



THIS WEEK'S TOPICS



MESSAGE FROM HEAD OF MIS



CAMPUS PRINCIPAL'S MEETING WITH MGS PARENTS



INTERACTIVE ENGLISH LESSONS USING NEARPOD IN MIS SECONDARY



MIEY KINDERGARTEN GRADUATION



COVID-19 SCREENING OF PRIMARY SCHOOL STUDENTS



CAMPUS PRINCIPAL'S MESSAGE

Learning in the olden days is mostly by rote. Students were expected to recite and repeat the facts over and over until they are memorised. The western world was shaken when Russia launched the world's first artificial satellite, the Sputnik, into space in 1957. That concern sparked a revolution in scientific education and new theories of education, one of which is the radically different approach known as discovery learning. With discovery learning, students are put on learning tasks with very little guidance and are expected to make their own discoveries. The basic facts are not taught to the students as this is deemed to stifle the creativity of the students.

Discovery learning finds its roots in constructivism. It extends from ideas that learners actively seek to make sense of their environment. They learn best by questioning, exploring and actively building

actively building knowledge. These are good principles but the famous statistical meta-analysis by Hattie (2009) shows that discovery-based learning does not contribute significantly to improving students' achievements.

An alternative approach adopted in MGS is the guided-discovery learning where teachers are much more involved. They might coach the students, give hints and feedback, and perhaps even model solution strategies and systematically guide students towards the learning objectives. Teachers will drill and assess the students in the basic facts before allowing them to proceed in a structured manner for a more enriching learning experience.

Research findings show that students learn more from guided discovery learning than from pure discovery learning. This should not come as a surprise. It is actually something that adventurers have known through the ages. When we venture into the unknown, it is essential to take along a guide who is familiar with the local surroundings. The same principle applies to the exploration of knowledge.

MESSAGE FROM HEAD OF MIS

Mr. Andrew Hamilton



As part of the curriculum that we offer here in Matrix International School, we have been using the International Primary Curriculum (IPC) for the past few years. However, you may still be unsure about what the IPC is and how it works.

What is the IPC?

The IPC was first introduced in 2000 by Fieldwork Education after identifying that international programmes needed a curriculum that was better suited to the diverse experiences, needs and understanding of their students rather than a curriculum focused largely on British concepts. Initially starting in 14 Shell schools, the curriculum is currently used in over 1000 schools across 90 countries worldwide.

The IPC focuses on the holistic development of learners. There are clearly defined Learning Goals for what learners are expected to know, what they should be able to do and the understanding that they will develop through learning. The Learning Goals are organised into the following 3 unique but connected sections:

Subject: Covers the knowledge, skills and understanding that children should learn in science, geography, history, international, society, technology, art, ICT (Information and Communication Technology), music and physical education (P.E.).

International: Helps learners move toward a national, international, global, and intercultural perspectives.

Personal: Underpins the individual qualities and dispositions that learners will need to thrive in an ever-changing world. They are adaptability, communication, cooperation, enquiry, morality, resilience, respect and thoughtfulness.

How does the IPC work?

Each IPC unit of work is designed around one core purpose: improving children's learning. Our school has carefully selected a range of cross-curricular units based on globally relevant themes that excite children and teachers alike and help them to learn more about the world around them. In addition, the units allow for our students to achieve the necessary learning outcomes to prepare them for secondary education.

Each unit will have a specific theme. Some themes we use here in Matrix are rainforests, food, electricity. For each unit, there is a clear learning process which can last between 3 to 11 weeks (depending on the content that needs to be covered). Students will learn about the theme through each subject before moving to the next subject to allow them to make better connections in their learning and to enable them to learn about the theme from different perspectives.

Why choose the IPC?

Some of the benefits of the IPC are:

- It is flexible and can be adapted to the children's interests and level of understanding.
- It is a structured curriculum that focuses on subject, personal and international learning goals.
- It helps learners become globally competent, developing their understanding of the world.
- It helps engage parents with learning, and to understand the relevance of learning in the classroom and at home.
- It encourages collaboration and reflection not just between teachers and pupils, but amongst teachers within the school and worldwide.

过去的学习大多是死记硬背,要求学生一遍又一遍地背诵和复述内容,直到记住为止。1957年,俄罗斯将世界上第一颗人造卫星斯普特尼克1号(Sputnik)发射到太空时,震惊了整个西方世界。这种担忧引发了一场科学教育和新教育理论的革命,其中之一就是被称为“发现学习”的方法。通过发现学习,学生们在几乎没有指导的情况下完成学习任务,并期望自己做出发现。教师没有向学生传授基本事实,以免扼杀学生的创造力。

发现学习的根源在于建构主义,学习者透过对周围环境的积极探索来更理解一切。他们通过提问、探索和建构知识开展最佳的学习。这些都是很好的学习原则,但根据Hattie(2009年)著名的统计分析显示,“发现学习”对提高学生成绩并没有明显的帮助。

Kebanyakan pembelajaran pada zaman dahulu adalah melalui hafalan. Para pelajar diminta untuk membaca dan mengulang fakta berulang kali sehingga ianya dihafal. Dunia Barat tercabar dengan pelancaran satelit buatan pertama, Sputnik, oleh Rusia ke angkasa lepas pada tahun 1957. Kebimbangan itu mencetuskan revolusi dalam pendidikan saintifik dan teori-teori baru dalam pendidikan. Salah satunya adalah pendekatan yang sangat berbeza yang dikenali sebagai pembelajaran melalui penemuan. Melalui pembelajaran penemuan, para pelajar diberi tugas dengan hanya sedikit bimbingan dan diminta untuk membuat penemuan mereka sendiri. Fakta-fakta asas juga tidak diajar kerana dianggap akan memadamkan kreativiti pelajar.

Pendekatan pembelajaran penemuan adalah berdasarkan teori pendidikan konstruktivisme, yang menentang ideologi bahawa para pelajar akan cuba sedaya-upaya untuk memahami persekitaran mereka.

Cara pembelajaran terbaik adalah dengan menyoal, meneroka dan membina pengetahuan secara aktif. Walaupun ini adalah pendekatan yang bagus, penganalisa statistik terkenal Hattie

金群利环球院校则采用“引导式发现学习”教学法。这种教学模式,教师的参与程度较高,他们会指导学生,及时给予提示和反馈,甚至引用教学模式策略并系统地引导学生达成学习目标。教师根据学生的基本学习资料对他们进行巩固练习和评估,然后让他们以系统化的方式来获取更丰富的学习体验。

研究表明,学生从“引导式发现学习”中学到的知识比纯粹从的“发现学习”中学到更多。这当然不足为奇,更是历代冒险者皆知的经历。当我们冒险进入未知世界时,一定要带上熟悉当地环境的向导,有鉴于此,此原则自然也适用于知识探索!

(2009) menyatakan bahawa pembelajaran melalui penemuan tidak banyak menyumbang kepada peningkatan pencapaian pelajar.

Pendekatan alternatif yang digunapakai di MGS adalah pembelajaran penemuan terbimbing di mana para guru turut memainkan peranan yang penting; seperti melatih pelajar, memberi petunjuk dan maklum balas, ataupun memodelkan strategi penyelesaian dalam membimbing pelajar secara sistematik ke arah objektif pembelajaran. Guru akan melatih dan menguji pelajar tentang fakta asas sebelum “melepaskan” mereka secara berstruktur bagi memastikan pengalaman pembelajaran yang lebih berkesan.

Dapatan kajian menunjukkan pembelajaran penemuan terbimbing lebih berkesan daripada pembelajaran penemuan tulen. Ini bukanlah sesuatu yang mengejutkan, malah merupakan pengetahuan umum para pengembara sejak zaman berzaman. Apabila kita meneroka kawasan baru, adalah penting bagi kita untuk membawa pemandu yang biasa dengan persekitaran tempatan. Prinsip yang sama turut diaplikasikan dalam meneroka ilmu pengetahuan!

Campus Principal's Meeting with MGS parents

Two sessions were held for the Campus Principal and the Senior Leadership Team to meet online with our MGS parents: Thursday 25th November from 6pm to 7.08 pm. and Saturday 27th November from 10am to 11.05 am.

Mr. Loh, the Campus Principal, thanked all parents for their presence at the meeting. The recent parents' survey with 46% participation by parents, is the highest percentage recorded in the survey since 2017. This survey has produced very positive responses in all items compared to the results of previous surveys. In both meetings, the main issue discussed were :

- traffic congestion during school dismissal time.
- the quality and quantity of the canteen food.
- the opening of school for the new term in January 2022- in January or in March?

In addition a few other issues were raised :

- A need for schools to have a programme to address the mental and emotional wellbeing of students caused by the long period of online lessons at home.
- A request to standardise the colour and style of sweaters to be worn by students in school.
- A concern over the vaccination of students aged 5 to 12 years old.
- A request to use electronic books in school.

For the benefit of parents who were not present, the minutes with both the Chinese and Malay translations has been sent to all parents through the school email. We would like to thank all parents for all the views and ideas given to help in the continuous improvement of our school.

Interactive English Lessons Using Nearpod in MIS Secondary

With the push towards online learning, creating an engaging and effective online lesson can be a challenge for teachers, especially for language lessons. However, the use of technology has become a pertinent teaching tool to help with addressing this challenge.

Nearpod is a 'life-saving' application that offers a real-time insight into students' understanding through interactive lessons, interactive videos, gamification, and activities - all in a single platform. Teaching grammar, enhancing reading proficiency, improving writing, speaking and listening skills can be fun and educational through this incredible application.

During our English classes, students participate in interactive activities through the Nearpod application such as

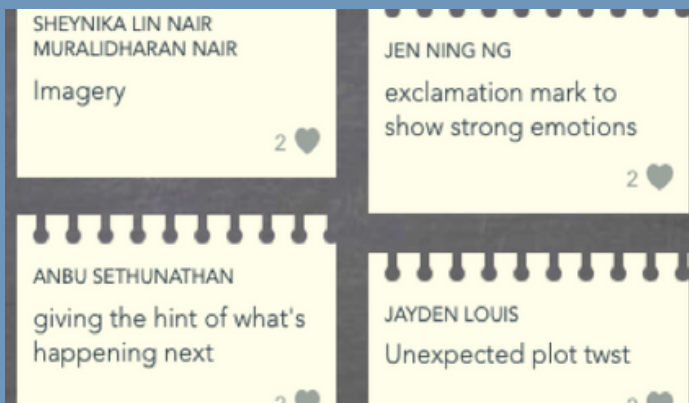
collaborative boards, games, virtual tours, quizzes, interactive videos, and open-ended discussions.

In Year 7, students engaged and collaborated to share their ideas on elements of suspense in adventure stories. Even though students were attending virtual lessons during this time, they enjoyed themselves incredibly by participating and sharing ideas as a group.

One way we can check the learning of our students is to post questions on a collaborative board to give them the opportunity to share their answers. As students can see the answers posted, it not only allows them to learn from each other but also to address any misunderstandings they may have about the topic.

A collaborative board used in a Year 7 English lesson is to check if they can identify the literary elements that create suspense.

After collaborative discussions, students utilise their skills and knowledge that they have gained to create their own written pieces of work. This can be independent work, paired work, group work and modelled work.



Title: The Lost Hope

Never lasting hope, isolated without anything, in the shadows alone. I walked carelessly towards the middle of the road waiting for at least a car to run over me for my life to end. I just stood there in despair, waiting for life to end. Until a voice said...

"I fear that you are just hopelessly going to die here rather than die meaningfully. Perhaps, you are not living your life properly, no? You have something to fulfill, don't you?" said the abyss, speaking to me...

I glanced behind me only to look at a black faced-figure. I wondered who it was and what it was doing there. The atmosphere was ominous for about 5 minutes. Until... she said "You're done suffering in this universe, are you not? Fine... I don't mind at all so come here, Quinn." continued the mysterious voice...

Elisha Yoo, Vandanaa Nair, and Lin Yu Ting from Year 7M have created a compelling opening for a suspenseful adventure story.

Our English lessons are also focused on evaluating students' understanding through effective methods. The "Time to Climb" activity on Nearpod emphasises the assessment of students through an enthralling game. The students are also given immediate feedback through the post-lesson reports.

Time to Climb		
1	RUI YU TEN	1993 points
2	Emily Ming Li Cheah	1590 points
3	KE SUEN YAP	1558 points
4	MATTHEW BOSCHETTO	1438 points

Year 8 students played a 'Time to Climb' game during an English lesson.

Here is feedback from students on the use of Nearpod during their English lessons

"The Nearpod lessons are fun and interactive. They help us learn in an enjoyable manner."

- Rylie Ong, Year 7M

"My favourite is 'Time To Climb' which has a series of questions with a pieces of interactive music as well as a timer."

- Vandanaa Nair, Year 7M

"I am excited to learn English using Nearpod as it is extremely entertaining and interactive. The questions that Ms. Nantha add helps us challenge ourselves and reflect on what we have learnt."

- Aisyah, Year 7M



