

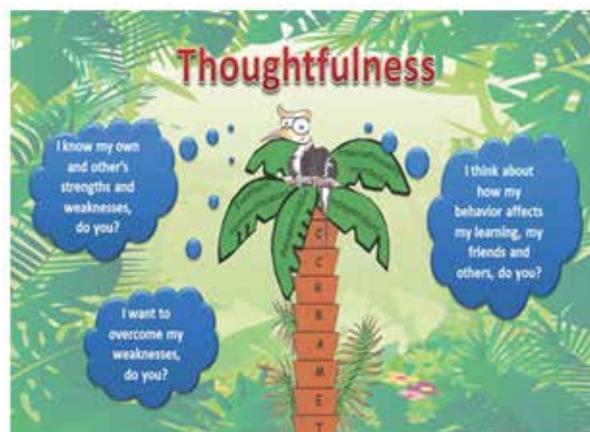
The Personal Goals at Tenby International School, Miri: from an Early Years, Dutch and Milepost 3 perspective



Curtis (the 'tis' is for Tenby International School), our Personal Goals hornbill, on display in our canteen as a mosaic fixture, is getting used to his new location in Senadin following the move from Piasau Camp. He embodies the 8 Personal Goals on the trunk of his palm tree – each segment of the trunk represents a Personal Goal. The leaves of the palm tree represent our four Core Values of Communication, Independence, International Mindedness, and Responsibility. We often link our assemblies to the Personal Goals and Core Values with the awarding of certificates for achievement in those areas.



Pupils can earn a Curtis sticker



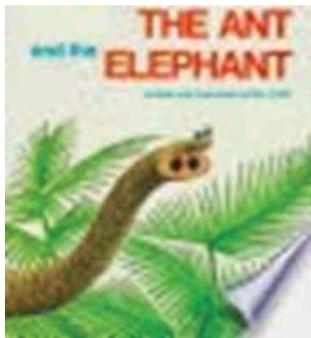
Our computer screensavers are designed to rotate the Personal Goals

Spotlight on the Personal Goals in Reception

During our daily activities, we constantly remain aware of our personal development. We have been reading stories that highlight a personal goal that we are working towards. There are 8 personal goals for us in Reception:

Co-operation, Communication, Respect, Resilience, Adaptability, Morality, Enquiry and Thoughtfulness.

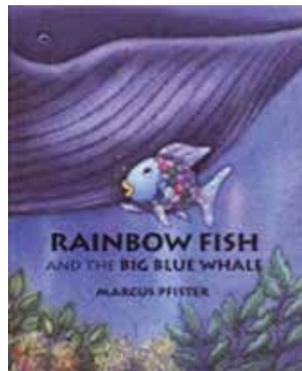
CO-OPERATION



We read *The Ant and the Elephant* by Bill Peet. In this book the ants **CO-OPERATE** to help the elephant.

We clasp our hands together to remind ourselves to **CO-OPERATE** with our parents, teachers and friends so that we can learn.

COMMUNICATION



We read *The Rainbow Fish and the Big Blue Whale* by Marcus Pfister.

The Rainbow Fish realises that he needs to use words to **COMMUNICATE** with the whale in order to solve their problem.

We touch our finger to our lips to remind us to use words to **COMMUNICATE** our feelings.

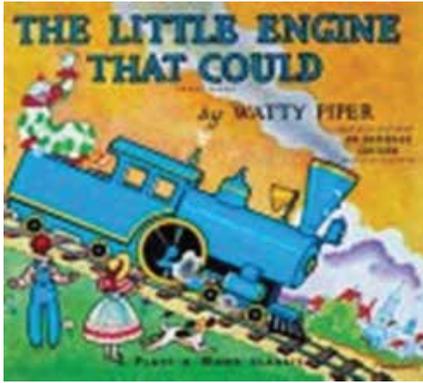
RESPECT



We use a salute as a gesture to remind us to **RESPECT** ourselves, our friends, our parents, our teachers and our environment.

We read *The Lion and the Mouse* (Aesop's Fable) to remind us that we need to **RESPECT** each other. The lion learns that, although the mouse is small, he has his own strengths and deserves respect.

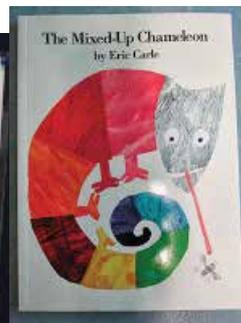
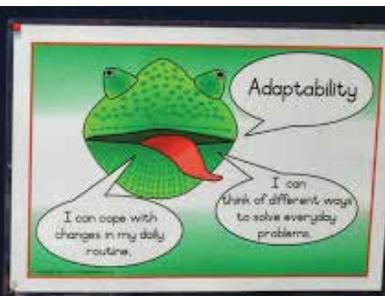
RESILIENCE



We read *The Little Engine That Could* by Watty Piper to remind us to be **RESILIENT**. The Little Engine never gave up. She kept trying and saying: I think I can!

We use our arms to make an engine motion to remind us to stick with a task and enjoy a challenge even when it is difficult for us.

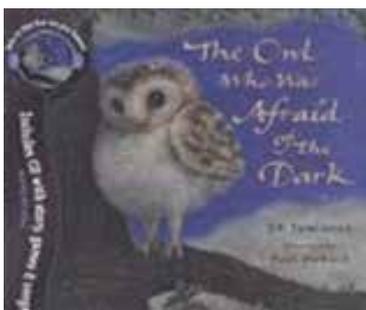
ADAPTABILITY



We read *The Mixed-Up Chameleon* by Eric Carle to teach us that we need to be **ADAPTABLE**. We need to adapt to changing circumstances by adjusting our attitude while still doing the right thing.

We wave a hand across our face to remind us that we are able to adapt in order to learn more effectively.

MORALITY



We read *The Owl Who Was Afraid of the Dark* by Jill Tomlinson to teach us about **MORALITY**.

The owl learns that he is a night bird and that he should fly with his mummy and daddy during the night. He does the right thing by finding out more about the dark in order to overcome his fear.

We use the thumbs up sign to show that we are doing the right thing.

ENQUIRY



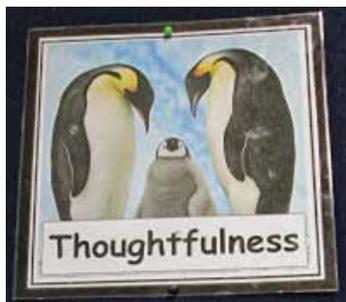
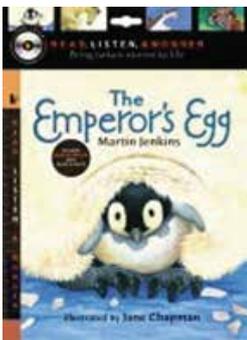
We watched a story about chimpanzees to learn about **ENQUIRY**. The young chimpanzee asked her grandfather many questions so that she could understand certain things.

We hold our hands up to show that we ask when we need clarification about



what we are learning or if we need help to move our learning forward.

THOUGHTFULNESS



We read *The Emperor's Egg* by Martin Jenkins to teach us about **THOUGHTFULNESS**.

In this book, the daddy penguin looks after his egg with great care, no matter what the circumstances.

We touch our fingers to our temples to show that we are being thoughtful about our learning.

Parental response has been positive:

"...thank you for...the latest blog about the Personal Goals and sign language used at school - more to the point in Ms Jacqueline's journey of learning! I certainly surprised my daughter yesterday by signing to her at home, her face lit up and she then explained the meaning of different stickers she receives relating to the Personal Goals. Thank you for all your personal efforts and creativity! This can make or break a child's desire for learning! You are an asset to Tenby!!"

Written by Reception teacher Jacqueline Bradfield <http://www.receptionwithmsj.blogspot.com> (who would like to acknowledge the former Shell School in Syria for providing the animal pictures as the initial inspiration)

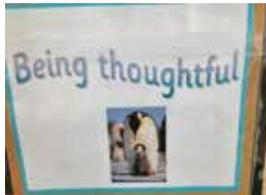
Climbing the Reception Ladder

During the day, we work towards our IPC Learning Goals whilst being mindful of our IPC Personal Goals. In order to keep track of our progress, we have a ladder hanging in our class and we each have a peg on the ladder reflecting our learning success.

We begin our day indicating whether we are ready to learn:



If we show that we are being thoughtful about our learning, we climb up to the next level:



Besides being thoughtful about our learning, we constantly make decisions about our behaviour, how resilient we are going to be during a task and whether we are going to be our best during a guided or social activity. If we choose to do the right thing, we advance to the next level:



If we spend the day being our best, being resilient and making good choices, we move up to the highest level:



In Reception, we encourage a growth mind-set and encourage children to do the right thing. Should this not happen, their peg is moved down the ladder to remind them that they are in control and able to adapt their behaviour in order to move up again.



In order to give the children a tangible reminder of the decisions that they made during the day, they are given a sticker to celebrate that they were ready to learn, thoughtful, did the right thing or made excellent choices throughout the day.



AANPASSINGSVERMOGEN - ADAPTIBILITY (middle);

LEERGIERIGHEID - ENQUIRY (right)

"Daarbij zijn onze persoonlijke doelstellingen altijd erg belangrijk en zullen we met z'n allen nooit vergeten hoe fijn het is om daar in de groep aan te werken. Aan de muur hangen nu nieuwe platen, maar met de ons bekende doelstellingen er bij. Hier zijn er een paar.

And whatever we are working on, we will not forget our Personal Goals and how important it is to work together on them. In our group we have new pictures, but the Personal Goals are of course the same. Above are a couple."

Written by Bert Smits Dutch Headteacher

Respect and Care in Year 5



Through various aspects of the curriculum delivered at Tenby International School Miri, we endeavour to raise the self-awareness of each individual student. This heightened awareness of self is developed through the Personal Goals element of the IPC in the Early Years and Primary School classes and across the Secondary school through lessons on Citizenship and/or PSHE (personal, social and health education). These issues are also approached on a day-to-day basis in general classroom activities when students are expected to treat each other with courtesy and respect, which they can see modelled by classmates and staff interactions.

Outside the classroom it happens during snack time or lunchtime and through their play activities that, though supervised, are generally self monitored. In school life there will inevitably be occasions when a member of staff or even a more responsible member of the student body will need to intervene and deal with incidents involving the foolish or mean acts of others. More serious issues are dealt with in a fair but firm manner and parents will be informed immediately of such matters. We hope that by developing each individual child's self-awareness and increasing the understanding of taking responsibility for their actions the number and regularity of antisocial activities will notably reduce. This heightening of self-awareness starts from the Nursery Class, building on a young child's awareness of what's right and wrong, that they have learned from home or a play-group, and continues until students leave the school, building on good actions and praising the positive. (Written by Craig Jones, Year 5)