



Mt Zaagkam International School

Kuala Kencana, Newsletter

February 10, 2012

From Ms. Patricia

Dear KK Parents,
What another fast moving week. The weeks are zooming by as we fold into week five after the weekend.

Barney's presence at MZIS has been well valued this week. We see him leave tomorrow morning and will return to site, March 20th, 2011.

This week, we welcome the ISA testing. Tuesday (14th) and Wednesday (15th) morning has been set aside for this task.

The Interactions programme has been running for 4 years at MZIS and every year it seems to be getting better. This would not be possible without the dedication of our MZIS teachers. I would like to thank Ibu Maria and Craig and Kerry Lollback, Ange Martinez and Ben Barrington Higgs for collaborating these valuable moments.

We enjoyed a brilliant assembly this morning, presented by Mrs Monchilov's Grade2 and 3 class. I am continually surprised at the independence of our students and the level of professional delivery at our school assemblies. Thank you to all parents who attended this event this morning. Your attendance echoes the support we have in our small community. It is so greatly noted and appreciated.

Enjoy the weekend. P :->

DATES TO REMEMBER

Mon. 20th Feb: Middle School Extended Study

Sat 17th March: St Patrick's Day Celebration and KK Variety Show

Tues 20th March: Barney's return to site.

From the Student/Parent Handbook

P 17, Section 6.7 Parent Enquiries

Parents are welcome to visit the school to discuss their children's achievement, curriculum involvement or welfare at any time. Appointments can be made through the school office to meet with teachers (in the first instance) or the Principal.

Please note—We want to protect instructional time so parents should avoid "dropping into class". If you have a concern that you would like to discuss, please make an appointment with the teacher.

P17, Section 6.8 Procedures for Resolving Concerns

We believe all problems have a solution and that most problems can be quickly and easily resolved, given open and honest communication. It is, however, incumbent on the parent to raise concerns with appropriate school personnel. We also believe that issues need to be resolved at the lowest level possible, before they are escalated. Therefore, the following procedures should be followed when trying to bring resolution to a problem:

If a parent has a concern which is directly related to the classroom, please make an appointment with the teacher involved. If this meeting does not resolve the issue then make an appointment to meet with the school principal. If this meeting does not resolve the issue, please make an appointment to meet with the Superintendent. If the problem or concern has not been resolved by the Superintendent, then the parent has the right to have their concern/issue reviewed by the school Executive, by placing their concern in writing and asking the Superintendent to pass it to the Executive.

If a parent has a concern which is a matter of interpretation of school policy, or an operational concern which is not directly related to the classroom, then it is appropriate to go straight to the principal or superintendent.

From the PYP Coordinator...

What is the PYP perspective on assessment? Part Two

The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. The teachers record the details of inquiries initiated by students in order to look for an increase in the substance and depth of the inquiry. The teacher considers:

- If the nature of the students' inquiry develops over time - if they are asking questions of more depth, that are likely to enhance their learning substantially

- If students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects many areas

- If students are demonstrating mastery of skills

- If students are accumulating a comprehensive knowledge base and can apply their understanding to further their inquiries successfully

- If students are demonstrating both independence and an ability to work collaboratively

The assessment component of our school's curriculum is subdivided into three closely related areas.

- Assessing - how we discover what the students know and have learned

- Recording - how we choose to collect and analyze data

- Reporting - how we choose to communicate information

Please look for more information about the assessing, recording and reporting components of our assessment in upcoming newsletters. If you have any further questions on assessment in the PYP, please do not hesitate to contact me.

Trish Phyll

Students Off-site for A Prolonged Period

We have been receiving requests, from parents who are off site, to provide curriculum materials for their children. While we are willing to provide materials for a short period of time, we must stress that an integral part of the inquiry method of educating children is the interaction children have in the classroom. We have had extensive discussions on the merits and pitfalls of providing work for children who are off site, and therefore, as an administrative team, we will be implementing the following policy:

When children are absent from school, we will provide work for a maximum of 2 weeks, unless the family is away from jobsite on an approved medical leave. For absences greater than two weeks, we will provide families with a list of websites that can be accessed anywhere in the world, which will give activities that will enable parents to continue exploring learning opportunities in Mathematics, Reading comprehension, and websites that will allow children to continue the inquiry process through a series of connected activities.

We fully understand, and respect the very difficult decisions made by families to keep their children away from the present situation. However, we would like to stress that we believe all children should be enrolled in a "formal school setting", if even as a temporary measure.

Meet Our New YPJ Friends

Last Friday, our long anticipated integration with YPJ students began. Five smiling faces joined us in class for introductions; They are **Sofie, Hasna, Jacqlin, Colin, and Andrew**. These Grade Five students will come to MZIS every Friday, this Semester from 11:30a.m. till home time, and accompany us to PE, tuck shop, lunch, and Art. Now with 12 students we will be able to make teams in PE and have more friends to play with during lunch. Hopefully the bonds of friendship will cross over to the kids having play dates out of school time and thus truly integrate. To facilitate this, I particularly asked for our Integration buddies to be residents of KK. If you are here on any Friday, please help to welcome our new friends.

Regards,
Miss Sandy



Josiah



View Window Concentrating

Our first Art assignment is a landscape in charcoal. We each had to observe a section of our environment through a view window and draw what we saw. To reproduce the different textures of nature we used varying strokes as well as light and dark shading. Our pieces are all developing beautifully!!!!



Girls drawing



Sofie Yvette



Jacqlin



Iona



Hasna



Jordan



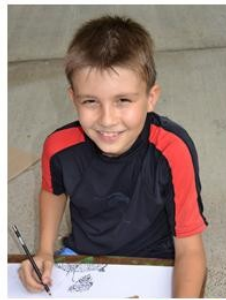
Max



Colin



Andrew



Daniel



Andrew