

MySchool Newsletter

العيد الوطني العماني السادس والأربعين



في العيد الوطني المجيد السادس والأربعين للسلطنة كان احتفال مدرستي الرائع بروعة المناسبة حيث ازدان مسرح مدرستي بصورة صاحب الجلالة السلطان قابوس بن سعيد حفظه الله ورعاه ..والمصنوعة من الفوم إذ شارك طلاب مدرستي على مدار أيام استعدادا لهذه المناسبة في صنع هذه اللوحة الرائعة التي عبرت عن مدى انتماء طلاب مدرستي لوطنهم المعطاء عمان..

وهذه السمات التي ترسخت على مدار سنوات من خلال تفعيل مشروع القيم الذي تبنته المدرسة منذ بدايتها وتظهر هذه السمات متجلية في مثل هذه المناسبات...



مجازفون



متوازنون



مهتمون

زيارة الدفاع المدني لمدرستي

مدرستي تعمل دائما للأخذ بأسباب الحماية والأمان لمواجهة أي تطور قد يكون طارئاً لذا استضافت مدرستي رجال الدفاع المدني بجميع وسائلهم المستخدمة للحماية والإنقاذ ليعطوا لطلابنا ومعلمينا صورة واقعية وتفاعلية لما يمكن تقديمه في الحالات الطارئة.

واستهل الملازم محمد رئيس فرقة الدفاع المدني المستضافة البيان العملي لعملية إنقاذ متوقعة بكلمة توضيحية وشارحة لبعض الأجهزة المستخدمة من قبل رجال الدفاع المدني والتي ألقى الضوء على كيفية استخدامها ، ثم بدأ رجال الدفاع المدني بعمل بيان تطبيقي أمام طلاب مدرستي عن كيفية التعامل الأصوب مع الحرائق ثم تقدم بعض الطلاب لاستخدام الطفايات وإطفاء النار المشتعلة مما أعطى للطلاب نوعاً من الثقة بالنفس والاطمئنان.

وفي ختام البيان العملي استضافت المدرسة أعضاء فريق الدفاع المدني معبرين لهم عن عظيم الشكر والامتنان لما بذلوه ويبدلونه في سبيل الحماية والأمن للمواطنين والمقيمين على أرض عمان الحبيبة معبرين عن ذلك بشهادات تقدير ماهرة بشعار وخاتم مدرستي.



فعاليات المجال الأول

مهارات

إن رؤية مدرستي هي السعي لتجويد البيئة التعليمية للإدارة والمعلمين والطلاب بالمدرسة على نحو يكفل لهم التعاون لبناء جيل متميز مخلص لوطنه قادر على التعلم المستمر في إطار من الالتزام والمسؤولية، وإيماننا بأهمية تنمية المهارات والكفاءات عن طريق مهارات الإبداع والإجادة قامت مدرستي الدولية بمجموعة من الفعاليات المتنوعة من قبل المعلمين تتضمن ورشات عمل وحصص نموذجية.



رياضة

وإيماننا بأهمية الرياضة ودورها في تنمية المهارات الجسدية والعقلية شارك تلاميذ الصف الثالث في احتفال اليوم الأولي 22 نوفمبر وأيضا قام تلاميذ الصف الرابع يوم 16 نوفمبر بالمشاركة في فعاليات الاحتفال بمهرجان كرة السلة .



نادي اللغة العربية

ومن ضمن الأنشطة المفعلة في مدرستي نادي اللغة العربية الذي يتضمن مكتبة إثرائية لتنمية مهارات التلاميذ وإسعادهم بمجموعة من الألعاب التعليمية والمسابقات وتكريم التلاميذ المتميزين في اللغة العربية.



The PYP NEWS

Celebration of the National Day 2016

Simultaneously with the start of the second unit of inquiry "Where we are in place and time", MySchool has celebrated the 46th National Omani Day. Students were wearing beautiful and fancy Omani traditional clothes. They enjoyed listening to poems and songs about their homeland Oman as well as they watched different shows introduced by their friends who expressed their love and loyalty to the place they belong to.

The school's main building entrance has been decorated with a theatre showing the main symbols of the country and a traditional corner has been created in the school hall to let the students explore how their ancestors use to live.



Students' Work



OMANI NATIONAL DAY

Omani National Day is celebrated on the 18th of November each year to mark the independence of Oman from Portugal in 1650. The 9th of November is also a public holiday to mark His Highness's Sultan Qaboos Birthday which is also on the 18th of November. He received his primary and secondary education at Saalish and Pune, India where he was the student of Shankar Dayal Shastri, the former President of India and was sent to a private educational establishment in England at age 16.⁽¹⁾ At 20, he entered the Royal Military Academy Sandhurst. After graduating from Sandhurst in September 1962, he joined the British Army and was posted to the 1st Battalion The Cameronians (Scottish Rifles), serving with them in Germany for one year.




By Nessah Moosun
And
Warda Aljaaidi
Grade 7 Girls




Inquiry-based & concept-based approaches to teaching and learning

Inquiry is encouraged particularly when students are investigating and developing an understanding of the central idea (CI) in a unit of inquiry but also, when they are learning about any subject outside of the program of inquiry (POI).

Through guided-inquiry the teacher encourages the students to work collaboratively, discuss, ask questions and reflect on their learning.

The PYP is also a concept-based approach to teaching and learning. The concepts that are central to the curriculum are presented in the form of key questions:

- ★ Form: What is it like?
- ★ Function: How does it work?
- ★ Causation: Why is it like it is?
- ★ Change: How is it changing?
- ★ Connection: How is it connected to other things?
- ★ Perspective: What are the points of view?
- ★ Responsibility: What is our responsibility?
- ★ Reflection: How do we know?

The role of the Teacher

The teacher is a facilitator who:

- ★ allows the students to think and express themselves in an authentic and creative way.
- ★ uses a range and a variety of strategies to meet students' learning needs and styles.
- ★ engages students in reflecting on how, what and why they are learning.

MySchool Programme Of Inquiry

If you think you can contribute to a unit of inquiry, please contact the PYP Coordinator through the following email address : emna.beji@myschool.edu.om. We value experts and guest speakers!

GRADE	Central idea	Key Concepts
KG 1	We know more about the people of a country when we explore their lifestyle	Form - connection - change
KG 2	We know more about the people of a country when we explore their lifestyle	Form - connection - change
Grade 1	Learning about other cultures and countries helps us discover the world.	Connection, change, perspective
Grade 2	Exploring the past deepens our understanding of the present.	Change, form, causation
Grade 3	People have always strived to explore and discover the world for development.	Change, causation, perspective
Grade 4	Uncovering the past helps us to understand where we are today.	Change, connection, reflection
Grade 5	Cultural exchange leads to open-mindedness.	Perspective, change, reflection
Grade 6	Communities' life is documented through stories.	Form, perspective, function

Risk-taker

" I am always doing that which I cannot do, in order that I may learn how to do it."

Pablo Picasso

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- Are you a risk-taker?
- How do you feel about taking risks?
- Have you ever used a new idea without being certain of the outcome? What did you do and was it a good decision?

Share your story and it could be in our next PYP newsletter!

Send text and if you want pictures to emna.beji@myschool.edu.om .



Professional Development

On the 19th and 20th of October, an in-school workshop has been held for all MySchool teachers. The workshop was entitled “ Making the PYP Happen in the classroom”. It was presented in two languages (Arabic & English) by recognized IB leaders : Cindy van Den Heuve and Abdallah about Ali.

Teachers were enthusiastic and positively participated in all the sessions.



Parents Evening

On the 9th of November, a meeting with MySchool parents have been held in the school building. The meeting agenda had included a presentation about the PYP which was presented by MySchool PYP Coordinator. The presentation discussed the following:

- ★ What is PYP?
- ★ The IB continuum
- ★ The IB learner profile, the skills and the attitudes
- ★ The learning resources
- ★ The PYP curriculum framework and the 6 trans-disciplinary themes
- ★ The inquiry based approach to teaching and learning
- ★ Our responsibilities towards the programme: the role of the school, the role of the teacher and the role of the parents.
- ★ Supporting the change in the school community

Parents were attentive and curious about the programme as well as they showed a high level sense of cooperation and support to the school.



Circle Time:

Reading a big book story entitled "The Country Mouse and Town Mouse" which is about different homes, communities, way of dress, and cities so that students could learn the difference between where we live. They also learned that each city or town may have different animals.



How does PYP look like in your child's classroom? Spotlight on grade 1



"Me on the Map": colorful circles project

The purpose of the activity was to help teach kids where they are in the world starting with planet Earth and ending at their own home. The biggest circle is the planet, then their continent, then their country, and so on. The students were asked if Oman was the only country in the world? Some thought yes and some thought no. After the activity some commented that they learned about other countries in the world and that they enjoyed the activity. Some students worked in groups and some worked individually.

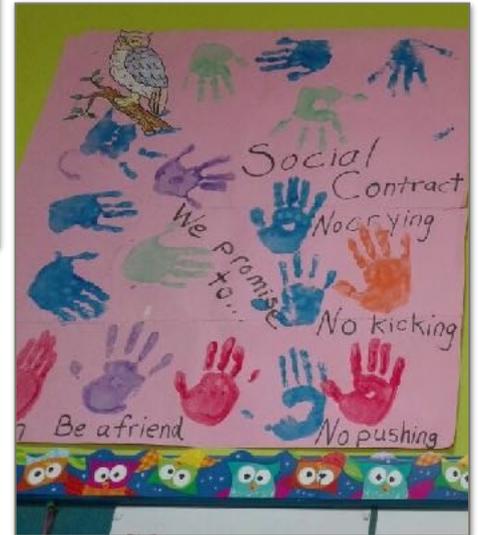


National Heritage:

Annibras, Karar and Doaa from Grade 1 Green brought their national dress to the class. The countries represented are Oman and Tunisia.



Two students from Grade 1 Green who tend to go beyond what is expected of them. Omar created projects at home and shared them with the class to further his learning as well as the learning of his classmates. He created an "under-the-sea" project and a project displaying body parts. Sara Alriyami did the same as she brought a picture of a plant showing the leaves, flowers.



Where we are in place and time
An inquiry into orientation in place and time;
personal histories; homes and journeys; the
discoveries, explorations and migrations of
humankind; the relationships between and the
interconnectedness of individuals and civilizations,
from local and global perspectives.

Teachers of the Month

The 7th of November marked a special day at MySchool as we paid tribute to the builders of the future. Those who decided to dedicate their lives to educate the young spirits, those who put a lot of time and energy into preparing our children for their futures. And rightly so, those who work hard to equip them with life long skills to prepare them for adulthood.

During the school morning assembly, MySchool Principal Mrs Samia Al Bulushi

along with the HOD's showed their sincere appreciation and recognition to Mrs Shakera Wadee (English, Mats and Science teacher), Mrs. Khitam AbuAwad (Arabic teacher), Mrs. Aida Sulman (Islamic Studies teacher), Mrs. Iqbal Warad (Science Teacher).

We really appreciate their dedication, hard work, commitment and affection to the profession of teaching.



MRS. AIDA



MRS. IQBAL



MRS. SKAKERA



MRS. KHITAM

Experimenting in the world of Science



On 8 November 2016, Grade 4 students demonstrated to the school an experiment which they engaged in during a previous lab activity. They captured the attention of both students and staff with their charismatic presentation skills, their message, and most importantly, the captivating results of mixing different liquids together with ENO powder.

The assembly began with Athari Al-Abri reciting verses from Surah Al-Room of the Holy Qur'an which reflect on scientific signs of creation. These verses were chosen to remind and familiarise the audience of the link of science with the Holy Qur'an. The audience was also reminded about the importance of seeking knowledge through a Hadith conveyed by Fagr Mohieldin. Noor Al-Rahbi beautifully recited a hadith on there being a cure for all diseases, as the experiments dealt with the effect of medicinal substances on the body and how to take medicines correctly.

The hype towards the show began with the music team playing a suitable introduction, and the music contributed effectively at the build of each stage of the experiment. Reema Al-Bulushi confidently led the proceedings as the lead scientist of the "Inquiring Minds Science Show". The inquisitive characters of Shams Al-Raisi and Fagr initiated the mixing of ENO with the first liquid, water. This had already managed to capture the other students' attention as a slight reaction occurred and the water changed colour. The knowledgeable character of Al-Moutasim Al-Barwani furthered the excitement amongst the students as he mixed ENO with milk which rapidly began to rise out of the container. Mohammed Al-Jabri, who aptly played the role of a scientist with his attire and speaking tone, closed the show off by showing the harms of drinking medicine with liquids other than water, as he added the ENO powder to coldrink, which according to the students was "explosive".

The students concluded their show as they took ownership of walking around with the containers to give the audience a close-up view of what occurred on the stage. They will be demonstrating and sharing some of their knowledge with the school during an assembly performance.



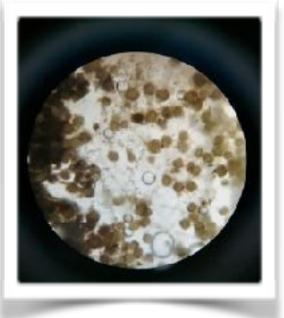
Grade 6 Blue

They did an investigation to find out how the acid rain badly affects the plant growth. They took 2 trays both had germinated seeds, one watered and the other poured with acid. They found the seeds didn't grow but died where acids have been poured and the other one grew faster.



Grade 7 Green

Students of Grade 7 Green were finding the microorganisms that found in the bread using microscope.



Grade 6 Green

As a part of taking care of environment grade 6 Green were cleaning the school.



Grade 6 Green/Blue

The students's project was about recycling. The pupils actively participated and explored their ideas as well as they proved their creativity.

Science Club

In the science club, students completed and arranges the puzzles of dinosaurs and solar system.



Grade 5 students applied what they have been learning in Science about the states of matter. They carried out several investigations to find out the factors affecting the rate of liquid evaporation. They discussed their ideas about evaporation with their groups before they moved to the practical part.

Grade 8 students showed their high interest in performing the lab experiments. Different topics such as food analysis, measuring the capacity of the lungs, speed and motion and changing the properties of sound using a variety of musical instruments were involved.

At the Science club students from grades one and two enjoyed the chemical reaction to blow a balloon and discovered the meaning of mixing materials. Also, they used their imagination and creativity to build many structures using magnets.

Iqbal Warrad

Science
Teacher

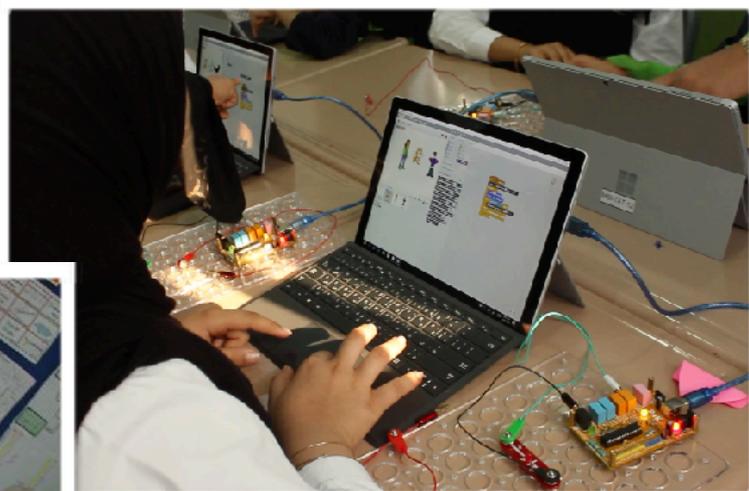
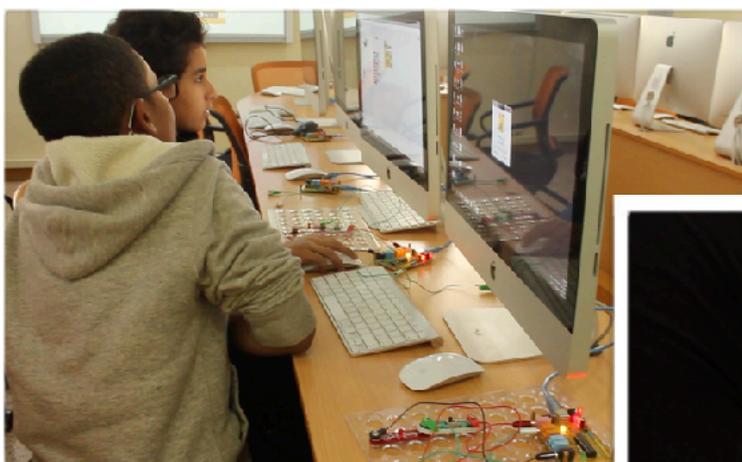
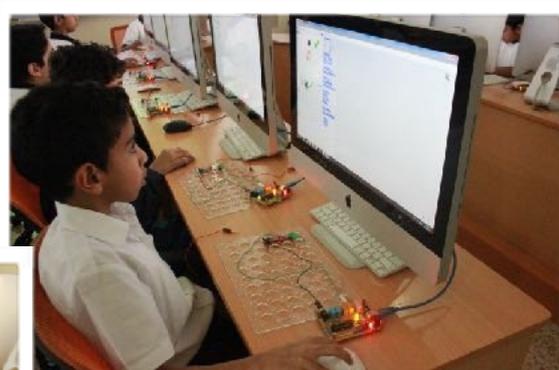


P4K is an electronics platform based on easy-to-use hardware and software. P4K is able to read inputs - light on a sensor, a finger on a button, or a Twitter message - and turn it into an output - activating a motor, turning on an LED, publishing something online. You can tell your board what to do by sending a set of instructions to the microcontroller on the board. To do so you use the Scratch programming language and the Electronic kit (Taroos).

The ICT Dept.

Presents

P4K



Reflection rather than Blame

Too often as teacher we are confronted with the following statements:

My child doesn't understand anything...

I believe this is a valid comment but needs addressing. There is a perception that teachers are meant to be ready and available to help only one child. But we need to put the teachers' day in perspective. If they teach four classes with 25 students in each that will equal 100 students. Each student is a client, which means, they all have educational needs that need to be met. Imagine a dentist or a doctor having 100 patients in a working day - the quality of work will be atrocious and the medical practitioner suffering from dire fatigue. Teachers are no different. Thankfully in the classroom students can be grouped together according to their needs, which means that more of their needs can be met. Many times I find the students and teacher engaged in active learning with the odd few being less focused all too often distracting others and their homework not done. I would be delighted if we could encourage our students to remain focused, do their homework and encourages others to do well at Maths.

Reflection:

When is it necessary for the student to focus and perform (do their work) responsibly?

Homework is given to extend what has been learned in the classroom and must be done. All too often we have responses that " I didn't understand the homework" - whilst in a few cases this is a genuine excuse - I believe it to be a ruse for the students' irresponsibility and their lack of commitment to school work. Maths is a subject that needs constant practice - every day. One of the common problems among the students is their absence of knowing the multiplication times tables. This needs to be drilled at home. They may learn some of it at school , but the familiarity arises by studious work at home. I am amazed at the number of students who, when they really learn their multiplication tables, dramatically improve their overall results and the reduce the time wasted on trying to figure the answer out.

Reflection:

How much am I assisting my child to learn their multiplication tables daily and thus empowering with Maths skills?

The new PYP curriculum endeavours to cultivate a learner with attitudes that support work in the classroom and beyond. There is a reflection component to this and I believe if students reflect first and ask a series of questions trying to establish why they don't understand, there will be less blame on teachers and a definite change in their attitude toward class time and to their responsibilities in their studies. I also believe that this will result in the students achieving more being focused and above all empowered to enjoy and master Mathematics.

The Mathematics Department is committed to ensuring that every student has an opportunity to understand the power and beauty of Mathematics. It is our mission that all students should understand mathematical concepts and be able to apply them albeit the basics. They will be skilled and will master Maths. Every student has been given access to MyMaths (Gr1-8) and this will be used as a remedial tool at home as well as homework activity set by the teachers. This can be set individually as well as a class activity. Teachers offer remedial lessons after school (organize with the respective teacher) and there is an opportunity for students to ask for assistance during class time and break times.

Reflection:

Has your child availed themselves of these opportunities?

So the next time we find ourselves wanting to say, "my child doesn't understand" - stop and think. The teachers stand in the classroom explaining over and over and sometimes even more. They are willing to assist your child. They are not miracle workers and need a little cooperation from the children and parents. I like to reflect on my day with this question: Did I do my best to excite my students to learn and understand Maths? I would ask the same of the students and then to seek the guidance and assistance that they need. homework activity set by the teachers. This can be set individually as well as a class activity. Teachers offer remedial lessons after school (organize with the respective teacher) and there is an opportunity for students to ask for assistance during class time and break times.

MySchool Kindergarten

During the Orange Day, KG 2 students did magic with colours. They mixed the main colours to create new ones.

- red + yellow make "orange"
- red + blue make "purple"
- yellow + blue make "green"
- white + red make "pink"
- white + black make "grey"
- all colours make "brown"

They liked the magic and they had fun... After mixing colours, they made their own funky octopus showing "feelings" of happiness, sadness and anger as well as they counted the octopuses' tentacles.



**The "Stars of the Week!" from KG 1 and KG 2 classes.
Congratulations!**



KG 2 Green students have made projects for the theme "My House" according to the PYP Plan. They showed the rooms that they have in their houses. Thanks for Nasser Al-Amri and Rayan Al-Balushi !



Stars of the Month



Jana Al Harthis - KG2



Meera Al Raisi - KG2



Ali Al Alawi - KG1