From the Principal’s Desk

I feel both proud and honored to have been appointed as Principal of TISSEG. I am very positive that my experience in many differing cultures and education systems stand me in good stead to be able to continue the great work that has been happening at TISSEG. I am enthusiastic about taking this young school school into a new stage of its development.

It is imperative that we work collaboratively with all involved with the school; parents, educators, administrative staff as well as the community, supported by the expertise the Tenby Corporate Office, so that we will move towards reaching our mission and goals.

I trust that we can together encourage school growth through emphasis on cooperation and consideration of others combined with encouraging self-respect and self-discipline. This will be improved by the provision of well-maintained CCA activities, properly supervised by teachers and community members.

We will continue to emphasise that, through adequate opportunity for exercise and participation in games, we can ensure the physical and emotional well being of our students. We will also continue to develop our pupils’ artistic, musical and creative thinking skills.

Change in the world today can happen very rapidly, especially with modern technology and so in our program of study we will encourage our pupils to develop their personal values and thinking processes which, in turn, will facilitate their adaptability to deal with these changing circumstances and to the changing world. As educators our teachers will also need to develop and hone their own technology skills and utilise technology in the classroom.

We believe that to develop a great school, which is recognised for its high quality teaching and learning, we need:

1. A warm, caring relationship between educators and students based on a sound understanding of modern pedagogy with internationally minded, qualified, committed teachers.
2. A close understanding of the relationship between parents and the school, in an environment, which allows for the acceptance of individual needs and shows mutual acceptance of other cultures.
3. The continued interest of parents and community members, in contributing to the school, through extracurricular activities, attendance at all meetings and even as volunteers in classes or for special days.

I am looking forward to working with you all to achieve our goals for our children.

David C Key - Principal
The Early Years Children have had a lot of fun dressing up as animals!

“How many different animals can you see in the pictures?”
Learning about Shapes.

Ball Skills with Ms. Seri
Which animal skins do you think the children are making?
Over the next four weeks, those of us in Primary Classes will be following a unit of work on a theme that focuses on the FIFA World Cup 2014 in Brazil. This unit of work is part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

1. Personal development – the characteristics which will help children become more responsible, independent learners.

2. The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.

3. International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects. During this unit we will be focusing on Geography, History, Art, Technology, Physical Education and International.
Last week, the buzz and excitement of the World Cup was felt here in our school. All the Primary pupils have been very busy decorating the Primary area with World Cup themed decorations. Flags and banners of various countries participating in the prestigious world event were seen here waving in our very classrooms and corridors.

This week all of us will be involved in Sports Week. A lot of fun and interactive activities will be held during this period. We have also taken the initiative to invite professional instructors for yoga and aerobics sessions. The years of experience and patience of the instructors were reflected by the excitement and participation of the students and some teachers, who took part as well.

We are looking forward to the following week and having just as much fun in the highly anticipated Maths Week!

Feature Classroom: Year 5

Year 5 Star of the week profile

Myra has been chosen as The Star of the Week because she is a well behaved student and is always proactive in the classroom. Well done Myra.

Name: Myra Khoo
Hobby: Dancing
Ambition: Marine Biologist
During the past few months, we in year 5 are required to put on our thinking hats in every subject that we are learning. Let’s have a glimpse on what we are learning and activities that we had done at the moment.

**Literacy:** In Term 1, we learned instructional writing whereby we had to read and write recipe. In conjunction with this, we had hands on session of making our own tuna and egg tortilla wraps. In term 2, we learned narrative poems. The poems are Matilda written by Hilaire Belloc and Eldorado written by Edgar Allan Poe. We had role play session, whereby we are required to act out based on a fire scene in the poem Matilda. At the moment, we are reading The White Giraffe written by Lauren St John and discussed the literary aspects of the novel.

**Numeracy:** We did addition and subtraction of two and three digit numbers. We also learn on how to multiply and divide whole numbers and decimal numbers. We are learning line and reflective symmetry as well and also recording database and plotting line and bar graphs.

**IPC:** The first half of term 2, we did “Being Human”. In this IPC theme, we learned about how our body works and how to prepare a healthy diet. Currently, we are doing “All in One Rhythm- World Cup 2014”. We gained a lot of new perspectives in this IPC topic as the World Cup served as a ground that unite people from different ethnicity and culture which reflects the true meaning of the word “INTERNATIONAL”.

**Art:** We did lots of fun things such doodle art, optical art and geometrical art.
It was that time of the year where teachers and students came together to put on an extravagant show of dance, drama, literacy and musical talents. Tenby International School, Setia Eco Gardens had its 2nd Eisteddfod on the 13th of June 2014. However, it wasn’t a single day event. The preparation for the Eisteddfod was a long and fun journey. We had off-stage and on-stage performances for the whole event. Our theme this year was “Myths and Legends”.

The off-stage performances were completed prior to the main day event and were adjudicated by highly respected members of the community and as well as our very own teachers. It was needless to say that our Tenby students had fantastic talents!

The main day event was a huge success! Parents, members of the community, teachers and students enjoyed a day full of great piano recitals, English, Bahasa and Mandarin solo recitations, singing and dancing events. Who knew our students had all these fabulous hidden traits!! The day ended with performances by the winners of the piano recitals, choir and group dances.

It wouldn’t have been possible without the expert guidance of Mr. Evans and his team of teachers who managed to put this whole event together with the help of all our students. A huge thank you and congratulations to all of us!
Our school continues to grow and we are pleased to welcome these new students to the Tenby Family!

Nursery: Chong Yang Yang and Axel Peng

Year 1: Josiah Chew, Neo Wui Poh, Sophia Bell, Jasveer A. Magendran, Cerys Jenkins and Raisa Yonezawa

Year 2: Chu Chen Khang, Kintan Idham and Tanish Palur

Year 3: Chu Tong Xuan

Year 4: Anitej Palur, Haiman Abdul Rahim and Lee Min Shyian

Year 5: Ahmad Idham and Hong Yi Xuan

Year 7: Mohammad Riqzi

Year 9: Joshua Mitchell

Year 10: Natasha Mitchell

We hope they all have long and happy experiences with over the coming years!
Tenby International School was invited to the recent MICC dinner at the Thistle Hotel. Here Mr & Mrs Key along with Mrs. Jenkins meet the Indonesian Consul and his wife next to the school’s stall in the Foyer.

Mr. Nazmi (left) explaining to the Indonesian Consul (center) the advantages of an Education at Tenby International School

The TISSEG display at student art work at MICCI Art Show.
Well done Carene & Mr Nazmi
The School welcomed two new teachers to the Tenby Family this term with Ms. NoorAshikin joining us as an Assistant Teacher /Physical Education Teacher for Year One, Ms. Shishny Nair Saseetharan as Year One Purple Teacher and Mr. Jenkins going as the Year 4 teacher and Head of the Primary School.

Ms. Shikin, as she is known, joins us after completing her Bachelor of Sports Science (Hons) Degree from Universiti Teknologi, Mara.

Mr. Jenkins joins the school after over twenty years in education teaching in places such as South Korea, Portugal, Wales, Saudi Arabia and China. He joins the school from Muscat International School.

Mr. Jerkins has a Bachelor of Education (Hons) from Newport University in Wales. He has also gained a TEFL Certificate and is a qualified IPC Teacher.

Ms. Sheila has a Bachelor of Arts with Education (Hons) and Diploma in Montessori Method of Teaching (Early Childhood Education)

Ms. Sheila has taught World History & Civilization and English Language to secondary school students. Also Basic, Elementary and Intermediate level of English (ESOL) to adult learners at IPG College, Penang. She’s also been a teacher at Kumon (Singapore) and volunteered as a teacher and gave guidance to the early years’ kids at the Elijah Mission Home and is still a motivator for the secondary school students who live there.
In the Primary Department The IPC is used as the main curriculum for all classes. Here is some advice on helping your child at home. This advice is available on the IPC website!

www.internationalprimarycurriculum.com

Helping your Child

“Show Me, Tell Me, Talk to Me”

Your child will be learning three different things throughout their years at school.

1. They will be learning knowledge

Facts that we think they need to know. This is information that we know is true and the way we answer a knowledge question will be either right or wrong. For example: Paris is the capital of France. That’s knowledge.

2. They will be learning skills

Finding out how to do things. Skills are practical and can be described as ‘being able’ to do something.

For example: being able to tie shoe laces, being able to read a map, being able to perform an operation. There are skills within every subject that children study at school; from maths to art to history to science to music. Skills take time to develop and as we learn, we learn skills in small, progressive steps.

3. They will be learning understanding

Developing a sense of the meaning behind why we know and do things. Understanding involves a combination of accumulated knowledge, practised skills and reflection over time.

So, at the end of the school day, when you talk to your child about their learning, here are some ways to talk to them that might help you both:

When your child says they’ve learned some facts in school, say ‘Wow. Tell me what you know about that.’ This is how you help your child learn knowledge.

When your child says they’ve learned how to do something in school, say ‘Wow. Show me how to do that.’ This is how you help your child learn a skill (don’t forget they might be at the very beginning stage of learning that skill. No one can master a skill overnight. In fact it takes 1000’s of hours of practice to truly master any skill. That’s why being patient and encouraging practice of any skill is so important).

When your child says they now understand something, say ‘Wow. Talk to me about that.’ This is how you help your child develop a deeper sense of that understanding. Again, your child will be at the very beginning stage of that understanding. But the more you can both talk about understanding something, and the more your child expands on the related knowledge, and practises the related skills, then the more likely they will develop an even better understanding.
Helping your Child with their Learning

The ten things you can say to your child...

...that will make all the difference

1. Say to your child the word ‘yet’ as often as you can.
   For example, when your child says ‘I can’t do fractions’ you say ‘you can’t do fractions yet’. Help them to see the possibility that they will be able to achieve it in the future.

2. Say to your child: ‘you’re getting better’ whenever the opportunity allows.
   Learning is all about improvement and learning a skill needs patience and practice and practice and practice to improve. Your child needs lots of support along the way.

3. Say to your child: ‘what have you learned today?’
   This question is a lot more specific than ‘what did you do today?’

4. Say encouraging things as often as you can when your child is beginning to learn something new and encourage them when something still isn’t perfect.
   Remember how much encouragement you gave your child when they took their first wobbly steps? Children need that same encouragement whenever they start learning something new. Learning is always harder at the beginning.

5. Say things to your child to show you can see that there’s improvement, however small. Compare ‘then’ and ‘now’ and praise the difference.
   Learning is about getting better; lots of ‘getting better’ steps.

6. Say to your child: ‘of course you’ve made a mistake, but keep going, you’re learning.’
   Every child needs to know that making mistakes is all part of the learning process. Mistakes can be good because you can learn from them. You never really learn something well if you don’t make mistakes along the way. Make sure your child knows that mistakes are OK.

7. Say to your child: ‘your brain is wired in lots of different ways, some ways are better than others. Let’s try to make each part work as well as it can.’
   Few of us will be brilliant at everything but we can get better at everything.

8. Say to your child: ‘take a break, do some exercise, then start learning again.’
   The brain needs blood, oxygen and rest to keep going. If it doesn’t get them then it doesn’t keep going.

9. Say to your child: ‘if you find facts difficult to remember then it’s ok to use a ‘hook’ to help you remember.’
   There are just too many facts to remember so your child should only worry about remembering the ones that really matter. For those, it’s perfectly fine to give their brain some help if they need to. For example VIGBYOR spells out all the colours of the rainbow. So does the rhyme Richard Of York Goes By In Violet, anything to trigger the brain to remember is good.

10. Say to your child: ‘I found x easy to learn, but I had to work harder at y.’
    Make sure your child knows you went through similar learning struggles as they are going through. Show your child realistic models of learning; don’t fake your own excellence. On the other hand don’t promote weaknesses either – unless you are promoting how much better you could have been if only you’d kept trying.
DENGUE FEVER

Dengue is a disease caused by any one of four closely related dengue viruses (DENV 1, DENV 2, DENV 3, or DENV 4). The viruses are transmitted to humans by the bite of an infected mosquito. The Aedes aegypti mosquito is the most important transmitter or vector of dengue viruses.

There are not yet any vaccines to prevent infection with dengue virus and the most effective protective measures are those that avoid mosquito bites. If infected, early recognition and prompt supportive treatment can substantially lower the risk of medical complications and death.

Dengue is transmitted to people by the bite of an Aedes mosquito that is infected with a dengue virus. The mosquito becomes infected with dengue virus when it bites a person who has dengue virus in their blood. The person can either have symptoms of dengue fever, or they may have no symptoms. After about one week, the mosquito can then transmit the virus while biting a healthy person. Dengue cannot be spread directly from person to person.

The principal symptoms of dengue fever are high fever, severe headache, severe pain behind the eyes, joint pain, muscle and bone pain, rash, and mild bleeding (e.g., nose or gums bleed, easy bruising).

There is no specific medication for treatment of a dengue infection. Persons who have dengue should use analgesics (pain relievers) with acetaminophen and avoid those containing aspirin. They should also rest, drink plenty of fluids, and consult a physician.

The best preventive measure for residents living in areas infested with Aedes aegypti is to eliminate the places where the mosquito lays her eggs, primarily artificial containers that hold water. Items that collect rainwater or to store water (for example, plastic containers, buckets, or used automobile tires) should be covered or properly discarded. Pet and animal watering containers and vases with fresh flowers should be emptied and cleaned (to remove eggs) at least once a week. This will eliminate the mosquito eggs and larvae and reduce the number of mosquitoes present in these areas.

Using air conditioning or window and door screens reduces the risk of mosquitoes coming indoors. Proper application of mosquito repellents

The emphasis for dengue prevention is on sustainable, community-based, integrated mosquito control, with limited reliance on insecticides. Preventing epidemic disease requires a coordinated community effort to increase awareness about dengue fever, how to recognize it, and how to control the mosquito that transmits it. Residents are responsible for keeping their yards and patios free of standing water where mosquitoes can be produced.

By : School Nurse, Anis.