

Campus Principal's Message

In the past, many Asian children were brought up by strict parents that focused on character building and conformance to societal norms and regulations. This is different from the parenting style that is equally strict but focuses on the excellent academic and co-curriculum achievement of their children at all costs. Such parents, known as tiger parents, tend to micromanage their children's lives in ensuring they meet their high expectations.

These parents claim that they are enabling their children to identify and excel in their passions and providing them with a competitive advantage. However, the interests of young children are largely transient, cultivated and influenced by their parents. Thus, tiger parents are working more towards meeting their goals and expectations for their children rather than what is wanted by their children. It is not surprising then that studies on tiger parenting have revealed that it can be harmful to children's mental health and psychological well-being.

The importance of playtime in school

While it is important that we offer a varied academic curriculum to our students, especially when it comes to building life-long learners, we also place importance on the child's personal development and their international mindedness. Some of the ways that we do this in Matrix is by organising school events, arranging practical activities inside and outside of the classroom, offering roles of responsibility and by having a varied CCA programme for our students.

One particular way that we focus on a child's personal development is through scheduling daily playtime. From our own experiences as children, attributes and qualities that we use today as adults often started through our experiences of playing with others. Playing games with others allows us to develop social skills like cooperation and communication, helps us to learn how to share and care for others, develops enquiry and builds resilience. These are attributes that are supported through our learning in the classroom, but they also allow our students to develop their learning in many different ways.

THIS WEEK'S TOPICS

1. Message from the Head of MIS - Mr. Andrew Hamilton
2. MISP - Mathematics Fraction Art
3. MISS - The Importance of the Student Council
4. MISP - Negative Numbers Scavenger Hunt
5. MPS - Learning History the Creative Way
6. MPS - Lower Primary Cooking & Baking Club
7. CCA - Graphic Design
8. CCA - Badminton
9. Boarding House News

At the other end of the pendulum, there are jellyfish parents who emphasise warmth and communication above all else. They provide few clear expectations, exert little control and are tolerant of inconsistent daily routines in their children. Their children are left to develop their own interests without much guidelines and supervision from the parents. Such children tend to lack impulse control, understanding of behavioural boundaries and tend to lack discipline.

While it is hard to specify what the right parenting style is for each child, we should not remain static at either end of the tiger - jellyfish parenting pendulum, but adapt and act wisely according to the specific demands of the situation. Younger children need more guidance and clearer parameters of behaviour while older children should be allowed more freedom to make some decisions. Happy parenting!

Message from the Head of MIS : Mr. Andrew Hamilton



Playtime also has a lot of benefits for physical development. Research shows that students who engage in regular play activities will have better hand-eye coordination, improved agility and coordination and good fitness levels.

This is not taking into consideration the benefits of play on the mental health and wellbeing of a child. Playtime can reduce stress and allows positive chemicals like endorphins to flow through the body which can make us happy.

In the event that the weather is too hot or wet, we move playtime indoors. This can involve organised games with the duty teachers or students will have opportunities to play board games. Once again, the priority is on students developing their personal and social skills which will enable them to be more confident and capable learners.

Campus Principal's Message Translated

过去，许多亚洲儿童是由严格的父母抚养长大的，他们注重品格教育和遵守社会规范和法规。这与同样严格但不惜一切代价只关注孩子杰出的学业和课外活动成就的教育是截然不同的概念。这种被称为狼爸及虎妈的父母，他们倾向于对孩子的生活进行“微观”管理，以确保孩子达到他们的高期望。

这些父母声称，他们使孩子能够识别和超越自己的激情，并为他们提供竞争优势。然而，这些孩子的兴趣在很大程度上只是短暂的，他们是因为父母的栽培和影响。因此，狼爸、虎妈更多地致力于满足他们本身对孩子的目标和期望，而不是孩子本身想要的人生目标。因此，对狼爸、虎妈教养孩子模式研究发现它可能对儿童的心灵和心理健康造成伤害也就不足为奇了。

Dahulu, ramai kanak-kanak Asia dibesarkan oleh ibu bapa tegas yang memberi tumpuan kepada pembinaan sahsiah dan pematuhan kepada norma dan peraturan masyarakat. Ini berbeza dengan gaya keibubapaan yang sama tegas tetapi memberi keutamaan kepada pencapaian akademik dan kokurikulum yang cemerlang anak-anak mereka. Ibu bapa seperti itu, yang dikenali sebagai 'ibu bapa harimau' dan cenderung untuk menguruskan kehidupan anak-anak mereka secara mikro dalam memastikan mereka memenuhi impian mereka.

Ibu bapa ini menyatakan bahawa mereka membimbing anak-anak mereka mengenal pasti dan mencapai kecemerlangan dalam minat mereka yang boleh memberikan kelebihan daya saing. Walau bagaimanapun, minat kanak-kanak kecil sebahagian besarnya bersifat sementara dan dipengaruhi oleh ibu bapa mereka. Oleh itu, 'ibu bapa harimau' berusaha lebih untuk memenuhi matlamat dan harapan mereka berbanding daripada apa yang dikehendaki oleh anak-anak mereka. Maka tidak hairan bahawa kajian tentang 'keibubapaan harimau' mendedahkan bahawa ia membahayakan kesihatan mental

在钟摆的另一端，有强调温暖和沟通高于一切的水母爸及水母妈。他们几乎没有指示任何明确的期望，对孩子几乎没有控制权，并且可以容忍孩子的日常生活不一致。他们的孩子在没有父母太多指导和监督的情况下，任由他们发展自己的兴趣。这样的孩子无法控制冲动的情绪，也不清楚对行为界限的理解，往往都是缺乏纪律。

虽然很难为每个孩子指定何种养育模式才是适合他们，不论是狼爸虎妈或水母式两极端的养育模式，我们都不应固守一种特定模式。我们应根据具体情况的需求做出明智的调整和行动。年幼的孩子需要更多的指导和正确的行为管制，而年长的孩子应给予他们更多的自由，让他们本身学习为自己做决定。祝天下父母快乐。

dan kesejahteraan psikologi kanak-kanak.

Pada sudut lain, terdapat 'ibu bapa obor-obor' yang menekankan kemesraan dan komunikasi. Mereka memberikan sedikit panduan yang jelas, kurang kawalan dan bertolak ansur dengan rutin harian dengan anak-anak mereka. Anak-anak mereka dibiarkan mengembangkan minat mereka sendiri tanpa banyak bimbingan dan pengawasan daripada ibu bapa mereka. Kanak-kanak sebegini kurang kawalan impuls dan pemahaman tentang batas tingkah laku serta dan cenderung tidak berdisiplin.

Walaupun sukar untuk menentukan gaya keibubapaan yang betul untuk setiap kanak-kanak, kita tidak seharusnya kekal statik dengan cara 'keibubapaan harimau atau obor-obor', tetapi menyesuaikan diri dan bertindak dengan bijak mengikut tuntutan situasi tertentu. Kanak-kanak yang lebih muda memerlukan lebih bimbingan dan parameter tingkah laku yang lebih jelas manakala kanak-kanak yang lebih besar harus diberi lebih kebebasan untuk membuat keputusan. Selamat mendidik!

MISP - Mathematics Fraction Art

Recently, the Year 5 students used fraction art to learn mathematics. The activity helped them to understand the use of fractions and its presence around us. This is a fun cross-curricular project to link mathematical studies with an art activity. The fraction art is essentially circles that are cut into pieces, then arranged into different bird forms.

This activity was a favourite because not only did it help students see fractions in a new way, they also got to explore their artistic side at the same time.

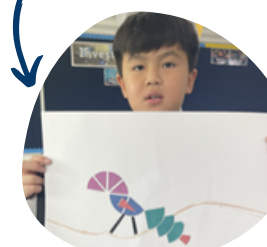
Here are some photographs of the wonderful art pieces our Year 5 students created:



**Shesveneish
A/L Elengovan
Y5M**



**Wan Nur Iman
Mischa Bt Wan
Ahmad Faizal Y5M**



**Cheok Zi Feng,
Y5M**

MISS - The Importance of the Student Council

The MGS Student Council is a representative structure through which students in the school can become involved in the affairs of the school, working in partnership with the school management, staff and parents for the benefit of the school and its students.

The following policy will apply to the establishment and operation of the student council in MGS and to all students, teachers, management and other people involved in any way with the student council.

OBJECTIVES

The main role of MGS Student Council is "to promote the interests of the school and the involvement of students in the affairs of the school, in cooperation with the board, parents and teachers."

- To enhance communication between students, management, staff, and parents.
- To promote an environment conducive to educational and personal development.
- To promote friendship and respect among pupils.
- To support the management and staff in the development of the school.
- To represent the views of students on matters of general concern to them.

SPECIFIC ROLES:

- Representing the views of the student body to the school management.
- Promoting good communication within the school.
- Supporting the educational development and progress of students.
- Assisting with induction and/or mentoring for new students.
- Contributing to the development of school policy.
- Assisting in school sporting and cultural activities.
- Assisting with and/or organising fundraising events for charity.

NOMINATIONS AND ELECTIONS

The management team, or the Head of School acting on its behalf, should set a date for the election of representatives to the individual school student council.

All students in each class or year group are entitled to stand for election to join the council. Nominations for election should be made within a reasonable period before the election as specified by the board.

Voting may take place during class time, break or after school. All voting should take place by secret ballot. The counting of votes takes place under the supervision of a member of the staff of the school or a representative of the management team / Head of School.

The individual school councils will combine to form the MGS School Council.



President:

Adele Li Le Foo, Y8

Vice President:

Ng Kai Jack, Y9

Members:

Devannan A/L Manimaran, Y7

Kai Hee, Y7

Kashmini Aura Murali, Y7

Members (cont.):

Jun An Leow, Y11

Michael Wern Hao Lee, Y11

Mizan Hakimi Bin Fadlullah,
Y11

Shivendra Ananthan Chelliah,
Y11

Yi Ling Loh, Y11

"Hello to everyone. My name is Adele and I'm the President of the MISS Student Council which is part of the MGS Student Council. I would like to thank Mr. James and Ms. Shamita for this amazing opportunity. This is a very challenging role and I will try my best to serve the students of MGS.

So, what is a Student Council? Student Council is basically a group of students who come together to address issues of the school and organise school events. It is important to have a Student Council in a school as we help share other students' ideas, interests and concerns with teachers and management.

Currently, we are working on another movie night that allows all the secondary students to watch and the profits will be shared to a local charity, Peace Hope Charity. They hire teachers for underprivileged kids.

If you are interested in joining the Student Council, please feel free to come and speak to me about it. Last but not the least, I would like to thank Mr. Bob for providing further guidance in presenting to others. Thank you!"

Adele Li Le Foo, Year 8, President of the MISS Student Council

"Are you tired of your thoughts not being heard, are you tired of being shy and your thoughts not listened to? If yes, may I introduce to you the Student Council. In the Student Council, YOUR thoughts will be listened to. First of all, how does the Student Council work? The members will discuss the problem brought up by their classmates or what they have experienced during the meeting and analyse if it is logical or repetitive and then discuss the possible solution. For example, if a person suggests not having homework, it is unreasonable and we shouldn't bring it up at the meeting. The Student Council should also be a role model for their classmates.

What's the available positions in the Student Council? There is the president, Adele, who will organise and lead the members during events. The Vice President, which is me, is to support and act in the absence of the president, with the support of the rest of the council members."

Ng Kai Jack, Year 9, Vice President of the MISS Student Council

MISP - Negative Numbers Scavenger Hunt

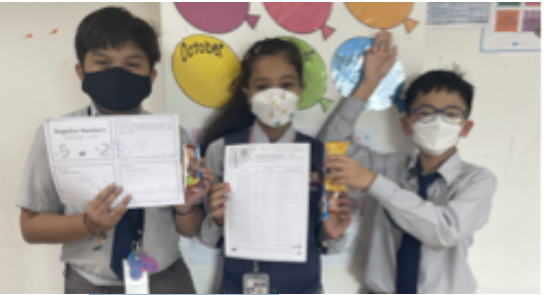
In this lesson, the Year 6 students learned to recognise and calculate using negative numbers. They completed a scavenger hunt where they needed to work out the answers to the questions on the sheet and write them down. Then, they needed to find the card that matches their answers and write its corresponding letter in the correct column. The letters will reveal a passcode.

In this activity, they are encouraged to become detectives and search around the classroom for cards with the answers to the questions on their worksheet. The students participated actively and had fun playing detectives while recalling their knowledge on negative numbers and developing their mathematics skills.

Here are some photos of the activity:



Group
winner: Lin
Yu Zhong,
Gur Alyshaa
Kaur Mallan
& Nicholas
Chua - Y6M



MPS - Learning History the Creative Way

Semua pelajar Tahun 4M diminta untuk menghasilkan satu projek membina negara sendiri mengikut daya kreativiti pelajar. Projek ini bertujuan untuk memastikan pelajar dapat memahami tajuk sejarah Tahun 4 iaitu Pengasas Kesultanan Melayu Melaka. Semua pelajar diberi masa selama lebih kurang tiga minggu bagi menyiapkan tugas yang diberi. Pelajar dikehendaki membuat pembentangan di hadapan kelas selepas siap menyelesaikan tugas ini.



MPS - Lower Primary Cooking & Baking Club

The Cooking & Baking Club students had a happy time baking vanilla cupcakes. They thoroughly enjoyed having the hands-on activity during the preparation of the cupcakes. The activity was fun and engaging. Students practised new skills like cooperation, time management, communication and baking skills. We were pleased to see the very good teamwork among the students throughout the session!



CCA - Graphic Design

The Graphic Design CCA was started in September 2022. During the current term, the students have been exposed to Adobe Photoshop and other tools to enable them to carry out mini projects on designing.

Recently, the students practised planning and projecting ideas and experiences with visual and textual content. It allows students to explore their potential through collaboration, creativity, and personal ability.



CCA - Badminton

Playing badminton is a journey full of fun and pressure at the same time. Badminton is a sport that many people enjoy playing and it allows them to form bonds with others. While it can have its challenges, badminton is an easy sport to learn and equally enjoyable to participate in. Like all sports, there are many health benefits associated with playing badminton like improving your mental wellbeing. Every time someone plays badminton they find themselves striving to achieve higher goals as they improve in their game.



Kishen, S4M

"I like to play badminton because badminton is my favourite sport and challenging."

Sebastian, S4M

"Badminton is awesome and it is great to hang out with friends and showcase your skills!"



Kahvea, S5A

"I go for badminton CCA training to improve myself physically. I enjoy the experience of playing badminton because I get to play with my friends & have fun with them for an hour. I think badminton is difficult but fun."

Boarding House News

In order to maintain good academic performance for the boarders, our boarding house conducts free tuition classes for boarders who need help in their academics. Boarders can use the opportunity to complete their homework or receive support in their learning from the tutors.

Boarding House Tuition Schedule

Day	Time	Subject / Activity	Teacher in Charge
Monday	8 p.m. - 9.30 p.m.	Accounting	Ms. Tea
		Activity – Dancing Cooking	Mr. Kevin Ms. Pok
Tuesday	8 p.m. - 9.30 p.m.	English	Ms. Eunice
		Mandarin	Ms. Ann
Wednesday	8 p.m. - 9.30 p.m.	General Science (Junior)	Ms. Shalini
		General Science (Senior) and Chemistry	Mr. Shamim
Thursday	8 p.m. - 9.30 p.m.	Bahasa Melayu	Ms. Liew



Boarders having junior science class with Ms. Shalini.



Boarders having senior science and chemistry class with Mr. Shamim.

