



Grade 3 students touring the level 5 new classroom area

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Head of Student Services

Upcoming Events

Tuesday, 3rd November 2015

Parent Information Session - PYP Assesment, 8.15am -
9.15am, Multipurpose Room Level 2

Thursday, 5th November 2015

Deepavali Assembly, 2.15pm, Theatre

7th - 8th November 2015

Private and International School Fair,
Mid Valley Convention Centre

Monday, 9th November 2015

School closed for Deepavali

Tuesday, 10th November 2015

Staff Professional Development (no students)

Saturday, 21st November 2015

Open Day

Message from Head of School

Mrs. Anne Fowles
Head of School



I am writing the newsletter this week in the World Forum in The Hague where I am attending the IB World Heads Conference and the IB Heads Council meeting. Keynote speakers and participants are grappling with issues that are having a significant impact on the world today and how IB schools can not only prepare students for their future but can also use their unique position to shape the world through education. One of the ways that we can achieve this is by studying and acting on system interconnectedness. This can begin with environmental and social change and the impact these have on the world that we live in. One of the challenges that we can pose to students is that rather than have a quest for success based in a personal position in the world with personal material wealth as the outcome, can they instead consider their genuine personal response to problems that we face? Can they develop sustainable systems to make the world a better place in the future?

Most of you will be aware that many of our Secondary School students are working on the 24 hour race to combat modern day slavery. We are very proud of our students for this huge initiative.

News from Elementary School

Mrs. Claire McLeod
Elementary School Principal



On Tuesday I had the opportunity to deliver a provocation to our Grade 3 students. To help support their new Mathematics measurement unit, I asked their help to determine the amount of resources we will need to if we expand into the new classroom area on Level 5. We toured the building shell just past the glass doors near Grade 4 and considered what would be required for a fit-out. Then we toured the new Level 7 classrooms to see how the recent fit-out had changed and to gain some possible ideas. Our students were highly excited and enthusiastic, identifying carpets, paint, shelving, blinds and pin boards as requirements for the new rooms.



The students are now about to delve into the use of standard units to measure objects. Our curriculum confirms that when applying with understanding learners will:

- use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume
- select appropriate tools and units of measurement
- use timelines in units of inquiry and other real-life situations.

From this I am anticipating suggested designs and layout for new classrooms; these should be inspiring presentations!

What coming up?

5th November: Deepavali Assembly at 2.15pm

9th November: school is closed.

10th November: school closed, PD Day for teachers

News from PYP

PSPE Collaborating with the Grade 1 classroom unit

This week saw the beginning of unit 2 where PSPE is collaborating (planning and working together) with the Grade 1 classroom teacher to facilitate the 'Who We Are' unit.

Students were engaged in a provocation, (getting students to think), that required them to complete particular tasks that were presented in different ways. To begin with, during the warm up students were shown a picture and they had to play the familiar game with just a picture clue. A different warm up game they just had the game described to them. The final warm up game they had to read the instructions and then play the game.

Students were then asked to try to learn the steps to a dance. There were four stations to rotate around.

1) A video of Mr. Simon reading the instructions.



2) A flow chart of dance moves in pictures.

3) Written instructions to read.



4) A demonstration with Mr. Simon leading and showing the students the dance moves.



We still have a long way to go to find out what this all means and how it is related to 'Who We Are'. At the moment we know that reading instructions and trying to dance is really hard, but watching, listening and doing the dance steps with Mr. Simon was the easiest way to learn the dance steps.

Watch this space to see how things progress through the unit. Do you have any idea what the unit is about?

Mr. Simon Millward,
Primary Years Programme Coordinator



Library

The Library Part 1, General Layout. The Elementary Library has 3 different sections into which we organize the types of books that we have; The Picture Book Room, the Fiction Section and the Non-Fiction (Information) Section. Students are welcome to look at and borrow from any of the sections, however as part of their library lessons, each class is guided towards the section that is most appropriate for them. Our younger readers will mainly borrow from the Picture Book section, as time goes by also starting to browse through and borrow from the Non-Fiction section. As our readers become

more independent in their reading, they are able to borrow from the Fiction Section in addition to the other sections. Our digital collection is organized in the same way as the physical sections in the Library.

Mrs. Amanda Clark,
Librarian



PYP Assessment - Introduction to the PYP

A parent information session – lead by Simon Millward, PYP Coordinator

Date: Tuesday, 3rd November

Time: 8.15am - 9.15am

Venue: Multipurpose Room (opposite Clinic), Level 2

Do you know what the PYP means by a transdisciplinary programme? Have you wondered what the knowledge component of the PYP is? Or what Units of Inquiry are? Or even how the curriculum is organised using a developmental continuum? Do you know why your children are using words such as risk takers, principled, caring and thinkers?

In this session, our PYP Coordinator will explain all of these through the essential elements of the PYP (knowledge, skills, concepts, attitudes and action), the Learner Profile and how curriculum material is organised and used. This session is relevant for parents of all grades in the Elementary School. The information will be a good grounding for understanding other workshops offered at the school this year and beyond.

Please use this link to sign up for the session:
<http://bit.ly/pypassessment>

News from Secondary School

Mr. Lennox Meldrum

Secondary School Principal

It was a welcome relief to have rain, blue skies, and the school operating as normal this week. While the governments in our region are still working towards short-term and long-term solutions to the haze, we are hoping the recent change in weather patterns keeps us haze free until the fires can be put out this year. The Association of International Schools in Malaysia (AIMS) are in continual discussions with the Malaysian Ministry of Education regarding how future decisions on school closures relate to international and private schools, and as an AIMS member we are guided by these discussions.

Running To Stop The Traffik

We are very fortunate to be hosting an upcoming 24 hour race, organised and run by the Running To Stop The Traffik organisation (<http://24hourrace.org/>). The 24 Hour Race Movement is an international non-profit, non-governmental organisation, run by youth, for youth, who want to put a stop to human slavery. Their vision is to challenge the current generation of students to lead a global action against modern slavery. Our students participated last year in the race hosted at Nexus International School as we are fortunate to be the Malaysian host this year. Runs are also being held in Singapore and Hong Kong on the weekend of November 14 and 15. Now in the sixth year of the race, the organisation has engaged over 100,000 students and raised more than half a million US dollars for anti-slavery grassroots charities.

Members of the organisation, including some of our exceptional students, have been working tirelessly to prepare for the 500+ students in over 70 teams who will be on our campus over the weekend. Over the past few months they have worked towards obtaining official permits, have collaborated with our facilities and finance departments, and have implemented strategies to ensure health and safety for everyone on campus, along with a whole host of other organisational needs (such as alternative plans if the haze continues). It has been rewarding to see the management skills of our students evident in a real-world situation. One group that the organisation has been working with is our Parent Volunteer Organisation and we thank them deeply for their support.

This week the Running To Stop The Traffik organisation are running a fund-raising event at IGBIS aimed at furthering their sponsor base. This #LightForFreedom event will be held in and around our theatre on Thursday evening. For more information, contact the organisation through their Facebook page at <https://goo.gl/ZPd7m2>

Deepavali Assembly

We look forward to seeing everyone at the Deepavali Assembly on Thursday afternoon, starting at 2.15pm. All members of the community are invited to attend and to dress in outfits that represent our local Indian culture. Get ready to dance along - our teachers and staff are excited to show off their skills!



News from the MYP Coordinator

MYP CONCEPTS and CONTEXTS - What are we talking about?

When we talk about learning and teaching in the Middle Years Programme in Grades 6-10 at IGBIS, we talk about a curriculum that is *conceptual* and *connected*. When you met with your child's teachers at Parent-Student-Teacher Conferences last week, they may have referred to *concepts*, *contexts*, *statements of inquiry* and *inquiry questions*. But what do we mean when we use these terms?

CONCEPTS

Concepts are powerful, big ideas that are as important at school as they are in life beyond school. **Concepts** that we regularly explore with students include *aesthetics*, *change*, *communication*, *communities*, *connections*, *creativity*, *culture*, *development*, *form*, *global interactions*, *identity*, *logic*, *perspective*, *relationships*, *systems*, and *time, place and space*.

Learning about **concepts** requires students to demonstrate deep levels of thinking that reach beyond traditional facts, topics and skills.

Concepts are used to formulate the understandings that students should retain in the future. The exploration of **concepts** leads students towards:

- deeper understanding of individual school subjects;
- appreciation of ideas that cross over traditional school subject boundaries;
- appreciation of ideas that cross over national and cultural boundaries;
- engagement with complex ideas that connect and transfer learning to new contexts.

CONTEXTS

Teachers help students to understand these broad, complex and often abstract *concepts* by connecting them through familiar **contexts**. Teachers identify settings, events or circumstances that provide specific examples and perspectives of the **concepts**.

Providing a **context** for learning addresses such questions as *Why are we engaged in this inquiry? Why are these concepts important? Why is it important for me to understand? Why do people care about this topic?*

Learning in **context** helps students to:

- explore specific examples of conceptual ideas;
- develop critical and creative thinking skills;
- consider multiple, and sometimes conflicting, perspectives;
- develop inquiry and problem-solving strategies;
- connect and transfer learning from one context to another.

STATEMENT OF INQUIRY

Every unit of study is defined by a **statement of inquiry** which explains clearly what students should understand and why that understanding is meaningful. The **statement of inquiry** connects the *concepts* and *context* that will be explored through the unit of study.

INQUIRY QUESTIONS

Each unit of study includes a series of **inquiry questions**. Some inquiry questions will be factual in nature, others conceptual and some debatable or provocative. The **inquiry questions** guide the students as they explore the *statement of inquiry* in greater detail, make connections, develop curiosity and deepen understanding.

Students and parents can view the *concepts*, *contexts*, *statements of inquiry* and *inquiry questions* for each MYP unit of study by logging in to our online platform, ManageBac.

Mr. Phil Clark,
Middle Years Programme Coordinator



Updates from Student Services

Mr. Peter Fowles

Head of Student Services

Health and Wellness

Dear parents and the IGBIS community,

This is one in a series of articles in regard to Health and Wellness at IGBIS.

Health and wellness are a holistic part of, and not separate from, the three IB programmes. In the Primary Years Programme, Personal, Social and Physical Education (PSPE) is concerned with the individual's wellness through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellness. Wellness is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. In the Middle Years Programme students study health and wellness within the Physical and Health Education subject. For students in the Diploma Programme, dedicated time for mindfulness and healthy choices are increasingly being advocated by the IB.

The concepts of Health and Wellness are embedded in subject areas, specifically the sciences and in physical and health education. In addition to the curriculum, two periods on Wednesday morning have been allocated to support and celebrate student wellness and provide an opportunity to address student welfare.

On 18th November 2015, a first in a series of forums to discuss personal, social and emotional changes with students will take place. The content of these forums is based on recognized learning outcomes from curriculum subject specific areas.



Initially this is for Grades 6, 7 & 8 with the aim being to raise students awareness and comfort in understanding themselves in a safe and respectful learning environment. The discussions will have a clear focus on the ATL skills of self-management. Student will learn about safe resources and channels to find more information. We will be using resources from Kidshealth which also has some great information for parents.

<http://kidshealth.org/parent/growth/>

The goal is to create a safe and respectful learning environment in which students can increase their awareness of individual and common changes as they go through puberty. Parents of students in Grade 6, 7 and 8 were emailed on 29th October to make them aware of the programme.

When developing a health and wellness programme a school needs to be aware of cultural diversity, be sensitive to beliefs and consult its community. This process is part of the ongoing partnership between the school, parents and students.

Please contact me for further information, issues, or concerns you may have.

Credit Limit for Cashless Card

It's time again to top up and check your accounts on your cashless cards and bracelets to ensure you have enough credit till the end of November. For the past few weeks, we have seen quite a number of students have bought lunches with credit (negative) amount in their cards. The school has allowed them to take the lunches on credit and at the same time given verbal reminder to students to top up their cards. However, due to the high amount of credit money still owing, the operator will not be able to extend this credit limit anymore. For those still owing their lunch money, kindly be reminded to settle the amount by this week and also to top up for the upcoming lunches starting from Monday. Also starting next Monday, the operator will stop students from taking the lunches if there is negative amount of more than RM30 in their cards.

Starting in November, we are introducing the Fresh Sandwich Bar with the Panini bread option. The cost of the Panini sandwich will be the same as the lunch. The November menu is now available online.

November Lunch Top Up Costs

	Early Years 1 & 2, KG	Grades 1 - 5	Grades 6 - 11
Lunch	9	10	10
Snack and Lunch	12	12	12
Breakfast and Lunch	NA	NA	15
Sandwich only	9	10	10
Snack and Sandwich	12	12	12
Breakfast and Sandwich	NA	NA	15

NB: All prices are in Malaysian Ringgit per meal (November has 19 school days)

Mrs. Gigi Lim,
Business Manager



School Events - November 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3 Parent Information Session - PYP Assesment, 8.15am - 9.15am, Multipurpose Room Level 2	4	5 Deepavali Assembly 2.15pm Theatre	6	7 Private & International School Fair (PISF) Mid Valley Exhibition Centre	8 Private & International School Fair (PISF) Mid Valley Exhibition Centre
9 School Closed for Deepavali	10 School Closed for Deepavali	11	12	13	14	15
16	17	18	19	20	21 Open Day 10.00am – 1.00pm	22
23	24	25	26	27	28	29

THE 24 HOUR RACE

NOVEMBER 14TH
IGB INT. SCHOOL

CONTACT US
24hourrace.org
facebook.com/24hourrace
kl@24hourrace.org

3000+ RUNNERS
65 SCHOOLS
3 CITIES.

The Kuala Lumpur 24 Hour Race 2015

THE RACE

When?
14th to 15th November 2015, from 9am to 9am

Who?
1200+ students from 80+ international and local schools in Malaysia

What?
A team endurance relay race for 24 hours occurring simultaneously in Hong Kong, Singapore and Kuala Lumpur

A Brief History
Since its inception in 2010, the 24 Hour Race movement has engaged over 100,000 youths and has raised over \$550,000 USD for anti-slavery grassroots charities.

24 Hour Race KL