



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Taking Stock

We have just completed the ninth week of remote learning. At present, it is still our intention to complete the school year with the final day being Thursday 18th June.

Grade 12 students will receive IB Diplomas and Certificates as normal in the first week of July. Qualifications will be based on coursework, predicted grades, and other relevant data. Universities have confirmed that these Diplomas will be accepted and recognised as normal.

Similarly, Cambridge have confirmed that our Grade 10 students will receive IGCSE qualifications as normal.

Bear in mind that we had already completed three out of four terms by the time the school was required to close on 16th March.

Term 4 for our Grade 10 and 12 students has been abnormal but in terms of IGCSE and IB qualifications, they should not be disadvantaged.

For a week and a half now the school has been open for teachers and admin staff. We have not encouraged large numbers to attend and much work can still be done from home. But it has been beneficial for people to see their colleagues again. It is encouraging to feel the school slowly coming back to life.

We have acquired two electronic thermometers and the temperature is taken every day of everyone who comes to school. Undoubtedly, we will get good use out of these once the students start to return.

For three days next week we will be reviewing the first two months of remote learning and seeing what lessons we can learn.

Next week is short and there will be no Oryx.

Have a good weekend!

Peter MacKenzie

PRIMARY PRINCIPAL

The Heroes and Role Models Among Us

Earlier this year, during their Who We Are unit of inquiry, the Grade 4 students inquired into the characteristics of role models, the influence a role model can have on one's behaviour, and the way in which we can be role models for others. The key concepts were change and responsibility.

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The COVID-19 pandemic has brought to light many heroes - ordinary people who are exhibiting courage, being principled, responsible, and caring, as well as helping others. They are fine examples of role models for our students. While none of us are necessarily on the "front line" of this pandemic, I would consider that students, parents, and teachers are all heroes during this time. We have all had to adapt to the challenges and changes brought on by this pandemic and perhaps have had to be more responsible for learning than ever anticipated.

Students, you have had to adapt to the change in your learning environment and show more responsibility for your learning. You had no notice that school would be closed, giving you time to say goodbye to your friends and teachers and to ensure you had all of your belongings. Most of you have risen to the challenges that remote learning brings and have seen the opportunities as well. You are role models for students who are in different remote learning situations. You are heroes for carrying on in this time of change.

Parents, with less than 24 hours notice, you suddenly had to make plans for your children's well-being and learning while you went to work for the first two weeks of remote learning. Then came the lockdown and you were home with your children full time. You have needed to oversee your children's learning, taking on more responsibility (more than ever anticipated or desired) during remote learning, while supporting the process as much as possible. WIS parents are heroes and role models for your children in how to deal with change, as well as to rise to the challenges presented by this pandemic. You are also role models for parents of children in other schools.

Teachers, with a day's notice, you collaborated with colleagues and planned meaningful lessons, keeping the school's philosophy and definition of learning in mind. In many ways, learning has had to be reimaged. You have embraced this challenge, have remained positive, been flexible and reflective, giving your all to ensure that your students are engaged and that learning continues. You are heroes and role models for your students that learning can take place whether at home or school and that you care about their learning. You are also role models for teachers in other schools for how asynchronous learning can be successful.

Remote Learning Check-In Conferences

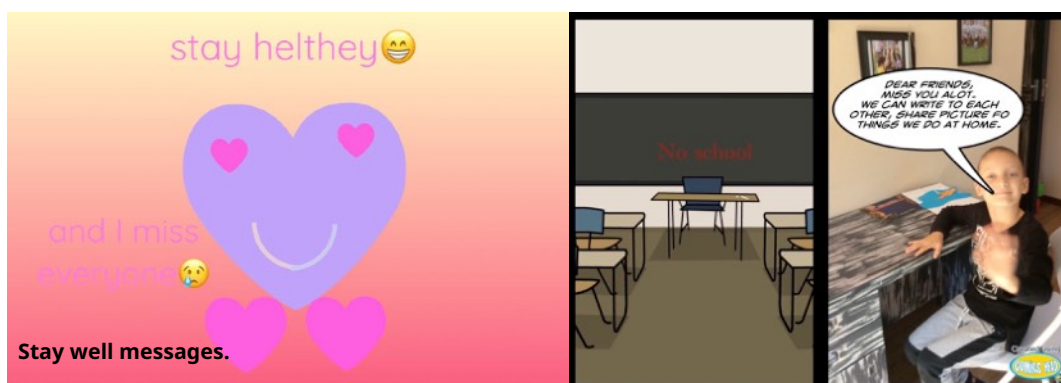
Thank you to those who have signed up for the remote learning conferences. Several of these have already taken place and the feedback I've received from teachers is that these conferences have been positive. If you haven't as yet signed up for a conference for you and your child to meet with the teacher(s), you can still do so via this link: [Remote Learning Conference Check-In](#).

Assembly

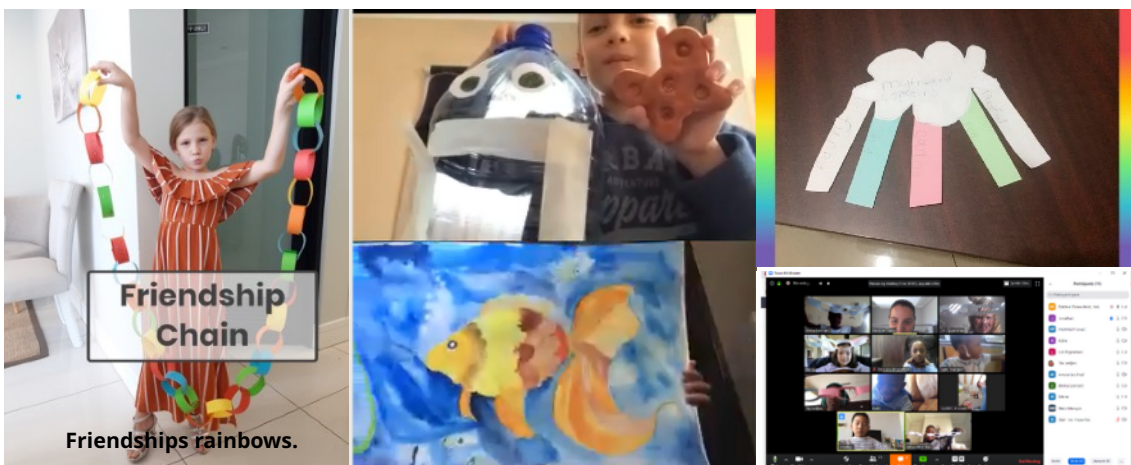
Here is the link for this week's remote learning assembly: [Primary School Assembly 15 May 2020](#).

Regards,
Beth Smith

How we keep in touch with Zoom!



Over the past weeks the Grade 1 students have been keeping in touch and sharing some positive and well wishes with each other. Students have been encouraged to keep connected and stay friends during remote learning. Below are a few examples: Grade 1J. Click [here](#) for advice from Ezra.



Instagram Facebook Twitter

Checked **#LearningAtWIS** lately?
We are celebrating our learning!

SECONDARY PRINCIPAL

What do we expect from students during this time?

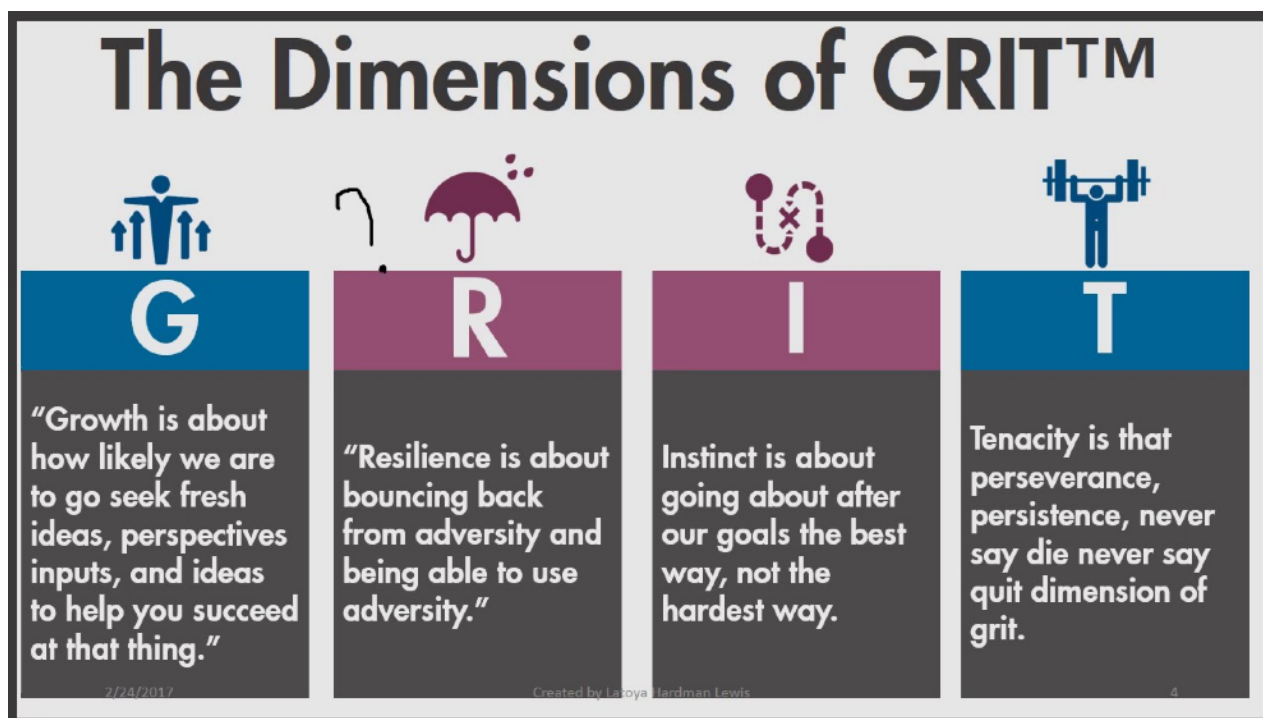
We are getting feedback from the different members of our community on the remote learning process on a regular basis. We also have many discussions about what is right, what is challenging, what needs to be adjusted.

During the past two months, our remote learning process has seen adaptations and changes and still there is no absolute right or wrong in the process.

My article today is addressed to our students. You are the centre of our efforts and your well being and learning is priority in all our endeavours. Some students master the challenges and expectations superbly. Some students manage. And some students are finding this process really challenging and are not able to manage as we would all wish them to.

What are the reasons for students to do an outstanding job compared to those who find it really hard to manage? I would dare to say that the main factors for students to be able to manage are their circumstances. Their environment, the support they are getting but most importantly, their motivation, self determination, self-confidence and grit.

Grit - *the ability to persist in something you feel passionate about and persevere when you face obstacles.* But this situation turns out to work quite well for students who have the above mentioned systems in place.



An example to use is our google meets with students. We debated whether Google meetings should be compulsory. And the conclusion we came to is that these are opportunities for students to connect and to get direct support. What purpose would a forced participation serve? Would we really get the right mindset from students if we forced them to attend these meetings? I believe we wouldn't. The decision to engage, attend meetings, work independently, stay on task is a sign of a students' grit, independence and perseverance even if things are sometimes not convenient (i.e. having to get up earlier in the morning, having the self-discipline to ignore the temptation of games on the device).

And still, I am asking myself why, after two months of remote learning, some students have embraced the situation in such an admirable manner and how some still don't seem to have seen and understood the purpose of continued learning and engagement for their own learning and growth.

A lot could be a result of a *fixed* versus a *growth mindset*.

How do I approach challenges and tasks? Students who approach the current situation with a growth mindset, will be able to *embrace the challenges and see this as an opportunity to grow. They have confidence in their own ability and see a purpose in the circumstances they have been thrown into. They will embrace this opportunity with an open mind and learn from it and understand that setbacks are part of the process of growth. They will use setbacks to learn and become better.*

FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none"> SOMETHING YOU'RE BORN WITH FIXED 	SKILLS	<ul style="list-style-type: none"> COME FROM HARD WORK. CAN ALWAYS IMPROVE
<ul style="list-style-type: none"> SOMETHING TO AVOID COULD REVEAL LACK OF SKILL TEND TO GIVE UP EASILY 	CHALLENGES	<ul style="list-style-type: none"> SHOULD BE EMBRACED AN OPPORTUNITY TO GROW. MORE PERSISTANT
<ul style="list-style-type: none"> UNNECESSARY SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH 	EFFORT	<ul style="list-style-type: none"> ESSENTIAL A PATH TO MASTERY
<ul style="list-style-type: none"> GET DEFENSIVE TAKE IT PERSONAL 	FEEDBACK	<ul style="list-style-type: none"> USEFUL SOMETHING TO LEARN FROM IDENTIFY AREAS TO IMPROVE
<ul style="list-style-type: none"> BLAME OTHERS GET DISCOURAGED 	SETBACKS	<ul style="list-style-type: none"> USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

And the question arises - How can we all develop a growth mindset? I have not yet found the answer to this question. But we are all *smiths of our own happiness*. Through experiences, we learn and grow.

I wish for all our students that they embrace this opportunity, learn, grow and come out stronger on the other side.

Regards,
Maggie Reiff

Fish Eagles Hearing

"We are building the Remote Learning plane as we fly it"

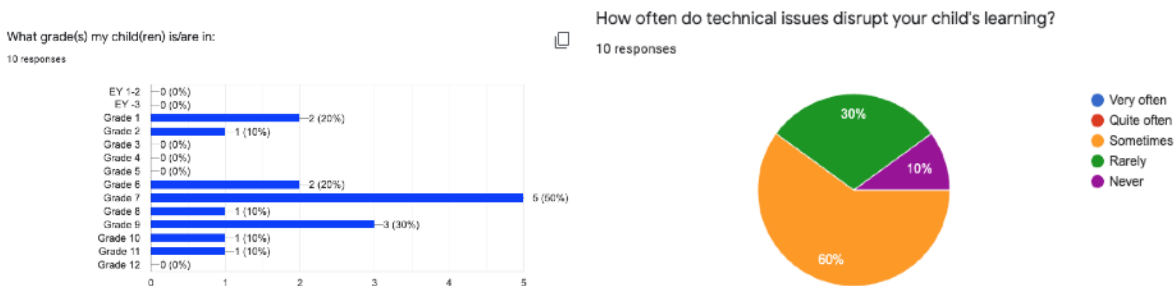
Fish Eagle fun fact: When calling, whether perched or in flight, they throw the head back and give loud, far-carrying, distinctive calls that sound like "Weeah kyow-kow-kow." Well, we the WIS Fish Eagles are calling out to hear what you have to say. [Link to more African Fish Eagle Info.](#)

Parent Remote Learning Survey ~ EY 1-2 through Grade 12

"Weeah kyow-kow-kow." We are listening. But we need to hear directly from you. Please complete the following survey so we can have a better understanding of how Remote Learning is going in your home.

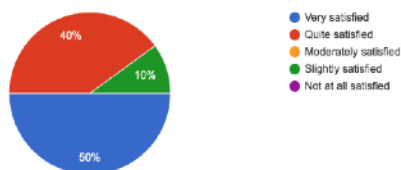
[Link to Survey](#)

The more parents we hear from, the more responsive we can be. Some preliminary results gathered already are shown in the screenshots below. (Only 10 responses to this point)



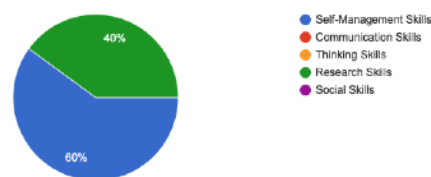
In general, how satisfied are you with the support your child has received from the teachers?

10 responses



Which ATL skill does your child need most help at the moment?

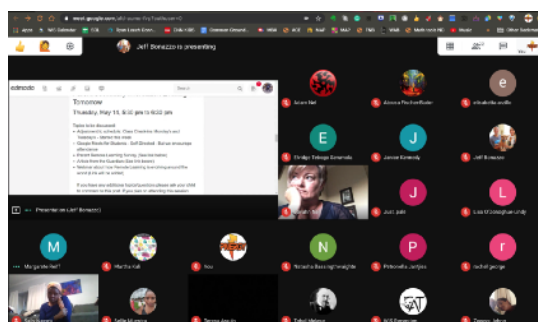
10 responses



Last Night’s Secondary Parent Information Evening

Firstly, I would like to thank the 23 parents who attended last night’s Secondary School Parent Information Evening. Topics discussed in that meeting were:

- The addition of Google Meet Check-ins to start the week. Each subject teacher will offer a Google Meet to discuss the week’s learning plan. These Meets will follow the A through H schedule. This schedule can be seen below.
- We expect students to participate in these Google Meets. However, we understand students sometimes can’t attend for various reasons. We believe that this is part of the ATL skills we try to focus on. Students should manage and organise their daily routine to be able to join these meetings and benefit from them. Students need to take control of their own learning.
- We shared several articles during the meeting. The decisions being made at the school are based on what we are learning from around the world. “We are building the remote learning plane as we fly it.” We are watching webinars, reading articles and speaking to educators around the world to learn from them. We understand that what we are doing is not perfect. We understand that what works for one student or one family will not work for another. But we are trying to be innovative, responsive and proactive.



During the Q&A part of the meeting, we received excellent feedback from parents. We will discuss these with teachers next week to see how we can address

- Students collaborating, how can this be done?
- Brain-breaks and more physical activities
- Amount of screen-time
- Exam Prep for Grades 9 and 11
- Too many communication platforms

We thank the parents for their time, energy, thought and suggestions.

Google Meet Times

Subject Check-ins Monday and Tuesday & other potential subject Google Meet times.

HANGOUT - MEETING SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 to 8:45	A	E	A	E	
9:00 to 9:45	B	F	B	F	SDL 1&2
10:00 to 10:45	C	G	C	G	SDL 3&4
11:00 to 11:45	D	H	D	H	

Here are some links of articles I have recently read:

[Will Learning Gaps Deepen as Schools Stay Closed?](#)

[E-Learning Overload: 8 Tips Educators Can Give Frustrated, Anxious Parents](#)

[We might have gotten remote learning wrong](#)

[Coronavirus shows us it's time to rethink everything. Let's start with education](#)

I hope you have an enjoyable and safe weekend. Just because the lockdown regulations are loosening doesn't mean we can drop our guard. Many US Universities have already decided to start the new academic year (September) with online learning.

"Weeah kyow-kow-kow."

Michael Parsons, Director of Teaching and Learning

Mood and Tone

Can you tell the difference between mood and tone in writing?

Our Grade 7 students inquired into the difference between mood and tone this week. One of the tasks was to write your own paragraph indicating mood and one paragraph indicating tone. I think Tiancheng He did a wonderful job of showing the difference. This is what he wrote:

The Hallway

The endless hallway in front of me, it's light going on and off, casting eerie shadows on the ground. The wooden floor cracked under my every step. Broken glass scattered over the damp floor, reflecting the flickering light. Somewhere in front, the sound of dripping water echoed through these absolutely quiet halls. This is the forbidden area of my school, where all queerness comes from. Tales said that students who went inside never came out. Suddenly, the lights turned off! I flinched, running frantically out of the hallway. Darkness filled the hallway, a door creaked, slowly, its noise filling the hallway. A shadow, darker than all the darkness around me appeared far away. It stood tall, and I could feel it's dark eyes staring at me. It took a step, then another. I couldn't move as an irresistible force nailed me to the floor. It continued its walking, faster with every step, nearer and nearer to me! I tried to move, but iron chains seemed to bound me, it's coldness biting into my bones. Ten meters away! Five! Now I can see its face: it's a girl, face contorted with an evil grin, strands of bloody hair draped in front of her face. One of her eyes is missing, and I can see her intestines flow out like bundles of maggots. Her white dress is coated with blood. Three meters! I screamed with all my voice —

The lights suddenly went on. The chains that bound me, disappeared, and I collapsed to the ground. She disappeared, into thin air. I let out a deep breath and quickly ran back. It could be all just illusions, I mean she disappeared. But wait, those bloody footprints she left, they —

The lights turned off again, and I fell. And there, right at my face, the bloody face of the girl, with her only eye, smiled at me.

Tone: creepy (at least I tried my best) dark, a little twisted.

The Little Cottage

Somewhere in the countryside, where birds sing songs and butterflies fly, there was a little cottage. It stood on a little heap, surrounded by endless meadows, colourful flowers blooming in between. The owner of this cottage is a very old and kind man. No one knows how old he really is, even the oldest of trees remembered him here as an old man when they were saplings. Every animal around knows him, for he loved the animals and cared for them. Every day, he will take his old stick, and walk down the beautiful path down his house, beautiful leaves of autumn covering it. Time passed like flowing water, slow but yet forever peaceful.

Mood: happy, nice, like those fairy tales.

The following [Google Slides](#) has been made by Nijia Yang to show and explain the difference between mood & tone - if you are not sure yourself what the difference is, go ahead and inform yourself!

Why does kindness matter?

Why does kindness matter? Have you ever asked yourself that question? Especially in a time like now, I personally think that one should stop and think more often about it. Kindness starts with being kind to yourself first, if you can do that, it will be easier to follow with kindness towards others. We should all foster the culture of acting in service to others, as this will boost happiness around us. It is quite obvious that we do not have control over other people but we surely do have control over ourselves and that is why we should choose kindness. Kindness acts are everlasting. Think of a time when someone showed kindness to you when you least expected it. How would you want to be remembered?

Angie Janse van Rensburg

The Grade 8s received this question to get them thinking about the theme of the short story [Thank You Ma'am](#) written by Langston Hughes. The students were given the choice in how they would like to answer it and this is what some of our WIS students created:

Kindness

By Jade Yan

Will no one help this poor boy
All alone in his own home
Crying all night to the sound of screams

His parents don't know his there
His parents don't care

Will no one show him kindness?

Every day he goes to school
Acting like nothing happened

Friends, he doesn't have
Teachers who do not care
All they want are good marks and answers
All but one

Will no one ask him what's wrong?

All he wants is help
All he wants is love
All he wants is a family who cares
All he wants is kindness
That's what he wants

Soon help arrives
With a knock on the door
A teacher he knows

Observing from afar
Kind questions answered
Helping with work
The only kindness he felt in a long time

Kindness matters because it's one of the easiest tactics of survival in a world of chaos. When you are kind, not only the person you are being kind to are happy but you are too. Our brains tend to release a hormone called

dopamine when other people laugh or smile, which is why you laugh more when you around other people. Kindness is also a form of appreciation. When someone is kind to you, it's a way of appreciating your existence; appreciating your personality. This helps people adjust to one another and be comfortable with one another. It also helps boost someone's feeling to be more helpful; PAY IT FORWARD!! Kindness matters because it is one of the rarest things to find. Real kindness is the one that feels like a safe haven, as an escape from a troubled world, which is why people who have had horrible pasts or current lifestyles but were helped are more likely to help someone with a similar cause. Kindness is usually taken as being naive, but it's the one thing that shows the strongest people. It's hard being nice in a world full of evil. Kindness is what's inside of you that you can spread to others.

Sarah Tibazarwa

An Ode to Kindness

By Jovahn

Kindness, thou are significant
Without thou, there is no stability
Oh, pillar of society
Diminishing every day.
None are worthy or unworthy
Without thee, there is only war and conflict
For millennia you have been their keeper of the peace and protector of the weak
Not always hath thee been victorious, for many an unkind act hath committed while thee are forced to watch
A powerful ally backs you though, our Lord God
Thee are eternal, your death is impossible.
Oh, Kindness; thou shall not leave me.

Being kind to others is an important trait to have. Not only will it impact you it will impact those around you, sharing that extra bit of kindness could make someone's day, or it could help someone who's in a bad place have something to look forward to when they see you, even if they might not know you being kind will make them want too. Plus it doesn't cost anything to make someone smile. The more you're kind to someone the more they'll be kind to you, which only benefits both parties. If people around you are happy and nice your mood will be lifted guaranteed.

Awana Andrade

Click to see [Taboka Takawira's idea of what kindness is](#) and do yourself the favour and open [Natalie Segamwenge's video](#) showing what kindness means to her.

KINDNESS IS FREE
SPRINKLE
THAT STUFF
EVERYWHERE

Doing Physics Practical at Home!

In preparation for IBDP next year on Internal Assessment (IA), Grade 10 Physics students were asked to carry out a simple physics investigation of their choice that will not require any materials from the laboratory. They were challenged to carry out this investigation with the available materials around them. One of the students investigated the acceleration due to gravity 'g' using a simple pendulum using a small stone as her pendulum bulb. The second student investigated the effect of insulation on the rate of cooling. See the amazing short videos they attached to their reports; [Physics Experiment at home 1](#) and [Physics Experiment at home 2](#).

CAS Project

Redecoration of the Windhoek Central Maternity Ward Courtyard

During the mid-term break (thankfully before the lockdown), we carried out our CAS project. Our plan was to redecorate the Windhoek Central Hospital Maternity Ward courtyard. The idea was to create an environment that was not only visually appealing but also provided a space for mothers, staff and visitors to sit and relax.

Our project incorporated all three aspects of CAS:

- Creativity in the designing of the space
- Action in the form manual garden work (This was probably the one we underestimated at the beginning of the project!)
- Service in that we were able to make a positive difference in our community

We learnt the importance of teamwork and collaboration, task designation and effective communication skills. The most challenging aspect for us was the writing of sponsorship letters. We ended up with two sponsors: Woolworths, who kindly provided us with a bench table and Neo paints, who provided us with paints. We are still looking for a sponsor for artificial grass, which is to go in the centre of the courtyard as a playground for children. Throughout the week we sorted out rocks, raked the garden and painted concrete slabs to provide as chairs in addition to the table. The experience was worthwhile, we overcame multiple challenges, discovered each other's strengths and weaknesses and overall had a great bonding experience. We plan on returning to the hospital one last time in order to paint a mural.



A special thank you and shoutout to our classmates: Greg, Tuundjakuje and Tanatswa, whose help was much appreciated!



Before

After

Grade 11: Ashley Mutuso, Janine Tibazarwa, Jessica Kennedy, Esnard Saisai and Viktoria Ellmies

Earth Day 2020 Grade 6 Science Projects

Earth Day is an annual global event held each year on April 22nd. This year marks the 50th Anniversary of this special day. Its endurance and growth over the decades is astounding. In 1970 it was labelled as a 'hippy day' for 'tree huggers' by a lot of the media and many older Americans; and wasn't seen as something important.

One of the early inspirations for the day was a simple photo, called “Earthrise”, taken by astronaut William Anders on Christmas Eve, 1968 during the Apollo 8 mission to the moon. This photo captured the hearts and minds of many people around the world as, for the first time, we got to see our home planet from a different perspective as it “rose” over the horizon of the lunar landscape.



This simple image showed the beauty and awe our planet inspires on a larger scale, and gave us, as a species, the better perspective to understand that *we belong to this planet* and that *it does not belong to us*.

Out of the first Earth Day, the Environmental Protection Agency (EPA) in the U.S. was born as well as several pieces of legislation aimed to protect the natural environment. Quite a few of these ideals influenced policy in the Namibian Constitution after Independence in 1990. **As Namibia was the first African country to incorporate protection of the environment into its constitution.**

The idea for Earth Day was first proposed by the U.S. Senator Gaylord Nelson from Wisconsin in 1969. April 22nd, 1970 mobilised more than 20 million Americans (about 10% of the U.S. population at the time) to take to the streets, college campuses, parks and auditoriums across the country to demonstrate against the impacts of 150 years of industrial development which had left a growing legacy of environmental concern. This was the start of the modern environmental movement.

In 1990 Earth Day went global! This time mobilising 200 million people in 141 countries and lifting environmental issues onto the world stage. Earth Day 1990 gave a huge boost to recycling efforts worldwide and helped pave the way for the 1992 United Nations Earth Summit in Rio de Janeiro.

The theme for Earth Day 2020 is Climate Action. Climate change represents the biggest challenge to the future of humanity and the life-support systems that make our world habitable.

At the end of April, our Grade 6 Students spent two weeks studying Earth Day, looking at nature and figuring out what it all means to them as citizens of the world. Their project brief can be seen [here](#).

In order to summarise and collaborate on a group task while Remote Learning, students were asked to contribute to this set of [Google Slides](#), where they linked their own projects, commenting on the impact and importance of Earth Day and posted images of their inspired work, as well as commenting on each other's work.

If you want more information about Earth Day, check out earthday.org.

Jeff Bonazzo - Grade 6 Sciences

Remote Learning Feedback

German Class Students



I think that Remote Learning German is going really well. I am getting just the right amount of work! I am really enjoying Remote learning German! Schönes Wochenende!

I really enjoy German remote learning I think that my teacher makes it easy to understand what we should do and she assigns tasks that are fun to do / watch.

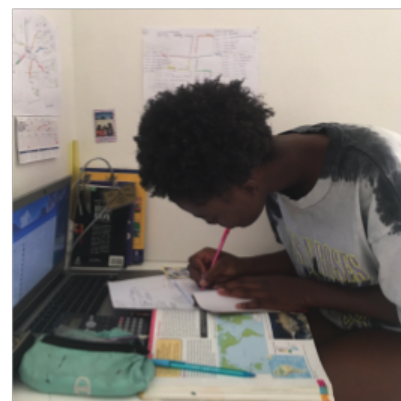


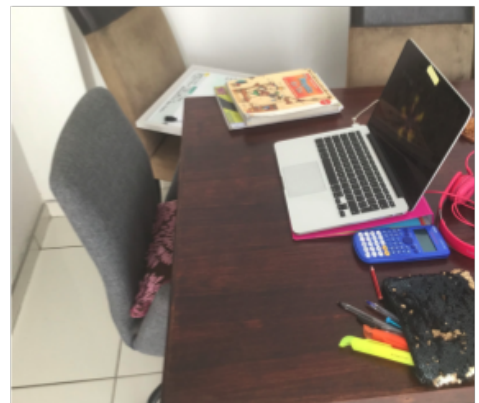
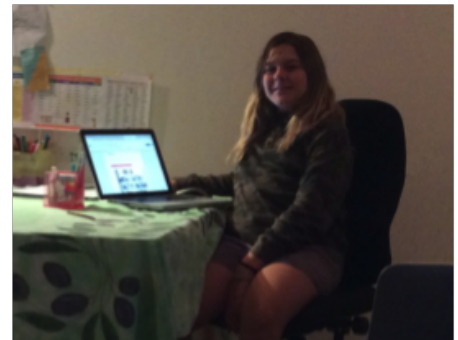
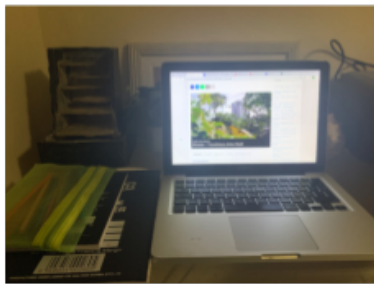
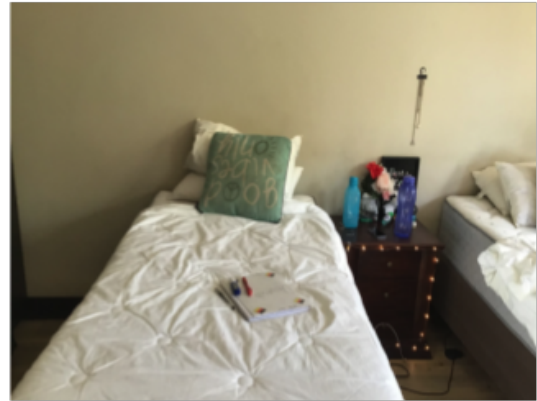
I FEEL GOOD ABOUT WHAT I HAVE DONE AND IT FEELS LIKE I AM DOING OK BUT I STILL MISS SCHOOL .



German remote learning is the most enjoyable online class. It is very easy to get motivated to do work, being that there is a continuous variation in the format the activities are given to us. The workload is manageable as we are given adequate time to complete it.

Deutsch Online Learning is okay, but not super, because I cannot be with my best friend. I miss my friends! It is not too difficult for me.





Learning Content

For over two months now, students have been unable to attend normal classes, interact with their teachers face-to-face, work collaboratively with their peers, access resources only found at school, and more.

Understandably, they and their parents are anxious. A common worry is that students are “missing” stuff. And the fear is that they are missing this stuff for good.

I hope I can offer some reassurance.

Firstly, there is of course, a difference between missing several weeks of instruction in Grade 11 and Grade 5. The younger students of course have more time to catch up once we return to more normal teaching and learning.

But even the Grade 11 students are unlikely to have lost very much.

In my yearbook contribution at the end of the last school year, I shared some thoughts about how everyone’s educational journey is different and how no one’s is a straight line.

If one person’s journey through their school years could be viewed as car tracks through a desert, you would hardly see a single straight line. You’d see twists and turns, diversions and dead-ends. You’d see the tracks doubling back, places where the vehicle got temporarily stuck, and places where it raced ahead. The tracks would cross and re-cross some parts of the desert many times. Other parts might not be visited at all.



Little did I know what the new school year would bring (!) but I think it proves my point. The “twists and turns” experienced by learners in 2020 may be more extreme than usual but the underlying story is the same. Most people spend roughly a decade and a half at school. There are bound to be bumps along the way.



Here’s another image.

Learning is like a ladder, isn’t it? You start at the bottom and work your way up?

Not really.

That would imply there is only one way to reach the top and if one rung is missing, it will be harder to reach the next one. The suggestion is that progress (up the ladder) is at a steady rate: the first rung, then the second, and so on.

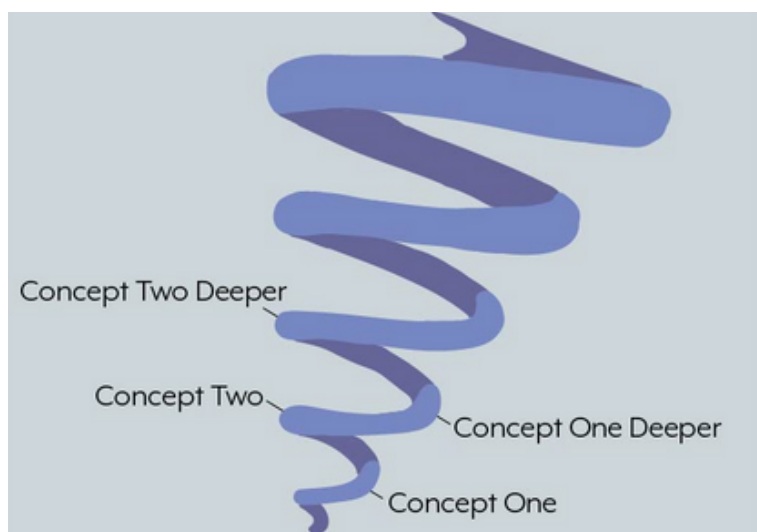
Learning really isn't like that at all. Nor is teaching.

Think of the whole process more like a spiral.

Yes, there is vertical progress.

But on the horizontal plane you return to the same place many times – each time, we hope, with a deeper and better understanding of whatever it is you are learning.

<https://www.aop.com/blog/mastery-vs-spiral-learning>



Very few things (if any) are taught just once. Blink and you miss it.

Acquiring knowledge (and, more importantly, understanding) is a gradual process. Some learners 'get it' the first time round. Others need to hear it a second time. Or a third. Teaching the same thing different ways at different times will reach different audiences of learners. A superficial understanding of a concept in Grade 3 will make a lot more sense when it is revisited in Grade 5. A perhaps shaky grasp of something at the start of Grade 9 will come into clearer focus as other examples are studied and compared. What they learn in one subject will help learners make sense of what they are being taught in another.

It is a constant process of repetition and reinforcement. Of course new content is introduced but never only once or in isolation. (Blink and you miss it.)

And content itself is merely the raw material from which we create learning, knowledge and understanding. Most content in most subjects should really be seen as a vehicle. It takes you from A to B, from here to there. It's the journey and destination that matter, not the make, colour, size, or age of the vehicle you are riding in.

For example, I'm a former teacher of History and I'm passionate about the importance of my subject. But I'm not much interested in people being able to reel off catalogues of historical facts. I value far more the thinking processes that a study of History can teach: analysis, interpretation, judgement, an understanding of change and continuity, cause and effect, and much more.

Think of churning through content the way a long-distance runner logs hundreds of kilometres in training. It doesn't really much matter where the runner goes. Getting all those kilometres under his belt is what is important.

Similarly, a lot of content is important because of the understanding it leads the learner to. It is – for most people – not necessarily important in itself.

(You probably studied Chemistry at school and you probably once knew what a mole is. Do you still remember? Does it matter?)

None of the above wishes to minimise the disruption the current lockdown has caused or imply that it really doesn't matter if children are in school or not. Of course the past two months have been hugely disruptive and obviously we all want children back in school as soon as possible ... and as soon as it is safe.

But when 2020 has passed you will be surprised how little difference these weeks will end up having made to your child's education.

Professor John Hattie is extremely widely respected in the field of educational research. [Here is his take on the current situation.](#)

In a nutshell, yes, your child is missing something by not being in school. They are missing their friends, their teachers, the routine – the social and emotional benefits that are part of belonging to a community. What they are not missing – or will not end up missing for long – is content. It will all still be there once they are safely back in school.

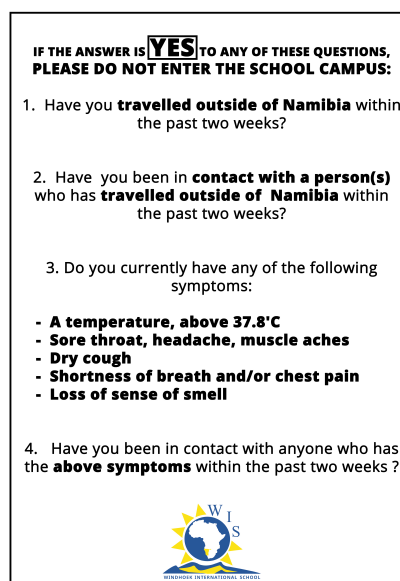
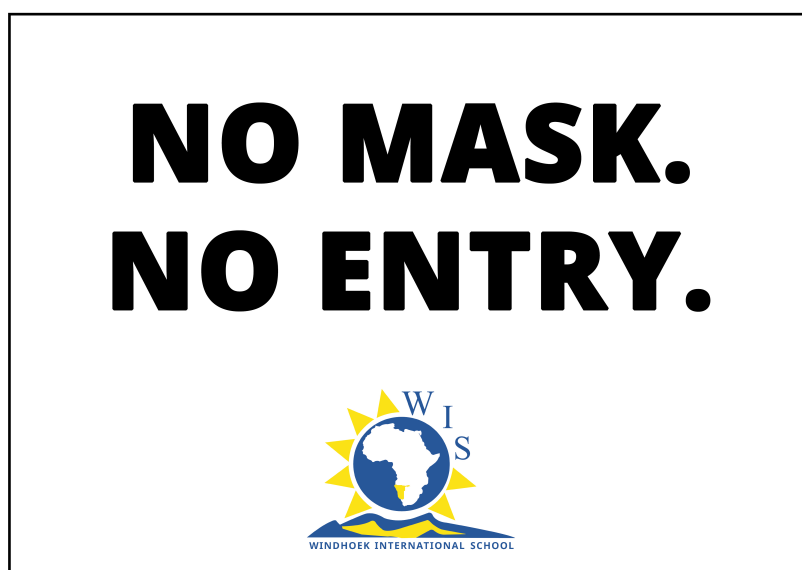
Peter MacKenzie, Director

WIS campus

Current safety measures

During the past two weeks small numbers (at a time) of WIS staff have been coming in to work in their classrooms or offices. Everyone is practising social distancing and wearing masks when they need to interact with someone.

At the gate we have put up two signs:



In addition, everyone is required to sign in at the gate and apply hand sanitiser before proceeding to reception to have your temperature taken with an infrared thermometer. If your temperature is 37.8°C or above (it will be re-checked with a conventional thermometer) you will be asked to go home.

If you are interested in reading about the history of pandemics, please click on the link below for a recent article in the New York Times. It's worth the read. There's so much information we either did not know or have forgotten. <https://www.nytimes.com/2020/05/10/health/coronavirus-plague-pandemic-history.html>

Sharon Gorelick, Nurse/Counsellor

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.

