



# Newsletter

Issue #11  
11, February 2015

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## From the Principal's Desk

Dear Parents,

Fun is a word that is often frowned upon in educational circles. All too often it is seen as silliness, playing the fool, and a waste of academic time. But the right sort of fun, the laughter of a class enjoying working together, the sound of a family around the table for a birthday dinner, or of old friends seeing one another again, is quite a different sort of thing. It is the glue that binds families and communities together. Those times are often our best memories. Fun, and its friend happiness, do not always happen by accident. I am sure that your mother takes great care in planning birthday or festival meals.

International day is a real highlight of our school calendar, if not the highlight and it was certainly plenty of fun. There can be few schools anywhere in Dubai that have such a diverse school population and the strong sense of an international community coming together to enjoy themselves. It was a day in which nations, cultures, cuisines, music and dance were celebrated. Mothers, children and teachers got up on stage and danced and sang. I loved seeing the generations together: grandparents, relatives, husbands and wives, newborn babies were all there. I am sure that when you think back on your GCS days, International day will be a stand-out memory.

The students and staff made a huge effort to dress up on the day; in the morning Indian and Kazak princes walked through the school gate, followed by Polish ladies and Spanish dancers. I loved seeing our staff from the Levant countries dancing together. Some of the quietest characters in the staffroom let their hair down and enjoyed a traditional dance. There are few occasions where staff, children and parents can socialise together, and this was one.

In its mission statement the IB mentions that it seeks to *'develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.'* The day was a visible expression of global mindedness and internationalism.

Daily we see in the media reports of violence and conflict, born all of ignorance, intolerance and inhumanity. We cannot change the world but we can show the world what an inclusive, welcoming, tolerant community looks like. There was a tangible appreciation of one another's cultures and identity that went beyond tolerance to respect, friendship and a deep appreciation. One of our grandparents who lives in a small town in Spain, looked around and said *'this is like a walk through the world.'* The event modelled what our world could and should be like.

One of my favourite quotes is from Michelangelo who said *'we should take infinite pains to make something appear effortless'*. The event took a great deal of planning and



## Secondary School

thanks to the GCP for their extraordinary efforts. They give their time and resources generously: we are very fortunate to have such a dedicated and supportive parent body. Thank you to the staff who herded cats around the bouncy castle and thank you especially to those who stayed after everyone had left to clean up and pack away the furniture.

### Communication

Recently there was an incident in which the bus was delayed returning from a camp (it had become stuck in the sand and a replacement bus had to be sent). We sent out updates to inform parents on the Communicator and the Facebook page, but a number of our parents reported that they did not check the Communicator. Henceforth, if there are important messages to be sent we will use the Communicator and send a sms. My apologies to those parents who had a lengthy wait.

Andrew Wood  
Greenfield Community School Principal



## Secondary School

### Secondary School Head of Secondary: Mr. Neil Bunting



It was fantastic to see the strong support for International Day last week. What a wonderful Event! Thanks to the GCP and our whole community for supporting this highlight of the year.

I would like to use my column this week to provide some updates of information and practical support to the students' learning.

#### Curriculum content for all subjects in MYP

There has been, from time to time, requests with regard to curriculum content. This has been emailed to parents on an individual basis. This is a very large document to send out. However, I will arrange a link to all of the content from the Communicator.

#### IT Skills

We are reintroducing stand-alone IT lessons through MYP from Grade 6 next year in recognition that our students need more foundation in basic IT skills software and making presentations.

#### IBT (ACER) Assessment Results

Back in November, our students sat benchmark tests in English Math and Science. These reports will arrive and be published very soon and we will be sharing your child's results with you as well as the overall graph of results grade by grade and subject by subject.

#### Managebac

Grade 12 reports go out in Managebac next week. We hope you are accessing your child's reports successfully through this system. We have set expectations of consistency with our staff in providing homework and information on Managebac. Please let me know if you see any short comings.

#### Practical support for learning: Research techniques and recommended websites

Many parents have asked with regard to websites they can use to supplement the learning in school. Please see some of our vast selection that we reference in school. More details and more websites will be made available to the students from their teachers on Managebac. Please check the resources link on the first page of the Newsletter.

## Secondary School

### Mathematics Study Guide and Web Resources:

The importance of maths for students has never been more prominent. Most university courses include some level of maths while almost every profession uses maths in some form on a daily basis. The problem many students have is that they don't know **how to study maths to get good results.**

#### **1. Practice, Practice & More Practice (Thinking)**

To study mathematics you have to roll up your sleeves and actually solve some problems.

#### **2. Review Errors (Reflecting)**

Understanding how you approached the problem and where you went wrong is a great way of becoming stronger and avoiding the same mistakes in the future.

#### **3. Master the Key Concepts (Thinking)**

It is much better and rewarding in the long-run to focus on understanding the process and logic that is involved.

#### **4. Create a Distraction Free Study Environment (Managing Self)**

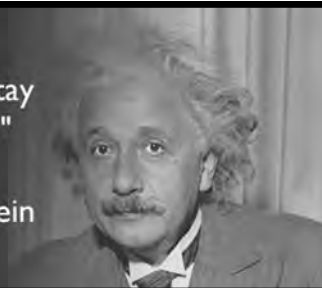
A proper study environment and a distraction free area could be the determining factor when solving complex equations or problems.

#### **5. Persevere (Managing Self)**

Affective skills such as persistence and perseverance are important to achieving in mathematics. Look at Einstein's quote and how it relates to perseverance. Interesting.

"It's not that I'm so smart, it's just that I stay with problems longer."

—Albert Einstein



## Secondary School

### End of Year Examinations

It is important to place the right amount of emphasis on the examinations at the end of the year – not too much and not too little. Some IB schools do not have any examinations in the MYP but we believe it is important to prepare students for the examinations they will face in Grade 12. To this effect, we will run examinations for every grade from grade 6 to grade 11. For MYP, these examinations will be in class and students will remain in school studying after each exam albeit on a shortened day during Ramadan. Grade 11s will sit the examinations in a similar set up to their trial examinations for Grade 12.

Examinations will start in early June for up to two weeks and a schedule will follow. The examinations will be in a multiple of forms and each subject will have a paper from one to two hours, dependant on grade. The heads of department will provide full details and practice activities in the weeks leading up to the exams. Examinations are important but so are all the formative and summative assessments completed throughout the year. The examinations do not affect a child graduating to the next grade unless the child is already on a borderline passing grade.

Kind regards,

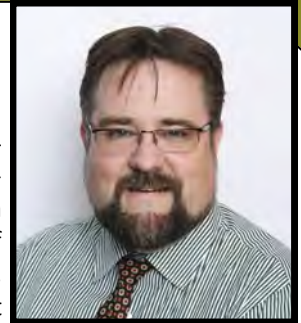
Neil Bunting

Head of Secondary



## Secondary School

### MYP Co-ordinator: Chris Cooke



The middle years (11-16 years old), for anyone, are an exciting time in life. So much is happening physically, emotionally and mentally that it is almost impossible to recognize a grade 10 student about to embark on their final two years of schooling in the senior high school when only a moment ago, they were a “bright eyed and bushy tailed” grade 6 student just entering the Middle Years Programme. Therefore during these crucial years, it is imperative for us as parents and educators to form a partnership that is aimed at guiding and facilitating the MYP students through these thrilling and stimulating years.

To compliment this and clearly at the heart of our MYP curriculum is a focus on Conceptual Teaching and Learning. This motivated by the belief that if students understand the concepts that drive their knowledge, their learning is much more meaningful. The “Gold Standard” guide for the MYP, a document called, “MYP: From Principles in Practice” defines Concepts as, “a ... ‘big idea’, a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or a place in time ... Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of a subject.” The document also goes on to say, that Conceptual Learning, ... “focuses on powerful organizing ideas that have relevance within and across subject areas. Concepts reach beyond national and cultural boundaries.”

Understandably, facts can be forgotten, but concepts are everlasting. When we understand the concept of causality, for example, we may have forgotten the facts of how we learned cause and effect but we remember the “big idea” of cause and effect. And this is what prepares us for life because fortunately

learning how to think and learn conceptually is transferable. This leads to better problem-solving skills and students who are better able to cope with the challenges of life.

“A conceptual approach at the MYP level helps to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts.” (MYP: From Principles into Practice)

The key concepts we teach across our subjects are:

*Aesthetics; Change; Communication ; Communities; Connections; Creativity; Culture; Development; Form; Global interactions; Identity; Logic; Perspective; Relationships; Time, place and space & Systems.*

## Secondary School

There have been quite a few exciting initiatives and activities in the MYP over the last while and I would like to highlight just a few.

The first week of February saw the grade 5 classes spending two entire days in the high school experiencing the various subjects that they will learn from next year. From all reports, it appears that this was a very successful day. All of those I spoke to found it a very positive experience. This initiative has run for a few years now but from what I understand was the best one yet. The students were excited and enthusiastic learners and came away with an understanding of the expectations and rigors of the MYP. A great deal of planning was put into this day and much thanks is owed to Mrs. Jane Gaughan and Ms. Rosalynn Bovaird, the respective grade 5 and 6 grade level coordinators who, were responsible for organizing the event. Thanks also to the teachers who were involved in teaching the grade 5s and a group of secondary student volunteers who accompanied the five classes around the high school and took care of them.



Grade 5s hard at work in an MYP English class

The last month or so has also seen an enormous amount of effort being put into the final preparations by the grade 10s in order to complete their Personal Projects. The completion of a personal project over the course of the 10th-grade year serves as the culminating experience of this journey. Completing the personal project gives them the opportunity to apply the skills that they have been developing since the day they enrolled at GCS. It also gives them the freedom to choose a project that is personally interesting to each of them. The commitment, accountability and rigor expected of each of them is that which keeps them to a high standard. The MYP Projects Guide expect them to:

*“Participate in a sustained, self-directed inquiry within a global context generate creative new insights and develop deeper understandings through in-depth investigation demonstrate the skills, attitudes and knowledge required to complete a project over an a period of time communicate effectively in a variety of situations demonstrate responsible action through, or as a result of, learning appreciate the process of learning and take pride in your accomplishments.”*

In addition, we firmly believe that this provides for our students by giving them a strong talking point with college admissions in addition to what they are expected to complete in the IBDP or IBCP. It also provides material for their teachers as they write recommendation letters for college and could arguably provide greater class choice as they move into 11th and 12th grade.

## Secondary School

Very soon our grade 10's efforts will be displayed during the Personal Project exhibition which takes place on the 8<sup>th</sup> of March. This is an opportunity for them to "show off" what they have been working on all this time. The school community will have the opportunity to walk through the display area, which will be set up in the main courtyard of the high school, and see the work they have done. The project will be grouped according to their "global contexts" which are chosen early on as they embarked on this process.

We have also seen a great initiative established by our Mathematics department who are making great strides in elevating the perception of mathematics in the school. A few weeks ago the MYP was treated to a presentation by people promoting a KenKen Competition with a grand prize which involves being sent to the finals in New York City. In a recent email Mr. Michael Guttormson, the Head of our Mathematics department, encouraged the secondary staff to try the following KenKen puzzle with their students. He added the "teaser" that this puzzle could be the one that gets the students hooked on KenKen and sent to New York in December. Perhaps you could give it a try.



Students hard at work trying to solve a KenKen Puzzle

$2 \div$	$2 -$	
	$3$	$2 \div$
$5 +$		



## Secondary School

As a final point, I would like, on behalf of the MYP, to wish the Desert Dance Students well in the upcoming Desert Dance Competition. As I write this piece, they are (and have been) hard at work rehearsing for the performance which will happen on Thursday 11 February. Perhaps by the time you read this newsletter we will already know how they fared.

Chris Cooke

MYP Co-ordinator

### Head of ENGLISH DEPARTMENT : Sarah Atienza

#### **C**HALLENGING THE STUDENTS FURTHER

In an effort to bring challenge into learning, several MYP students have been coached to represent the school in the Emirates Airline Festival of Literature competitions. In the individual category, several students sent in their original poetry entries to the Taaleem Award competition. 8 students in various grades competed in the first round of the Chevron Readers' Cup. 3 students also competed in the first round of the The Hamdan Bin Mohammad Heritage Centre Qasidah Par Coeur Poetry Recitation Competition. We are proud to announce that Julianna Clements from Grade 9 made it to the final round and will be competing on March 9 at the Intercontinental Hotel, Festival City.



It is also with pleasure that we are launching the first ever English Olympics for the whole school. The event will be held in the 3<sup>rd</sup> Term, possibly in the 3<sup>rd</sup> week of June. The English Olympics will be comprised of several competitions that will challenge students in their knowledge and skills in using the English language. Some competitions would be Reader's Theatre, Extemporaneous Speaking, Spelling Bee, Reading Challenge Quiz and many more. We are finalizing the details and will be providing more information soon.

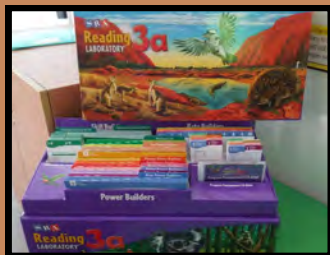
#### **ACCOUNTABILITY AND INNOVATION**

In the beginning of the year, the English Department reviewed the outcomes of student achievement in the past years. While there is clear and good progress and attainment, it was important to recognize what other challenges our students may have in their studies. It became clear that as a department, we must put in interventions to further support our students in their reading and writing skills. From this rationale, we have employed several teaching innovations:

**taaleem**  
Inspiring young minds



## Secondary School



The SRA Reading Laboratory identifies the students' reading level and allows them to further develop their reading and literacy skills through its work booklets. The English lessons have accommodated (since September) a bi-monthly stand-alone SRA reading laboratory time. Students have shown considerable progress in their reading comprehension, vocabulary use and grammar.

The Reading Challenge was launched earlier in the year during a student assembly and has since then been challenging students to complete reading 12 books assigned to their grade level. This activity is in cooperation with the Secondary Library and is meant to encourage students to read more books outside of their classes. Students are to complete a form after reading a book, signed by the parent, as proof of completion. Students who complete reading all prescribed books will be awarded at the end of the year and will be invited to join the English Olympics.

To support students in grammar and spelling, a Glencoe Grammar eBook has been made available for every grade level and can be found on Managebac. Students and parents can use this eBook to revise at home.

The use of educational technology has definitely become an accepted practice in the academe and it is meritorious because it enables students to become independent learners, good researchers and creative in their work output. This year, the department has become more conscious in employing the use of educational software, websites and apps in our teaching and our students' learning.

### **RIGOUR - BRIDGING THE MYP TO THE DP THROUGH PURPOSEFUL ASSESSMENTS**

Assessments in English are now designed with a 2-fold nature similar to the demands of the DP assessments: analytical and creative. Literary analysis assessments require that students are able to retrieve information learned from their reading (of novels or texts), identify, analyze and evaluate literary features. Students at higher levels in MYP are also tested on their ability to make comparisons and inferences, use detailed and precise vocabulary in their work, as well as analyze high level texts, similar to that of a Paper 1 in DP. In creative assessments (similar to a Written Task in DP), students are able to extend their interpretation of texts and respond through the creation of a variety of text types. Older MYP students must prepare rationales for their creative pieces which would reflect their understanding, critical thinking and application of knowledge. All assessments follow the MYP Rubrics provided by the IBO.

Sarah Atienza

Head of English Department

## Secondary School

### Duke of Edinburgh

Our DofE candidates are almost near the completion of their awards. Although they have completed their Expedition, they must still complete the other aspects of their award before they pass.

For the expedition, we went to Fossil Rock, which is part of the Sharjah desert. During day 1, the candidates set off in their groups at various intervals following their planned routes and coordinates.

We camped about 14km from the start line where the students prepared their meals and a camp fire.

On day two, the candidates set off on an approximate 16km journey checking at various check points.



## Secondary School

### Omega Dubai Desert Classic Golf

Last weekend saw the 27<sup>th</sup> Omega Dubai Desert Classic Golf Tournament being held at the Emirates Golf Club, and again students from Greenfield Community School were invited to act as marshals. Our students from the IBCP course, Grade 9 & 11 were placed in very prestigious places where they met the players, officials and helped spectators for all 4 days of the tournament. This activity is compulsory for the IBCP students as it is part of their Service Learning course where they learn valuable life skills of team work, collaboration, event management, health & safety, meeting & greeting people and being cheerful & professional when they have been on their feet in the sun for a long time. All students were a credit to the school, and we received very positive feedback from the officials of the European Tour, Emirates Golf Club and the promoters, Golf in Dubai. The highlight came at the end when the students were photographed with this year's Champion, Danny Willetts of England and they were also presented to His Highness Sheikh Mansoor Bin Mohammed Bin Rashid al Maktoum, which was a thrill for our students when he spoke to them after the presentation ceremony.



GCS students with this year's Champion, Danny Willett





## Secondary School



GCS students are presented to His Highness Sheikh Mansoor Bin Mohammed Bin Rashid Al Maktoum.



GCS students marshalling at



GCS students keeping watch over the packed grand stand on the final day.



GCS students waiting for the next players to arrive at the 18<sup>th</sup> green.





## Secondary School

### Gifted and Talented - The QUEST presented by BRAINways Education

BRAINways Education is a non for profit organisation which has been established from Australia in 2007. Dr. Mirella Olivier is the founder of this organisation and is keen to bring programmes into various parts of the world to be the catalyst to enrich the talents of students who may have gifts in certain subject areas. Since 2007, the programmes have been implemented in Malaysia, Singapore, United Arab Emirates and including her home country Australia.

Dr. Mirella Olivier's Gifted and Talented model originates from Francoys Gagne "The Differentiated Model of Giftedness." Gagne's model indicates that the outstanding potential (which is the 'Gift') can develop into an outstanding performance (which is the 'Talent') by having specific 'Catalyst' by enriching activities. The catalyst comes from all areas - such as parents, exposure to inspiring activities, building the self-motivation, building on the strengths and nurturing areas which are weaker, teachers, and differentiated activities within the classroom environment, enrichment and accelerations within the curriculum and stimulating programmes.

Greenfield Community School inspires to be a part of the 'catalyst' to enrich the lives of our students in various programmes. Students who participate in various enrichment programmes and competitions – Model United Nations, Desert Dance, Taaleem Swim Gala, Taaleem Football Gala, Taaleem Arabic Competition, Taaleem Writing Contests, Readers Cup, Qasidah Par Coeur Poetry, Emirates Litfest Competitions, and we have our Student Leadership throughout the whole school who have initiated various programmes and events like the Green Day, Breast Cancer Awareness Talks and much more. Throughout the year, our teachers/facilitators differentiate the curriculum to fit all students' needs and with guidance and encouragement, bring the students to their *zone of proximal development* to enhance their learning.

As our journey continues ... twelve of our students participated in the BRAINways The Quest in the last two weeks. Students were divided into three age groups 5-7 years old, 8-10 years old and 11-13 years old. On Friday, 29<sup>th</sup> of January, the four groups went through preparatory and rigorous day of learning new concepts which led them through their zone of proximal development and the next day, they were challenged to compete with other schools (including Dubai College, Dubai International Academy, Australian School of Sharjah, Jumeirah Primary School and many more) in three focused areas. All the students were champions and they all worked very well in their groups of three.

Dr. Mirella congratulated them all and her message to Greenfield Community School was as follows,

*"Your students should be congratulated for their excellent enthusiasm for learning and positive attitude. All showed an excellent willingness to build on learning and pride for the skills and the concepts gained. A special mention has to be made for the year's*

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inspiring young minds



## Secondary School

*11-13yr team, who, although without two of the team members by the end of the first day, managed to qualify in the International Final with some outstanding results, including the second place in Mathematics and the first place in Science, with some work of the highest standard. Well done!"*

The finals took place last Friday, 5<sup>th</sup> February 2016 and our three champions competed against teams from Singapore, Malaysia and Australia. Aaliyah Mohseni, Mustafa Khan and Yasmin Jaber performed their personal best! As a school we are very proud of all our students who's determination is always there and wanting to do their best!

As a community, we are all 'catalysts' in our children's lives and by nurturing them, we hope that our children will be lifelong learners and give back to their communities.

Farin Padamsey

Head of SEN Department



## Primary School

### Primary School

#### PYP Co-ordinator : Mrs. Jill Shadbolt



“The search for understanding is central to the beliefs and practices of the PYP. However, the emphasis on the development of conceptual understanding does not preclude a recognition of the importance of developing skills” (Making the PYP Happen, 2009, IBO).

The transdisciplinary skills in the PYP (recognised as Approaches to Learning in the MYP and DP) are seen as one of the five essential elements of the programme along with knowledge, concepts, attitudes and action. These skills develop alongside the academic understanding and are an integral part of moving student learning forward beyond memorising facts. Transdisciplinary skills are about learning to learn, which is a life-long aim for all IB learners. They take students beyond the scope of simply retaining content and enable them to apply these areas of expertise and understanding to any situation, both academic and holistic.

In the PYP at GCS this year, we have been encouraging all students throughout the school to identify where they can make improvements in these areas. Transdisciplinary skills are introduced when the students join us in KG1. Specific skills are targeted through units of inquiry where they form authentic links and connections to the classroom practice, and across the disciplines. They are also planned and revisited across the age ranges so that the students are constantly building on and developing these skills.

There are 5 groups of skills and they are grouped under headings; Research, Self-management, Communication, Thinking and Social. Within each of these groups, there are sub-headings which are set out in order of progression depending on their grouping. For example, under the grouping of Thinking skills, the easiest of the skills is ‘Acquisition of knowledge – gaining specific facts, ideas, vocabulary and remembering them in similar form’. These skills then increase through complexity and difficulty; comprehension, application, analysis, synthesis, evaluation, dialectical thought and metacognition which is described as ‘analysing one’s own and other’s thought processes; thinking about how one thinks and how one learns.’



But these skills aren’t simply just a list of titles, they provide the students with the tools for inquiry. For example, if a student has a sound grasp of research skills which include formulating questions, planning, collecting, recording, organising and interpreting data, then these can be applied to any subject area that a student wants to find out about and focus on.

## Primary School

This could be anything from how volcanoes are formed to which is the world's most populated city. In the following pages, you will see how the KG2 students have been putting their research skills into operation. As part of their unit of inquiry focusing on plants, they had identified the skills of observing, collecting and organising data. During the planning stages of a unit of inquiry, teachers identify particular learning engagements that will explicitly teach these skills. So when the children planted their seeds, they used magnifying glasses to observe the plants closely as they grew. They collected data on their plants by measuring them and then recording how much the plants had grown in specific amount of time. They then organised this data in the form of a booklet. Observation skills were used as the students tried to find out how plants take in their water. Different plants were placed in coloured water so as the water was drawn up the stem, the students could look closely and try to see the pathway up the stem and into the leaves.



As part of the IB continuum of programmes, the MYP, CP and DP, also include these skills as part of the students overarching progress. Known as Approaches to Learning, higher up the school, they continue to form an essential part of how students come to value the way that learning develops. A 5 year old in KG2 may begin to develop observation skills by looking at how a seed breaks open once it is planted,. They would then watch it sprout and grow, recording how tall it becomes and what happens to the leaves and petals as they unfurl and open. This same skill looks very different at MYP in Art where students are asked to observe the facial expression of a mime artist to capture the meaning conveyed. Further still would be the way that observation is used in a DP Chemistry lesson to record the reaction between two compounds when they are combined.

But in amongst all of this is a desire to encourage students to recognise their own ability to learn, whatever their age, and wherever they are. The increase in factual knowledge is growing at an exponential rate, and so quickly, that it has long been accepted that we are never going to be able to learn it all. But what we can aim to do is to teach students the skills to be able to gain what they need to know, and how they can apply it for each given situation. So for our enthusiastic KG2 students measuring how much their tomatoes have grown in a week, this is just beginning of a life-long love of learning.





## Primary School



### Have a look at Mr. Grasshead man.

As part of our unit on Sharing the Planet, we planted some grass seed and now our grasshead man has hair. We will give him a haircut soon.



### **End Of Unit Celebration**

In this unit, we discussed the importance of plants and what we use them for. To expand on the importance of plants, we made our own strawberry jam, our own butter and Ms. Jill helped us make our own bread.

We all had fun sharing these at our end of unit celebration with the help of our class mums.



## Sports News

### Sport & PE News

Term 2 is an exciting time at GCS as we prepare for the star attraction of the Sports Calendar, Sports Day.

#### Sports Day (Week beginning 21/02/16)

Students will participate in their annual sports day on the following days and times:

KG 1 & 2 - Sunday 21<sup>st</sup> February 8.15 –10.10

Grade 1 - Sunday 21<sup>st</sup> February 12.50 –2.20

Grade 2 - Monday 22<sup>nd</sup> February 8.15 –10.10

Grade 3 - Monday 22<sup>nd</sup> February 12.50–2.20

Grade 5 & Grade 6 - Tuesday 23<sup>rd</sup> February 8.15 –10.00

Grade 4 - Wednesday 24<sup>th</sup> February 8.15 –10.10

Grade 7, 8, 9 & 10 - Thursday 25<sup>th</sup> February 8.15 –2.00

Students will be participating in their homerooms this year. Students are expected to attend school on their relevant day wearing their running shoes, PE shorts and PE t-shirt.

Students will continue with their normal school day when not involved in their grade level sports day.

All parents are welcome to attend and support but please remember to dress appropriately.

Any parents who are keen to help during that week, please can you contact Heidi Glimt Horskjær (GCP Sports Representative) on: [heidign@hotmail.com](mailto:heidign@hotmail.com)

#### Cross Country

This year we entered 6 teams into the Jebel Ali Primary School Cross Country. Led by Miss Finola, each team gave a fantastic performance. Our best result was the Grade 4 boys coming in 7<sup>th</sup> place out of all the schools in Dubai.

Grade 3 Girls: 10 out of 36

Grade 3 Boys: 24 out of 46

Grade 4 Girls: 22 out of 44

Grade 4 Boys: 7 out of 51

Grade 5 Girls: 23 out of 42

Grade 5 Boys: 10 out of 44

#### SCUBA Diving & Sailing ECA Programs

This term our new SCUBA diving and sailing ECA's got off to an excellent start. In our partnership with Prodiver Middle East and Watercooled, we have been able to offer students the opportunity to be risk-takers and challenge them to push themselves in learning experiences outside the classroom.



## Sports News

### **Snowsports 2017**

Arriving in Term 3 will be a new Snowsports ECA. This is in preparation for the first GCS Snow Tour for MYP in 2017. Information will be hitting mailboxes, assemblies and homerooms in the next few weeks!

Matt Christensen  
Athletics Director

## Whole School

### Advisory Board: Boyd Edmondson

Whilst we are already in February, with this being the first Advisory Board newsletter of the year, I would like to wish our GCS school community a Happy and Prosperous 2016!



As we continue to strive to keep our school community abreast of the school's developments, please find our points of discussions that took place during our Advisory Board (AB) meeting held on the 19<sup>th</sup> October 2015. Due to the break over the December period no Advisory Board meeting was held in December.

Several topics were discussed and focused on during our meeting. Below is a summary of discussion and action points.

Firstly, I would like to thank Mr Mike Worth and his team of students for the magnificent work they did during the Omega Dubai Ladies Masters, held in December 2015. I always love seeing our students in action! Golf in Dubai (GiD) and I personally wish to thank them for all their assistance they offer the golfing community in Dubai. I look forward to working with them during the upcoming Omega Dubai Desert Classic (February 2016). Below are our students pictured with the Omega Dubai Ladies Masters winner, world number 6, **Shanshan Feng**



Our Students and staff at the Desert Classic Ladies Masters



## Whole School

It has been a busy time at GCS with the CIS/NEASC preliminary visit that took place in October 2015. These visits are all value added and will lead up to the authorisation process with the IBO which is scheduled for February 2017. In the ongoing challenge to achieve an even higher level of education, Mr Andy Wood attended an IB Conference in the Hague. This has been further supported with external education support consultants recently visiting our school.

Several consultants, provided by Taaleem have been in school to further support teachers and middle leaders in their professional development and growth. Namely; Mr Steve Howland, Anne Yeoman and Andrew Westermann. Mr. Steve Howland has worked closely with the leadership team to develop their lesson observation skills and provide valuable training and recommendations around classroom practices. Anne Yeoman, who is an early years expert is providing ongoing support to our Early Years programme. Finally, Andrew Westermann has provided valuable support and feedback for our SEN programme.

It has been encouraging to see the development that is taking place with the career programme (IBCP) for our senior students. I would like to thank our GCP chairperson, Mrs. Dipika Kalra and our parent community for driving this forward. The focus in this regard is to educate and support our senior students in the selecting of their career choices and the processes that are required to achieve university acceptance. Parent Teacher Conferences (PTC) structures have changed to cater for a wider time schedule for all parents to be able to attend. Feedback in this regard was very positive and I would like to thank our teachers for their extra effort in making the time for our parents community to reap the rewards of the PTC's.

To date, in support of 'PINK Day' students were able to raise AEFD4000 for charity. 'Green Day' was celebrated on the 22<sup>nd</sup> November and the annual Movember was well supported by a number of our staff. Further to these successful events, the school has a busy time ahead with a number of activities that will take place. Tanzania and Ethiopia trips will take place later on in the academic year. The GCS "International Day" was held on the 4<sup>th</sup> February 2016. This event was wonderfully organised by the GCP. I would like to thank all that attended what is always a fantastic day in our school.

Well done to all involved and I wish every success to the upcoming school events and trips.

Boyd Edmondson  
Chairperson  
Advisory Board





# GCP Updates

Brought to you  
by the Greenfield Community Parents Committee



## INTERNATIONAL DAY 2016 A GREAT SUCCESS!!

From the Parade, to the On-stage Entertainment, to our tradition **Finale Song of "We Are the World"**, GCS once again shined its bright colors of diversity and proved to the world that we can be united as one!

## BIG

### GCP THANK YOU

#### To all the Parents!

It was with your hard work and enthusiasm that made each country-stall an amazing trip around the world!

#### To the Teachers!

Who safely monitored the bouncy play-area that was sponsored by **Splash n Bounce!**

#### To the Students!

For providing our huge event with spectacular performances and

*We couldn't have done it without you!*

...

#### **BIN TOUQ FIRE AND SAFETY**

For providing the delicious meat for Latin America

#### **SPRINGBOK BUTCHERY**

For the yummy sausages for South Africa

#### **HOLBORN ASSETS LIMITED**

For funding the table rentals

#### **MOVE ONE**

For providing the much needed shades and International Day tickets

#### **GNP**

For donating the white t-shirts which our students beautifully decorated for International Day

And a special thanks to  
Votre Beauty and Wellness Spa,  
Park n Shop, Rheem Air Conditioning, Caparol Paints, Coega Sunware, Bissan Dental Centers, NMC Hospital, Metamindz, Poeny, and Life Pharmacy for the sponsored shades

...

And to  
Costa Coffee,  
Glitter Beauty Salon,

## RAFFLE PRIZES GALORE!



Amazing raffle prizes, such as these candlestick holders donated by Artistique Novelties, located in The Market. And this speedy bike donated by The Toy Store in The Market were part of the International Day extravaganza! SPEEDEX Tools and Hardware, located in DIP, generously donated 1000 AED worth of vouchers and sponsored half of the performance stage on International Day!

## JOB WELL DONE TO ALL OUR PERFORMANCES!

*Thank you to our parents and students for the amazing entertainment!*

We all thoroughly enjoyed the "Earth Song" and "Heal the World". The dazzling dances of India, Cyprus/Greece, Ireland, the Russian Valenki, the Egyptian Tanour, the traditional Thai dance, the Dabke of the Levant, the South African Waka Waka, and the New Zealand Haka. We loved



Visit us on Facebook by adding yourself to  
**The Greenfield Community Parents Group**  
Email us at [GCP4GCS@gmail.com](mailto:GCP4GCS@gmail.com) with any questions or suggestions.  
We're looking forward to hearing from you!





## Appendix A “Secondary Resources”



Current Events - Breaking News English Lessons: Easy ...

[www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)

Breaking News English Lessons - 2,149 FREE Easy News English lesson plans. EFL/ESL graded news lessons, news in 7 levels, current events.

<http://literary-devices.com/> - to learn more about literary techniques, figures of speech and literary elements as well as creative writing



Literary Devices | Literary Terms

Literary-devices.com

Welcome to the website dedicated to literary devices (literary terms). Here you will find a list literary devices (literary terms) with definitions and examples.

[http://www.glencoe.com/sites/common\\_assets/workbooks/language\\_arts/rprw/68rprw.pdf](http://www.glencoe.com/sites/common_assets/workbooks/language_arts/rprw/68rprw.pdf) - for research and report writing

Research Paper and Report Writing - Glencoe/McGraw-Hill

[www.glencoe.com](http://www.glencoe.com)

Research Paper and Report Writing, Grades 6–8 5 Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_  
Directions ...

For DP English:

<http://www.thinkib.net/englishalanglit>

## Appendix A “Secondary Resources”

### IB English A: Language & Literature

[www.thinkib.net](http://www.thinkib.net)

The home page of thinkib.net IB English A: Language & Literature. Browse the last pages, blog posts, check the sitemap, get some Teaching Materials and share ...

<http://www.criticalreading.com/> - to practice critical reading

Dan Kurland's [www.criticalreading.com](http://www.criticalreading.com) -- Strategies for ...

[www.criticalreading.com](http://www.criticalreading.com)

An innovative approach to critical reading and writing emphasizing reading and writing ideas as well as words

### MYP Humanities

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)



BBC - GCSE Bitesize - Homepage

[www.bbc.co.uk](http://www.bbc.co.uk)

A secondary school revision resource for students studying their GCSEs featuring written content, interactive content, audio, video and games.

<http://www.geographyalltheway.com> (may require for password, to be provided for the students)

[www.geographyalltheway.com](http://www.geographyalltheway.com) - Online Geography Resources

**GEOGRAPHY  
ALL THE WAY**

[www.geographyalltheway.com](http://www.geographyalltheway.com)

Slide 1. About geographyalltheway.com. geographyalltheway.com is the continually developing online repository of my teaching resources. The site includes lesson ideas ...

**taaleem**  
Inspiring young minds

## Appendix A “Secondary Resources”

<http://www.historylearningsite.co.uk>



History learning resources

[www.historylearningsite.co.uk](http://www.historylearningsite.co.uk)

The new home of both Study Guides and History learning resources

<http://geography.learnontheinternet.co.uk/topics/coasts.html>



Internet Geography - Coasts

geography.learnontheinternet.co.uk  
Internet Geography - Geographical resources online. Free geography resources including revision help, case studies, lesson plans, worksheets and schemes of work.

<http://www.historyonthenet.com>



From Ancient Times to the 20th Century | HistoryOnTheNet

[www.historyonthenet.com](http://www.historyonthenet.com)

From the 1st century A.D. to the late 19th century, one medical compound reigned supreme over all other remedies: theriac. First concocted by a Greek king worried ...

## Appendix A “Secondary Resources”

### Music

Music helps students to explore different types of notation, study composers from the different eras of Western Classical Music and develop their performance skills. Students will be asked to conduct lots of research during our History of Western Music units i.e. The Baroque, Classical, and Romantic Eras. They may also use research to develop their performance skills through analysing performances. YouTube can be a very useful tool to develop your instrument technique or stage presence. Students who wish to develop their notation reading skills may also use online tutorials to develop their skills further or reinforce the theory they are learning in class. Therefore it is essential that they use reliable resources such as:

[http://www.bbc.co.uk/schools/websites/11\\_16/site/music.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/music.shtml)  
[www.oneminutemusiclesson.com](http://www.oneminutemusiclesson.com)  
[www.youtube.com](http://www.youtube.com)

### Design Technology

Design Technology develops problem-solving, critical- and creative-thinking skills through the application of the design cycle.

Once students look at a brief they are expected to identify the key words which in turn identifies the main points of research. Students are encouraged to explore and use both primary and secondary sources when researching topics. This allows the students to communicate through surveys and questionnaires and not become over reliant on second hand sources like the internet.

Some websites used are

<http://www.howstuffworks.com/>  
<http://www.technologystudent.com/>  
<http://mypdesign.weebly.com/design-cycle.html>

### Visual Art

Visual Art helps student to explore different countries, cultures and communicate their own responses using a range of innovative ideas. Students will be asked to conduct lots of research over a range of different themes. Particularly when searching for the work of other artists it is important that students are able to tell the difference between the artist’s actual work, and a piece of work that looks similar. Therefore it is essential that they use reliable resources such as:

[www.google.com/culturalinstitute](http://www.google.com/culturalinstitute)  
[www.tate.org.uk](http://www.tate.org.uk)  
<http://www.saatchiart.com/>  
<http://www.guggenheim.org/>

## Appendix A “Secondary Resources”

### Mathematics Websites:

Mathletics	<a href="http://www.mathletics.me/">http://www.mathletics.me/</a>
Maths is Fun	<a href="https://www.mathsisfun.com/">https://www.mathsisfun.com/</a>
Khan Academy	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>
Math playground	<a href="http://www.mathplayground.com/">http://www.mathplayground.com/</a>

### English Websites:

<http://www.breakingnewsenglish.com/> - for EAL students

### Websites for learning French:

1. <http://www.bbc.co.uk/languages/french/>
2. <https://frenchassistant.com/>
3. <https://lepointde FLE.com>
4. [www.bonjourdefrance.com/exercices/contenu/](http://www.bonjourdefrance.com/exercices/contenu/)
5. <http://www.languagecourse.net/onlinegrammar/>

### Websites for learning German:

1. <http://deutsch-als-fremdsprache-grammatik.de/DaF/daf.html>
2. <http://www.mein-deutschbuch.de/index.php?site=home>
3. <http://www.unterrichtsmaterial-schule.de/>
4. <http://www1.wdr.de/fernsehen/wissen/quarks>

### Science websites for research:

<http://www.britannica.com/>  
<http://worldwidescience.org/>  
<http://www.livescience.com/>  
<http://phys.org/>  
<http://www.sciencedaily.com/>  
<http://solarsystem.nasa.gov/index.cfm>  
<http://www.eoearth.org/>

### PE websites:

[www.Edmodo.com](http://www.Edmodo.com)  
[www.myfitnesspal.com](http://www.myfitnesspal.com)  
[www.youtube.com](http://www.youtube.com)

PE use you tube for video demonstration and analysis etc so that is the main website we use.