

WEEKLY MGS ECHO



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Mr. Loh Ghee Juan

Campus Principal's Message

Many students tend to think that scientists are innately gifted and that they would succeed easily due to their enhanced talents. This has negatively impacted their motivation to study science. But the fact is that even the great scientist, Albert Einstein, had to overcome struggles, including multiple school changes.

No doubt, Einstein had a high Intelligence Quotient (IQ). He was good in mathematics and physics, but he could be considered as having low Emotional Quotient (EQ). He was a very stubborn student and could not follow the strict regimentation prevalent in schools at that time. He used to argue with his teachers and failed to pass in language and history when he took his entrance examination for the Swiss Federal Polytechnic School in Zurich. He had to spend another year studying to prepare for the examination again, and passed on his second attempt.

What can students learn from the experience of Einstein? It is noted that public examinations such as IGCSE and SPM assess students' abilities in a few subjects, ranging from the sciences, to social sciences and to the creative arts. Students will have to pay equal attention to all the subjects to pass and obtain the required certificate. They cannot pass the examination by just excelling in a few of their favourite subjects, but not passing subjects in all the groupings.

Another lesson to be learnt from Einstein is to work together with others. Teachers in MGS have the expertise and experience to guide the students. By working with their teachers and peers, instead of alone, they will achieve greater success in a more efficient manner. This is because you will have more input by working with others.

Message from Head of MIS (Primary)



Mr. Nicholas Roe

In MISP we follow the International Primary Curriculum (IPC) which is designed to create an holistic inquiry-based learning environment. The IPC is always evolving, placing learning at the centre of children's learning experiences through being stimulating and effective.

Recently the International Curriculum Association (ICA) released an article - '7 Ways the IPC Helps to Engage Learners and Increase Motivation through Enjoyable Learning'. I would like to share how this might look in the classroom and your child's learning experience and the links with IPC.

Make Learning Meaningful

Children need to see the relevance in what they are learning and where possible has real-world connections. Allowing children the option to make content choices and selecting their method of recording both increases the connection that they have with their learning. Incorporating current affairs and news stories can show what they are learning is relevant now and in the future.

Prior Knowledge

Prior to any unit of learning, the children are asked to share their prior knowledge of a topic through the 'Knowledge Harvest'. Making connections with existing knowledge and new learning, strengthens learning and builds confidence, a great motivator for engagement.

Learner Agency

Here the students promote the synthesis of their learning; knowledge, skills and understanding, to the wider community. This may be through presentations, the unit exit point or to their peers.

Building Metacognition

Metacognition is introduced and developed through the unique 'Brainwaves' units through the 3 mileposts. These help the students to learn and know more about how they learn. These strategies are then applied within the units of work through the teachers' careful planning. Students are taught to plan, monitor and review their learning. Metacognitive skills and self-regulation are tools that empower students to go further in their learning and face challenges.

Positive Classroom Environment

The IPC is made up of; Subject, Personal and International Learning Goals. Personal Learning develops healthy relationships and allows students to make positive choices in the classroom and beyond. Developing a growth mindset, resilience and adaptability all support a student's direct impact on learning.

International Learning

International Learning is an overarching concept in the IPC curriculum, this ensures that all students 'see' themselves in the curriculum and make connections to their own lives. This is important as it is motivating for students and also secures individual engagement across all subjects.

"Real engagement isn't just engagement of students; it is also engagement by students, evidence that they are interacting with what they learn."

Campus Principal's Message - Translated

Ramai pelajar cenderung berfikir bahawa saintis sememangnya berbakat dan mereka akan berjaya dengan mudah kerana mempunyai bakat yang menonjol. Ini akan menjejaskan motivasi mereka untuk mempelajari sains. Hakikatnya terdapat ahli sains yang hebat, seperti Albert Einstein, terpaksa mengatasi cabaran, termasuk pertukaran ke beberapa buah sekolah.

Tidak dinafikan, Einstein mempunyai darjah kecerdasan (IQ) yang tinggi. Dia pandai dalam matematik dan fizik, tetapi dia boleh dianggap mempunyai kecerdasan emosi (EQ) yang rendah. Beliau seorang pelajar yang sangat degil dan tidak boleh mengikuti cara regimentasi yang berleluasa di sekolah ketika itu. Dia pernah berdebat dengan guru-gurunya dan gagal untuk lulus dalam subjek bahasa dan sejarah apabila dia mengambil peperiksaan kemasukan ke Sekolah Politeknik Persekutuan Swiss di Zurich. Justeru, dia terpaksa menghabiskan satu tahun lagi belajar di sekolah sebagai persediaan untuk menghadapi peperiksaan semula, dan lulus pada percubaan keduanya.

Apakah yang boleh pelajar pelajari daripada pengalaman Einstein? Peperiksaan awam seperti IGCSE dan SPM menilai kebolehan pelajar dalam mata pelajaran dalam beberapa kumpulan seperti sains, sains sosial dan seni kreatif. Pelajar perlu memberi perhatian yang sama kepada semua mata pelajaran untuk lulus dan mendapatkan sijil yang diperlukan. Mereka tidak boleh lulus peperiksaan dengan hanya cemerlang dalam beberapa mata pelajaran kegemaran mereka, tetapi tidak lulus mata pelajaran dalam semua kumpulan.

Satu lagi pengajaran yang boleh dipelajari daripada Einstein ialah bekerja dengan orang lain. Guru-guru di MGS mempunyai kepakaran dan pengalaman untuk membimbing pelajar. Dengan kerjasama antara dengan guru dan rakan sebaya mereka, mereka akan mencapai kejayaan yang lebih besar melalui kaedah yang lebih cekap. Ini kerana anda akan mendapat lebih banyak input dengan bekerja bersama orang lain.

许多学生认为科学家天生就有天赋，因为天赋所以他们很容易就可以成功。这种不正确的思维影响了他们学习科学的积极性。但事实是，即使是伟大的科学家如爱因斯坦也必须克服种种困难，包括经历多次转校的经验。

毫无疑问，爱因斯坦拥有很高的智商（IQ）。他的数学和物理成绩很好，但他可能被认为是情商较低的人。他是一个非常顽固的学生，无法适应当时学校的严格制度。他在学习时经常与老师争论，导致当他参加苏黎世瑞士联邦理工学院入学考试时，语言和历史考试不及格。第二年，他在瑞士一所学校再学习一年做准备才通过考试。

学生可以从爱因斯坦的经历中学到什么？我们可以学习到其中一个价值观，即IGCSE和SPM等公共考试评估学生在某些学科上的能力，这些科目包括从科学到社会科学及创意艺术。学生必须都能驾驭学习的所有科目才能考获所需的证书。他们不能偏科，只是在喜欢的几门科目上取得优异成绩，而无法在各分类科目中都通过考试。

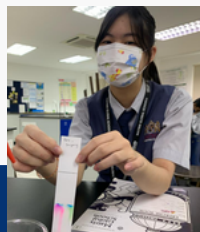
从爱因斯坦身上学到的另一个价值观是与老师一起工作。MGS的教师拥有指导学生的专业知识和经验。通过与老师和同伴的合作，而非独自一人在付出，大家将会以更有效的方式取得更大的成功。这是因为通过与他人合作，你会获得他人更多的投入。

field trip

It's field trip week for the Early Years! The toddler group had an in-house field trip learning about genetically modified fish.

The nursery kids, went on an adventurous Putrajaya cruise while the reception level learnt to make pizza and rewarded themselves with a sumptuous pizza. Our kindergartners learned all about the ostrich. Overall, all the children had fascinating experiences.



Cynz Xiin
Zee TohWilson Juin
Bing WongLee Sooyeon &
Lee SeoyeonVaibhaav
Govindasamy**Students' feedback:****PAPER CHROMATOGRAPHY**

After theoretical learning on properties of materials, mainly about dissolving, solutions and solubility, students from Year 8M carried out a practical task to separate dissolved substances by using chromatography. At the end of the task, a pure substance will only show one spot on the paper, meanwhile a mixture will show more than one spot.

Working in pairs, the students were given a chromatography paper, a beaker, three different water soluble marker pens, distilled water, a ruler, and a pencil. With these materials, they were able to find out that the pen that appeared to be singular colour, in reality is made up of substances of different colours. Firstly, they drew a line 2 cm from the bottom and a line 5.5 cm from the top of the chromatography paper by using pencil. Then, they put separate spots with the 3 marker pens along the bottom line. After that, they placed the chromatography paper into the beaker filled with 25 cm³ of distilled water. It was hung in such a way to make sure the bottom pencil line and the coloured spots did not touch the water. The water travelled up the paper to dissolve the coloured inks. They took the paper out once the water reached the top pencil line to let them dry. Based on the results, they were able to conclude whether the colour pen is a pure colour or a mixture of colours.

Devannan: "The experiment was very fun. As I learnt more about chromatography, solubility, and dissolving, I realised that not all ink will dissolve in water."

Cynz: "After I did the chromatography experiment, I know more about the colours in the pen."

Eesha: "It was fun to do an experiment with my friends. Now I understand more about solubility in science. I hope I can get to do more amazing experiments in the future."

Brayden: "Our experiment was paper chromatography. Chromatography is when you use inks, solvent, and chromatography paper to separate colours. I learn about solutions, solvents, and solutes."

Wilson: "I feel amazed to see the different colours produced by the three different marker pens."

"ODD NUMBERS" AND "EVEN NUMBERS"

The Year 1 learners have been exploring "Odd Numbers" and "Even Numbers" in the past week. They were introduced to this mathematical concept through a variety of ways.

To begin this unit, they paired up objects to identify the odd ones. The children learnt that paired numbers are called even numbers and the "one left over" numbers are called odd numbers.

To make learning more engaging, children were given some connecting cubes for counting in order to identify and sort number cards accordingly. With practice, they recognised odd and even numbers and sort the number cards into groups without counting.

As a reinforcement activity, the children participated in a hands-on game by throwing a velcro sticky ball onto the dart board and placing a block onto any odd or even numbers on the ten frames provided. The children agreed that they had a fun time learning this mathematical concept and now they could name odd and even numbers independently.



DAILY WARM-UPS

Warm-ups are important for morning classes. Warm-up is a short activity and can be between a teacher with students and students with peers. The purpose of a warm-up is to boost their confidence in learning. Other than that, it takes time to think and stimulate.

The warm-up starts with morning greetings. Students greet in the language set by school for the corresponding language week when they enter the class.

Students are addressed by their names when the teacher replies. Next, they will start arrange their books neatly.



Warm-up activity will continue with sharing session their stories among the students and class teachers verbally. Some students will share their drawing and tell about it. Some students will share any events that happened when they were coming to school. The conversation and sharing gives them chance to explore the content. At the same time, it helps students to be comfortable with their environment in class.

As we are aware, 'morning is an important time of day, because how you spend your morning can often tell you what kind of day you are going to have'.

MPS CORNER

Benchmark Visit by Ministry of Education



On 12th October, we had a visit from 34 school principals attending a National Professional Qualification Educational Leaders course at Institut Aminuddin Baki, the training division of the Ministry of Education (MOE). Matrix Global Schools was chosen as a benchmark institution to highlight outstanding practices that can serve as a source of new insight and learning for the participants.

It began with an presentation by our campus principal, Mr. Loh Ghee Juan, who shared his experience on school management and student-teacher relationships. The visiting principals raised numerous questions, eager to gain insights from his experience.

The visiting principals appreciated our commitment to providing an outstanding educational environment to our students. We hope the knowledge shared is beneficial and will inspire positive changes.

Taekwondo National Championship



Devannan
8M (MIS)

Congratulations to Devannan A/L Manimaran from Year 8M, MIS who represented Negeri Sembilan and received a Bronze medal in the 3rd Open MTF Taekwondo National Championship 2023 for the 12 to 14 years category. It must be a proud moment for both Devannan and his family who have strongly supported him in this challenging sport. His dedication to the sport is most admirable and we wish him more success in the future.