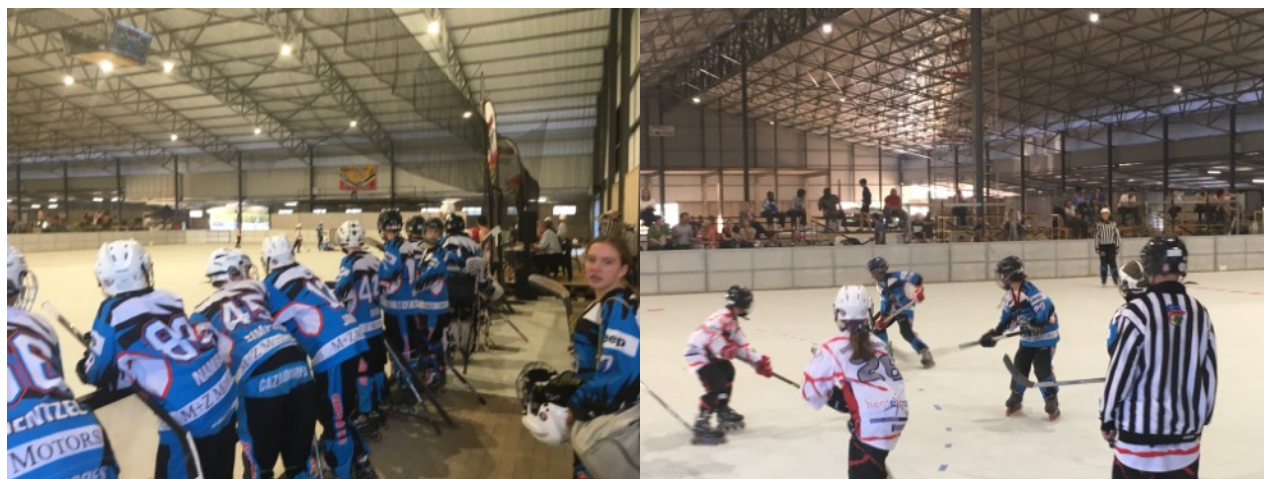
This weekend Windhoek will host the African Mountain Biking Championships. This is an elite cycling event that attracts many of the world's top professional riders. See promotional video and visit Farm Windhoek, Kleine Kuppe Gate to witness world class sports actions.

<https://raceday.events/2019-african-continental-mtb-championships/>



Inline Hockey Tournament

This weekend the Inline Hockey Tournament action comes to Windhoek. Badgers host their annual tournament at the Windhoek Show Grounds.



Thomas Jackson-Read

Level 2 Swimming Championship

Sasolburg - South Africa

Last week, the four of us (from left to right, Mark Tibazarwa, Martha Kali, Salomé Rey and Sarah Tibazarwa) flew to a small city, Sasolburg, 80 km from Johannesburg. We were selected to swim different events. Mark won a bronze medal for the 4 x 50m Medley Relay. Salomé won two silver medals, one for the 100m backstroke and one for the 200m backstroke, she also won a bronze medal for the 4 x 50m Freestyle Relay. Sarah won a bronze medal for the 50m Butterfly.

It was a wonderful, yet challenging experience. Three days of intense swimming with preliminaries in the morning and finals and relays in the afternoon. The hardest was on Friday, we woke up with thunderstorms and had to swim all our events in the rain!



Out of 64 clubs from Southern Africa, NASU (Namibia Swimming Union) came third!! We won 7 gold medals, 5 silver medals and 9 bronze medals.



Salomé Rey (Grade 6KD) and Sarah Tibazarwa (Grade 7LC)

We want to congratulate our four students on their achievements. WIS is proud of you (Maggie Reiff, Secondary Principal)

LFL 2019 - 04 Match-day

Three of our primary football teams are in action on Friday afternoon. WIS U7 - U8 - U9 are all in action against DTS, Ramblers and Gymnasium.



LFL 2019 - MATCHDAY 04 12.04.2019



AGE	TIME	TEAM 1		TEAM 2	FIELD	REF
U7	15:00	DTS Brazilians	-	WIS	1	DTS
U7	15:00	SKW Fire Balls	-	ACFA Gladiators	2	DTS
U7	15:00	DSW B	-	Ramblers	3	DTS
U7	15:30	ACFA Spartans	-	SKW Super Strikers	1	DTS
U7	15:30	DTS Fighters	-	Gymnasium Reds	2	DTS
U7	15:30	Gymnasium Blacks	-	St. Pauls	3	WIS
U8	16:00	Ramblers	-	WIS	1	DTS
U8	16:30	SKW	-	ACFA Gladiators	1	DTS
U8	17:00	DTS All-Stars	-	Gymnasium Reds	1	DTS
U9	16:00	SKW	-	DSW	3	St. Pauls
U9	16:30	DTS	-	Ramblers	3	DSW
U9	17:00	Gymnasium Blacks	-	WIS	3	DSW
U10	16:00	ACFA	-	DSW	4	DTS
U10	16:30	SKW	-	Gymnasium Blacks	4	DTS
U11	17:00	DSW B	-	ACFA	4	DTS



Grade 9 Physics Students in Action

Verifying the laws of reflection

Starting on Monday with some Physics! Our Grade 9 Physics students had some great fun. They were verifying the two laws of reflection.



What is reflection? In simple terms, reflection is the bouncing back of rays of light after incident on a plane. There are two laws associated with this phenomenon; the first law states that the incident ray, the reflected ray and the normal ray at the point of incidence all lie in the same plane. The second law states that the angle of incidence is equal to the angle of reflection ($i^{\circ} = r^{\circ}$). Initially it seemed a challenge to the students, but eventually it ended up being a fun experience.

The apparatus used for these experiments were an optical board, a plane mirror, 4 optical pins, a pencil, a ruler, a set-square, A4 papers and a protractor to measure the angle. Students worked in pairs to ensure their engagement in the practical work and to understand the concept further.

After the practical, students answered some questions pertaining to the practical such as; per inspection, what can be deduced from the values obtained? By comparing their values of angle of incidence and reflection, has the law of reflection been verified?

Jacob Oluwasanmi



What do we do in IBDP Physics?

The IBDP Physics curriculum is one that involves in-depth investigation of our environment and challenges students to predict and understand the world we live in. One of the topics in this curriculum is mechanics, which involves understanding the relationship between force and motion as well as the different types of motion.



Last week, the IBDP Physics class performed two experiments on motion. The class was divided into two teams, each consisting of four students in order to tackle these experiments. The first experiment involved investigating the *Grade 12 Physics students investigating Newton's Second* relationship between motion and friction.

Law of Motion using a data logger and motion detector. This was done using special equipment that reduced the friction of a surface, allowing the objects on the surface to move more freely, unhindered by friction. The results of the experiment showed that, with less friction the objects moved more easily. The reduction of friction created a slippery surface on which objects could slide more easily. In this experiment, we could model and examine elastic collisions - i.e. when two objects collide, each has the same energy after the collision as it did before the collision.

While the first experiment investigated this aspect of motion, the second examined Newton's Second Law of Motion which states that force is directly proportional to the rate of change of momentum produced. Actually, this law led to the popular equation of force in physics; **Force = mass x acceleration**. Therefore, from this equation we can deduce that acceleration is net force per mass. Basically, it means that, as the mass of an object is increased, the acceleration of that object decreases. We see this in everyday life for example if you push a car and a truck with the same force, the car will move faster than the truck because it

weighs less. In the experiment, we increased masses on a trolley and looked at how fast the trolley moved down a slope using data logging software.

Although the IBDP Physics course is immensely challenging and rigorous, we are about to bid the Grade 12s farewell. Physics students still find the class highly enjoyable and fun. Over the two years, we have learnt a wide range of things from how electricity in our houses and technology works, the smallest phenomena (even smaller than electrons!) to phenomena such as the movements of planets and the lifespan of the universe. The challenges the IBDP Physics course (especially Higher Level) presents help students to develop necessary skills for university.

It has been a pleasure teaching this bunch of talented and dedicated students over the year and I wish them all the best as they continue to have fun in their respective fields of study.

Jacob Oluwasanmi



PTA Family Braai
Silent Auction Sign-up and Car Boot Sale

WINDHOEK INTERNATIONAL
SCHOOL

***Join us for the Annual
PTA Family Braai!***

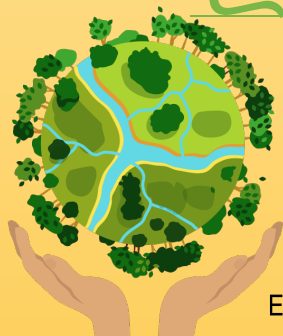
- *Great Food***
- *Silent Auction***
- *Carboot Sale***
- *Jumping Castles***
- *Color Walk/Run***
- *Kids Mini Olympics***
- *Live Music by the Ells***

APRIL 27TH, 2019
9AM-1PM

Celebrate

Earth Day

with WIS



History of Earth Day

Earth Day is an annual event celebrated on April 22. Worldwide, various events are held to demonstrate support for environmental protection. First celebrated in 1970, Earth Day now includes events in more than 193 countries, which are now coordinated, globally by the Earth Day Network.

On April 22, 1970, more than 20 million demonstrators participated in a demonstration. People began to pay attention to environmental issues, and word about the environment began to spread.

In 1990, Earth Day went global, mobilizing 200 million people in 141 countries, and gave a huge boost to recycling efforts worldwide.

WIS will reuse/recycle clothes on 17 April 2019

All clothing will be donated to the less fortunate and those in need.

How can I participate?

1. Bring a piece of unwanted clothing to class
(shirt/pants/dress
(no underwear please!))
2. Bring two pegs
3. Hang it on the washing line in the parking lot.

