



THE ORYX

The weekly newsletter of Windhoek International School

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Dates to Remember

February 2019

- **11 - 15:** Sec Week B
- **12 - 15:** Grade 7 Field Trip
- **20:** IGCSE/IBDP - Info session
- **23:** #EDU2019 Tech Camp
- **28:** Digital Learning Day



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PRIMARY PRINCIPAL

What does it mean to be a lifelong learner? Most schools, and I would wager to guess that all International Schools have stated somewhere in their mission or vision statements, or school philosophy, that they instil and encourage children to become lifelong learners. But what does that mean? Collins English Dictionary defines lifelong learning as: *the provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment.* In short, a lifelong learner is self-motivated to learn new things, no matter the age.

How is the School encouraging lifelong learning?

The Primary Years Programme is a perfect match for the School's aspirations. Many of the skills and strategies the children gain during their time in the Primary School are ones that are considered lifelong skills. The various inquiries at each Grade level encourage children to learn to love learning and to inquire both inside and outside of school.

The Learner Profile, focuses on developing the whole child - intellectually, socially, physically, as well as emotionally. The attributes of the Learner Profile encourage learners to be inquirers, thinkers, knowledgeable, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The ATL (Approaches to Teaching and Learning) Skills, formerly known as Transdisciplinary Skills, "are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process." (IBO 2017)

The ATL categories and interrelated skills are:

- **Communication:** *Speaking, listening, reading, writing, viewing, presenting, non-verbal communication*
- **Social:** *Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles*
- **Self-management:** *Gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour, informed choices, research: Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, presenting research findings*

WEEKLY PUZZLER

Last week's puzzler was solved by Francis (Gr 1), Eden (Gr 3), and Tiancheng (Gr 6). Only three colours are needed to ensure that no edges of a cube share the same colour. Let's say the front side is white. It touches four other sides. These four sides could alternate between red and blue. The back side could be white. Well done!

Here is a challenging one. Find a number consisting of 9 digits in which each of the digits from 1 to 9 appears only once. This number should satisfy the following requirements:

- The number should be divisible by 9.
- If the most right digit is removed, the remaining number should be divisible by 8.
- If then again the most right digit is removed, the remaining number should be divisible by 7.
- etc. until the last remaining number of one digit which should be divisible by 1.

Good luck! Please send your answer to pfarrell@wis.edu.na, and if you find a great puzzle send it to the same address.



- Thinking:** *Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition*

With the above information as background I encourage you to observe the various ways your children exemplify these skills at home and outside of school. Reinforcing these skills will help your children to see the connection between school and home and the importance of becoming lifelong learners.

**Regards,
Beth Smith**

PYP Coordinator's message

What's up with the IB PYP Exhibition?

Since January this year the students have begun their Exhibition journey.

In the final year of the PYP, students engage in an Exhibition— a student-led inquiry into a subject of interest to them. This is both a demonstration of student agency and a reflection on students' capacity to orchestrate their own learning. The Exhibition offers students the opportunity to put their interests, transdisciplinary thinking, knowledge, conceptual understandings, skills and attributes of the Learner Profile into action. They undertake their investigation both individually and with their peers, together with the guidance of a mentor, from within the school community.



The PYP Exhibition is an opportunity for students to synthesise the essential elements of the PYP and share them with the wider school community. As a culminating experience, it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) Learner Profile they have been developing throughout their engagement with the PYP. The Exhibition unit takes place under any Transdisciplinary Theme.

Based on the transdisciplinary theme: "Who We Are", students pitched their passion. From here they formed their concept inquiry groups based on similar passions and ideas. Throughout the process the students have been required to incorporate the essential elements of the PYP:

Knowledge, concepts, skills, Learner Profile Traits and action.

- Knowledge:**
What do we want students to know about?
- Concepts:**
What do we want students to understand? (big ideas)
- ATL Skills:**
What do we want students to be able to do?
- Learner Profile Traits:**
What do we want students to feel, value and demonstrate?
- ACTION!**



**How can my new understandings evoke authentic and meaningful action?
During the journey**

They have to:

- collaborate
- ask difficult conceptual questions
- put themselves out there into the wider community and speak to varying experts - interview
- survey and research via a variety of sources and tools
- volunteer their time to take action to help others
- or raise awareness of their message.

They have to:

- think outside of the box
- develop a Central idea that is enduring and relevant in a real world setting
- define lines of inquiry to investigate
- ask good questions
- justify their thinking
- use a range of skills to help them communicate with others
- manage their time effectively
- cite their research and information
- work on incorporating and modelling the Learner profile traits and attitudes
- develop new understandings and knowledge, develop ways to work with the groups/mentors and teachers effectively.

They have to:

- take ownership of this project
- work independently from adult help
- they have tapped into their creativity and planned and implemented a way to exhibit all this over a three day period for the WIS community to witness next week.

Thank you to all the Grade 5 students, teachers, parents and mentors who are about to embark on this process. We wish you all the best.

Avril van Zyl

Atelier du samedi matin FNCC

Bonjour,

The first creative workshop of the year in French will take place this coming Saturday 9th of February with the following theme:

"Surprise pencil!" - Make a giant pencil with a surprise inside to celebrate the start of a new year at the Franco Namibian Cultural Centre!

It will take place at the FNCC, from 10:00 - 12:00 under the supervision of Ms. Isabelle De Joannis De Verclos, French teacher.

Age group: from grade 1 to 5

Cost: N\$ 75/ child per workshop, payment on arrival.

Please, feel free to contact me, should you have any questions, requests or suggestions.

Madame Laetitia

081 834 76 55

SECONDARY PRINCIPAL

Should our children really learn differently today than how we learnt?

Cynics say that all the discussion and discourse about the change in education and learning is humbug and idle philosophy. Is it really?

Will children and young people today cope, if they learn the way we did? Can they cope if they learn only the “big ideas”, if they don’t learn the times tables anymore, because they can just google the answer? I guess there is no straight answer to this question. It seems, however, that demands on learners today, be they children in a school or us as adult learners, are quite different to the demands on learning 20 years ago. Even when we were in school, the question was often asked: ‘But what do we learn this for?’ Valid question, if you learn something that has no connection and no relevance to your everyday life. But then again, how do we know what is relevant and what is not?

“The hard fact is that our minds hold on only to knowledge we have occasion to use in some corner of our lives,” Perkins writes in his book *Future Wise*. And have we not all experienced that we hold on to knowledge that is relevant to us? Once the learning enters our reality, it makes sense and it is more easily retained. If it does, however, not become part of our lives and we don’t use it, why should we “remember” it. <https://www.gse.harvard.edu/news/ed/15/01/whats-worth-learning-school>

This is the main reason why we start focusing our learning on learning concepts rather than learning only the content. When learning only about World War II without it having any connection to our personal experiences and lives, it won’t make sense. When, however, it is linked to current affairs for example - conflict and conflict resolution - it might become more relevant and we can make sense of it. Rather than learning about a specific topic, we certainly learn better, if it is woven into a context. And that is true for all different fields of study etc Mathematics, Science, the Arts, Languages etc and for life in general.

<https://www.youtube.com/watch?v=g8fKU9LZ2kw>.

Regards,

Maggie Reiff

Grade 8 Poetry

The Gr. 8 students are busy with poetry and were focusing on slip sliding poetry - collectively the class decided on a theme and then on a title for a poem, each student then writes one verse to create the poem. This is what Gr. 8AJ and Gr. 8MP created: I hope you enjoy it as much as I did.

Angatha Janse van Rensburg

My one in a million

By 8MP

We can be together
On the run forever

It doesn’t have to last,
But we can cuddle all night under the moonlight,
Love is a burning candle from the past,
Our love sparks and blows up like dynamite
It stands taller than all skies
She shines brighter than a star
I feel loved in her eyes

Love is blind,
I love you, just you.
You bring peace to my mind,

When I'm around you, I'm never blue
Even if there were a million of you,
You will always be my one in a million!

If I could turn back time

By 8AJ

It feels like a million years have past,
But school is over at last.
Life is like a clock, impossible to stop
Keeps going tiptop, till the day you drop.
To live each day as if my last
Not in the future but in the past
Stuck alone in my memories, hoping time will return
But that's not the way life works, time we don't just earn.

Thinking about the days you could go and change
Millions of things that fill me with rage.
Time has walked with me alone
In a world as hard and grey as stone.
But life goes like a rollercoaster
Filled with greedy boasters.
Wish I could turn back time
To start my life in a better paradigm.

TAKE NOTE!
The Tuck Shop will be closed on Monday the 11th of February.

Volleyball For All Tournament



We had waited eagerly for the annual Volleyball For All tournament, which was hosted at DTS. We entered 3 WIS school teams (2 students and 1 staff) among the 240 from other company teams which competed on that day (last weekend). All of the teams performed very well especially the students. I would like to say thank you to all the staff members, parents and students for taking time out to be part of this fun day. Thank you to those that also came out to support us with a cheer. I would also like to thank the PTA for the gazebos that we used on the day. In the future we would really like more staff teams to participate, it is also a way of team building and getting to know each other. Looking forward to seeing more teams from WIS participating.

Auriëd Bock

Learning through inquiry

How can we help our students to learn through inquiry?

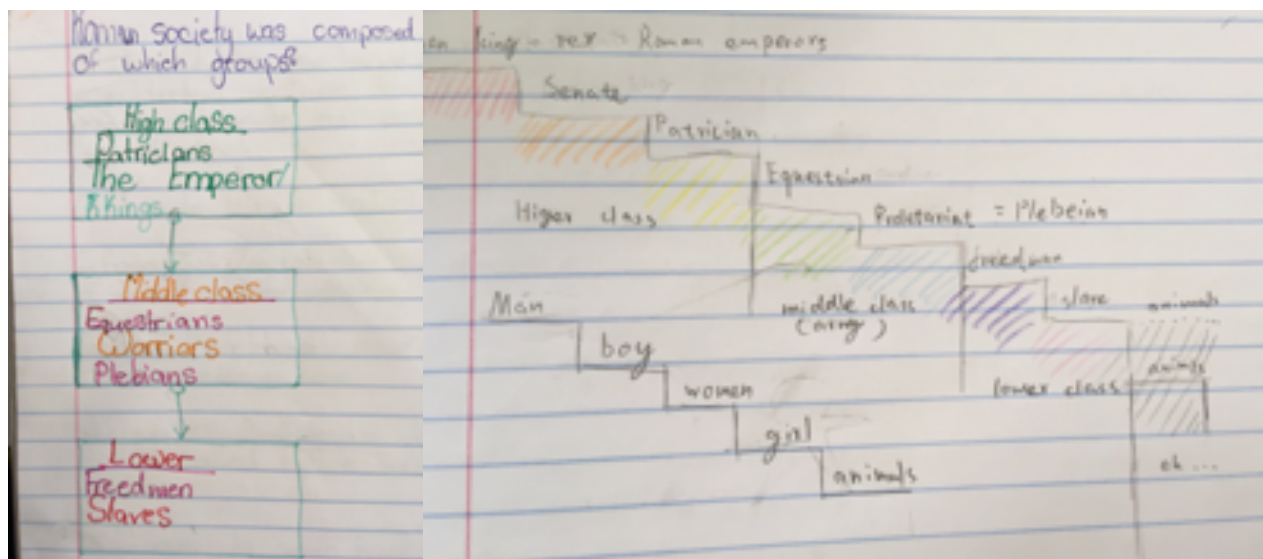
Social Studies, Grade 6 classes are studying their **Unit 3 Roman Empire**.

Last week the main focus was on Social Organisation. "How the Romans were organised or placed in society?"

The students were engaged to answer to this question and to make a visual presentation that would reflect their learning.

The results were different, as they had the choice to place Roman Society in a creative way and in a way that could easily help their understanding.

Examples of their Social Stratification:



It is important to work on ways that help students to recognise the value of knowing how to demonstrate their **"Knowledge and Understanding"**.

When conferencing with students I was amazed by the great questions my students were available to make:

But Mrs. Teresa - **Why the lower classes, the majority of roman society, didn't take over the higher classes since they were a minority?** - students taking ownership of their knowledge.

Let's make connections... Does democracy take place in all countries in the world right now? The common answer was clearly NO.

So why the informed citizens of our time - Do not take over their governors? - Let's analyse...

Last Friday the lesson was planned to help students make connections between studied topics and real life. They had to watch different news about Venezuela and follow that up with answering a worksheet.

Inquiry-based learning is when we transform ideas and tools that we can re-use in real life— “... in the inquiring classroom, the focus is on learning to learn alongside learning about ‘big ideas’ that helps us make sense of the world.” (Murdoch, 2010)

Examples of connections students have made between the current situation in Venezuela and the Roman Empire:

What is the current event title?

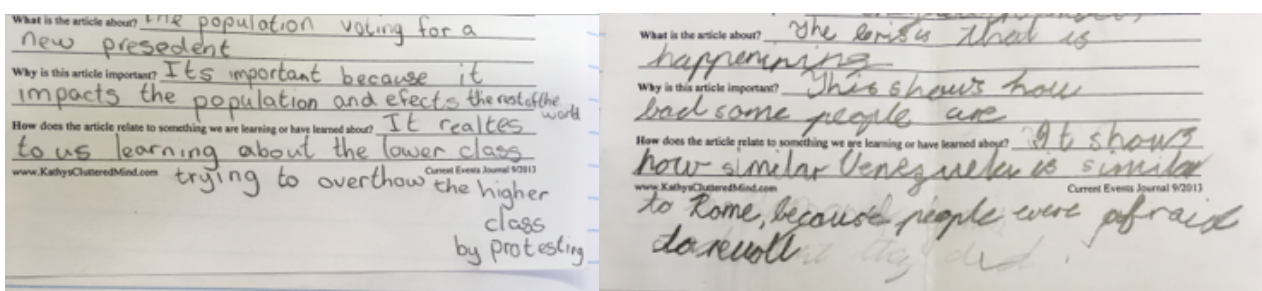
Crisis in Venezuela.

Who does the event affect most?

People in Venezuela.



How does this article relate to something we are learning or have learned about?



Teresa Araújo

Learners teaching learners

Last week while covering the topic of Coasts and coastal processes, Grade 9 Geography learners had the opportunity to teach each other.

Modelled on the jigsaw technique, a pair of students specialised in the following aspects of the syllabus;

- How are waves formed? Why do waves break on to the shore?
- How do waves erode and what landforms does erosion create?
- How do waves transport and deposit material and what landforms do they create?
- How are coastal sand dunes formed and why are they important?

- How can we protect coastal areas from erosion?
- What hazards threaten coastal areas and what is the impact of these hazards?

Having specialised in their particular topic with their partner the learners formed two groups of 6 specialists and set about teaching their area of expertise.



Edwina Rimmington

PTA SAVE THE DATES

Mark Saturday 27 April on your calendars for the annual PTA Family Braai and Earth Day Celebration. We are looking forward to an exciting day with delicious food and fabulous time together. Please note there will not be a raffle this year as in years past, but there will be some different events to add to the energy of the day. Stay tuned for more details!

Also, don't forget to attend our next Festive Coffee Morning on Thursday 14 February for some delicious goodies and quality conversation.

SMV DHPS & SSC WIS *present*

Valentine's Dance

RED **BLACK** & **WHITE**

- Dance Crash Course •
- Photobooth •
- Performances •
- Drinks & Snacks •
- Music •

Dance through the night of love!

Friday, 15 February
6-10 PM
DHPS Aula

Dress code:
Semi formal

Grade 9-12
+1 allowed!

N\$ 50 per person
N\$ 80 per couple

