



# Newsletter

Issue # 15

12th May 2016

This Week's Newsletter:

- \* Pg.1 From the Principal's Desk
- \* Pg.2 Secondary School
- \* Pg.4 Primary School
- \*Pg.8 Greenfield Community Parents



## From the Principal's Desk

### Mr Andrew Wood

This week our Grade 5's have held their Exhibition. This is the culmination of their Primary Years Programme and they presented the research that they have been doing over the last few months to parents, teachers and peers. The range and quality of the topics was impressive: from astrophysics and animal rights to the ethics of video games. Their presentations demonstrated their ability to undertake research, to master a range of styles and forms of writing, produce a work of visual or written creativity and to take action to raise awareness of their topic. The students had to work in groups and in the process learnt some important lessons about time management, delegation and teamwork: lessons that will stand them in good stead in later life.

As I have visited classrooms in the weeks prior to the event I was impressed to overhear students talking about valid sample sizes, the quality of resources and how best to acknowledge their references. One group was composing electronic music, another making a movie about their subject whilst a third was writing a short story which they later printed and bound in book format. Just as impressive was the confidence with which the students spoke as parents and teaching staff came to visit their displays in the evening. It is all underpinned by sound Maths, English and Science knowledge, but what really counts is how they use that knowledge and apply it to real-life situations. The IB Exhibition is preparing them for the demands of the workplace of the future. At the heart of the PYP is an inquiry-based approach to learning and the exhibition allows the students to show how well they have mastered those skills. There is an assessment, and there is a marking rubric that is applied which is given to the students and parents. Listening to these bright young minds was an inspiring event: our school and country has a bright future if these young leaders are anything to go by. I reflected on my Grade 5 exams when I was at school: quietly sitting at a desk writing out Latin declensions or lists of the names of rivers. The analysis, synthesis, clarity of thinking required by the PYP is a quantum leap forward.





## Secondary School News



### Head of Secondary Mr Neil Bunting

Dear Parents

I am writing my current newsletter article from Lithuania where I am conducting a visit on a team of 9 educators to an IB school going through CIS accreditation.

This is a valuable experience in preparing our school for the synchronized IB/ CIS/NEASC visit in February 2017. It is always interesting to see another IB school to get some ideas and to look at different approaches and ways that we can do things better, as well as understanding what they will be looking for at GCS.

However, I am sad not to be in school this week, particularly with the Grade 5 PYP exhibition taking place, which is surely one of the highlights of the school year.

I have spent some time visiting Grade 5 classrooms, seeing the students preparing their presentations and investigations and it has been a great pleasure talking with them about their ideas. These students will be coming into the secondary school next year and this exhibition is a vital celebration, preparation and transition stage on their school journey. At the other end of the scale, our Grade 12 students are currently completing their final examinations and we will soon be marking their final leaver's assembly on Thursday, May 26.

During the examinations I have seen their dedication and commitment, and we wish them all the best of luck with their remaining examinations and preparation for university and life beyond GCS. The June examinations schedule for Grades 6-11 has been posted on the Communicator and teachers will be preparing students for these tests over the coming weeks.

Finally, you will have received an email from the Principal, Mr. Wood, regarding the DSIB report. Needless to say we are committed to our action plan and we will be working extremely hard over the coming year to address the areas for development.

Thank you

Mr Neil Bunting.





## Islamic Studies

In Islamic Studies students have been encouraged to show their cooperative learning by using ICT. An example of this is the use of group-work videos to help students' investigate and explain a particular skill they are learning.

Students are involved in many classes and extra-curricular activities like school assemblies, open day activities, National Day, Mother's Day, and the Prophet's Birthday. They also show their learning through the play-way method. Additionally, encouraging students to compete in Qur'an and Hadith Competitions, this not only Improves the research skills of students' and the ability to explore scientific proofs but, converse the Islamic concepts and encourages peer learning.

We took it upon ourselves in the Department of Islamic education to get out of the educational process classroom lessons, scaling traditional processions of age in the provision of efficient and effective lessons in building the student's personality, and this is reflected in the make quotas variety of methods and sources PMS student life and develop the skills of Islamic education to be learned. Examples include:

- 1) Teachers monitor student progress and search for a new way to improve the performance of their students.
- 2) To give students more space to talk, debate and interaction skills to be able to express their views.
- 3) Focus on the skills of basic Islamic education related to the Quran and modern Tajweed, Sciences and Principles, it's provisions, biography, literature and Islamic faith are rich and interactively serves the goals of the curriculum set by the national document for the development of Islamic education subject to the Ministry of Education.

**Ali Kharouf**  
Islamic A&B Coordinator





## Primary School News

### Primary Coordinator Jill Shadbolt

Every parent wants their child to succeed, every parent wants their child to fulfil their potential, and every parent wants their child to be happy, healthy and independent. But recent studies and research indicate that what we might think of as being helpful, is actually not benefiting our children as much as we think it is

The workplace globally is becoming ever more competitive and this brings with it more and more pressure to perform and outdo those around us in order to get ahead of our competitors, whether that be to get into the best places at university or the best jobs once they graduate. However, there are a growing number of professional voices in the field of education who are beginning to raise concerns about the imbalance between academic achievement and life skills.

The latest voice to join the choir is Julie Lythcott-Haims, former Dean of Students and Stamford University in the US; globally recognized as one of the world's leading universities. In an article written for The Washington Post, Lythcott-Hains writes that as academic pressure to perform increases and this in turn requires students who need more and more study time and support from parents, she has seen a trend in students joining the university who are less and less able to cope with independent life away from home, more and more seemingly "incapable of taking care of themselves". Possibly more worrying are the rising statistics "of depression and other mental and emotional health problems among the nation's young people".

As a parent myself of three children here at GCS, I am fully aware of the workload and expectations of the students across the school. Two of my children have been involved in major events this year; the Personal Project in G10 and the Exhibition in G5. But knowing how much to be involved in what they are doing, especially also as a member of staff (apparently according to my children, sometimes there can be nothing worse than having a parent that works at school as they see everything!) can be a difficult path to walk. We know all our own children's strengths and weaknesses, so do we support their weaknesses and let them fly with their strengths? Or do we push their strengths and not draw attention to their weaknesses so we don't make them feel inadequate. Do we push both elements or stand back and let them find their own way?



## Primary School News

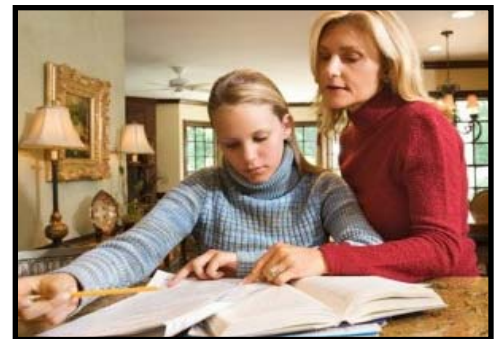
Julie Lythcott-Haims worries that as parents, we are becoming more and more involved in our children's lives and intervening far too much. As a child myself I walked a couple of kilometers to school and back, even as a Primary student, I stopped at friends' houses on the way home and occasionally asked their parents to call my mum to let her know where I was (there were no mobile phones back then) and eventually turned up at home. I can't think of one occasion since my children were born when they have walked either to or from school. And yes, our circumstances are different; where we live doesn't really facilitate walking to school - especially at the moment, but despite that, I still feel that I was much more independent in so many ways than my own children are today. Lythcott-Haims feels that parents in affluent communities work particularly "diligently to protect them from disappointment, failure and hardship".

But in the long run are we helping or hindering our children? Of course, we would all vehemently believe that we are helping our children, but the reality is that we might not be. Being too involved with what they are doing, protecting them too much from failure and not allowing them to make their own mistakes is contributing to a rising rate of students who simply can't cope without parental intervention.

Three key questions which Lythcott-Haims uses to indicate as a guide are

- 1: Check your language - if you are saying "we" when you are talking about your children you may need to start taking a step back
- 2: Examine your interactions with adults in your child's life. If you're arguing with other adults on your child's behalf, you are not teaching your children to advocate for themselves.
- 3: If you are doing more of their homework than they are!

For the full article please follow  
<https://www.washingtonpost.com/news/education/wp/2015/10/16/former-stanford-dean-explains-why-helicopter-parenting-is-ruining-a-generation-of-children/>



**Jill Shadbolt**  
 Primary Coordinator.

**taaleem**  
 Inspiring young minds

## Primary School News

### GRADE 3

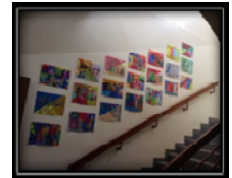
This year we as a Grade Level had very exciting activities in class!



On Thursday 28<sup>th</sup> GCS invited parents to a Maths Morning. It was a wonderful opportunity for the parents to experience how maths is taught in the PYP. The kids were indeed excited at having the opportunity to showcase their learning experience. We have definitely seen quite a few risk-takers and inquirers from both parents and students. During our unit of enquiry "Sharing the Planet|" students made dioramas from the different sources of water.

### Integrating Art Work in our Unit

In 3JH, we looked at the development of Pop Art over time from it's humble beginnings in the 1950s, to the Neo-Pop Art movement of the modern day. We were inspired by Romero Britto, the current popular Neo-Pop artist, to create our own Pop Art work in this style.



### Constructing structures in our class

In our unit "Where We Are in Place and Time" we looked at different properties of materials and used these to construct aesthetically beautiful structures.



### Inventions Timeline

We have been looking at inventions and how these have changed over time. This is a timeline showing how the bicycle has changed over time.



### Fractions

Students have used different manipulatives to find equivalent fractions and fractional parts of a group.

## Primary School News

### Grade 1 "Forces"

Ms. Novella and Ms. Daniela from "Let's Discover" took us through a journey of the whole inquiry cycle by teaching the Grade 1 students about forces. We tuned in by answering questions on what we thought we knew about forces around us. We then found out about forces by doing an experiment of pushing empty boxes and then trying to push them with a friend in them. The students discovered that they needed to use more force to push the heavy box.

They sorted out this knowledge by lifting a basket with 3 small bags of sand and then trying to lift it with 6 small bags. We used special scales with newtons to measure the force.

Grade 1 went further with their thinking by experimenting with ramps that were made of different materials. So only one variable was changed. They used the same cars and the same shaped ramp. Did the material affect how fast the car went down the ramp? Yes it did! The students concluded that the ramp made of carpet made the car go the slowest while the wooden one made the car slide down the fastest.

The students have already started taking action with all this knowledge and have come to school with new ideas and experiments that they have tried at home. Thank you to the "Let's Discover" team for making this a valuable educational experience for our students! - Ms Sheryl East Grade 1 Coordinator and Classroom Teacher

### Swim Gala

The PYP swim galas for grade 3, 4 and 5 had a new format this year. There was more of a focus on the strokes used in competition type galas, in order to give the students a chance to experience the emotions and thrill of such a format.

The events were all 25 meters long and were split into 3 categories: 'Whales', 'Turtles' and 'Sharks'. This allowed the PE team and the students to ensure students were swimming against students of a similar ability level. There was also some new events introduced such as the backstroke noodle race and the kickboard race and the ever popular 'squadron relay'. This relay race consisted of 6 swimmers, 3 turtles and 3 whales, and they had to swim 25 meters as fast as they could in a specific grouping with all 6 swimmers going in the water at least once.

The PE team would like to thank all the helpers on the day; the MYP students, the homeroom teachers, to the lifeguard Manny and the parents for coming along and making it a fun, enjoyable and exciting event - Mr Callum Stevens Head of Physical Education



# GCP Updates



## Important Reminders!

### PYP STUDENT LED CONFERENCE

Thursday, 19<sup>th</sup> of May  
8am to 2pm

### SCHOOL HOLIDAY

Sunday, 22<sup>th</sup> of May

### COFFEE MORNING

Thursday, 26<sup>th</sup> of May  
8:00am to 9:00am

Open Question/Answer Session  
with Head of Primary Mr. Gary  
Mallon

### LAST DAY OF SCHOOL FOR GRADE 12

Thursday, 26<sup>th</sup> of May  
The GCP wishes all the Grade 12  
students a prosperous future!

### PYP PRODUCTION OF "ALI BABA AND THE 40 THIEVES"

Sunday, 29<sup>th</sup> of May  
Monday, 30<sup>th</sup> of May  
Tickets will be available from the  
19<sup>th</sup> of May.

### HIGHER EDUCATION/ UNIVERSITY SESSION "STUDYING IN CANADA"

Tuesday, 31<sup>st</sup> of May  
2:30pm to 3:30pm in the Second-  
ary PD Room

An information session for par-  
ents and students about the Cana-  
dian universities application pro-  
cess

### STAFF APPRECIATION DAY

Thursday, 2<sup>nd</sup> of June  
Look for more information on the  
GCP Facebook page of how you  
can be a part of this wonderful  
event!

## Live Your Dream!

**RUNNING A BUSINESS AND PARENTHOOD CAN'T STOP THIS  
ENTREPRENEUR FROM MAKING HER DREAMS INTO A suc-  
CESSFUL REALITY!**

You would think managing a house full of boys was hard enough, but not for **Tina Mehra-Joshi**. She also owns and manages her own events and party services business.

10 years ago, Tina and her family moved to sunny Dubai, far from the cold climate of Britain. And ever since then, they've been enjoying the outdoors life of this great city! However, in the beginning, Tina noticed that most of the parties for kids were being held in confined indoor spaces. Tina believed that celebrations should be held in open spaces like the swimming pool or garden, where parents could join in on the fun, as well. And that's when her innovative idea, **Splash n Bounce**, was born!

Tina had the support of her friends and family as she started her company. She admits that juggling motherhood and work is hard. **"I manage this by integrating my work and life and enjoy both as I go along."** Seeing the smiles on her customers faces and knowing they've had a splendid time is what keeps Tina inspired to keep going!

Tina is not limiting her dreams, but is rather expanding them to new heights! She has opened a party store in DIP, as well as, growing her current events business.



Tina Mehra-Joshi, with her three boys, 9<sup>th</sup> grade GCS student, Neel, 6<sup>th</sup> grade GCS student, Jai, and their little brother Arjun

**"..the pride that my own kids take in my work is a constant motivational factor for me."**



## The Grade 5 Exhibition 2016

For the past two months, the 5<sup>th</sup> graders have been working on their exhibitions. They started their journey with nervous uncertainty, but then proved to themselves their abilities to follow instructions, research, and create fantastic work. With the support of their homeroom teachers and mentors, Grade 5 showed their vast understanding of what they've learned from PYP, as well as, confidently demonstrating their abilities to successfully work as team members amongst themselves.

Before presenting their final work, parents and staff were delightfully entertained by a plethora of musical talent featuring rap, singing, dance and other musical expressions.

Themes of their work ranged from social impacts of technology, health, animal rights, and the environment to other major themes such as the effects of war, child labor, and mental health.

**Do you have a "Live Your Dream" story you'd like to share about a GCS student, parent or staff member? Email us at [GCP4GCS@gmail.com](mailto:GCP4GCS@gmail.com) and tell us your story!**