



LEARNING THROUGH TEAMWORK MESSAGE FROM WAYNE HARDING (HEAD OF IS)

Teamwork, by definition, is the combined action of a group of people working effectively and efficiently towards the same goal. Teamwork in schools can make students more efficient in several ways:

- 1. Division of Labor:** When students work together, they can divide tasks according to individual strengths. This allows them to focus on what they're good at, leading to greater efficiency in completing assignments or projects.
- 2. Collaborative Problem-Solving:** Working in teams exposes students to diverse perspectives and ideas. By discussing and debating various solutions, students can arrive at more effective problem-solving strategies faster than if they were working alone.
- 3. Skill Development:** Collaborative work encourages students to develop important interpersonal and communication skills. These skills, such as active listening, giving and receiving feedback, and compromising, can improve efficiency in completing tasks as well as in working with others in future endeavors.
- 4. Time Management:** Teamwork often requires students to adhere to deadlines and schedules. This fosters a sense of responsibility and accountability, teaching students to manage their time efficiently to meet shared goals.
- 5. Motivation and Support:** Working in a team environment can boost motivation and morale. Students may feel more encouraged to stay on task and contribute their best effort when they know they have the support of their peers.
- 6. Learning from Peers:** In a team setting, students have the opportunity to learn from each other. They can share knowledge, skills, and strategies, which can accelerate learning and problem-solving processes.
- 7. Creativity and Innovation:** Collaboration often sparks creativity as students bounce ideas off one another and build upon each other's thoughts. This can lead to more innovative solutions and approaches, enhancing efficiency in tackling tasks or projects.
- 8. Feedback Loop:** Working in teams allows for immediate feedback from peers. This feedback loop enables students to identify areas for improvement promptly, leading to more efficient skill development and task execution.

Overall, teamwork in schools fosters an environment where students can leverage each other's strengths, support one another, and learn from shared experiences, ultimately leading to increased efficiency in their academic endeavors.

EMBRACING DIVERSITY: A RAMADAN ACTIVITIES AT SCHOOL

PS CORNER

Ramadan is a significant month in the Islamic calendar, observed by all Muslims worldwide as a time of fasting, prayer, reflection, and community. Recognizing the importance of fostering understanding and inclusivity, MPS embraces the opportunity to educate students about Ramadan through various activities. These activities not only promote cultural awareness but also encourage empathy and respect among students of different backgrounds.

The Ramadan activities at our school were not merely a nod to inclusivity but a genuine effort to foster cultural awareness and appreciation. It commenced with an educational session where students gathered to learn about the significance of Ramadan in Islam and was followed by simple activities to understand the meaning of Ramadan.

Students from various religious backgrounds joined hands to write messages to their Muslim friends in a creative manner and make posters to educate others on how to respect Muslims during Ramadan. This collective effort not only showcased our unity but also a platform for artistic expression.

Ramadan activities at school play a crucial role in promoting cultural awareness, empathy, and inclusivity among students. By providing educational workshops, organising art activities, and celebrating cultural diversity, schools create environments where students from all backgrounds feel valued and respected. Through these initiatives, students not only learn about Ramadan but also develop important skills and attitudes that will serve them well in an increasingly diverse world.



Watching videos about Ramadan and completing the wordsearch - sharing insights and experiences can greatly enrich the students' understanding of Ramadan.



Primary Muslim students did the colouring of intention of fasting and the making of posters.

Students from various religious backgrounds show their support to their muslim friends in their own way.

Entry Point - Footprints from the past

Our little paleontologists had a thrilling adventure to uncover footprints from the past and discover the fascinating world of fossils for their IPC entry point- Footprints from the past. They were excited to dig, explore, and learn about the amazing creatures that once roamed the Earth! We've traveled back in time to explore the footprints from the past and learn about the incredible world of fossils. Each fossil tells a unique story about Earth's history and the amazing creatures that once lived here. Keep exploring and discovering, little paleontologists!



EY CORNER

COMPETENCY-BASED LEARNING METHODOLOGY

On the 20th March 2024, the St. John Ambulance CCA Members, together with the Form 4 Biology students went on a rather eye-opening and captivating trip to CMH Specialist Hospital. Starting off with a warm welcome, the CMH CEO, Mr. Henderick gave an inspiring speech to all members and students. Soon after, the tour began!

Following groups 1 and 2, their very first stop was... the Paediatrics Ward! CMH's Chief Nursing Officer gave a very informative tour; from patient rooms to an entire rundown on how the Paediatric Ward works! They later stopped by at the Nursery to have a further insight on how things work!

Moving on to the next few stops, the labour room and scope room; visited by groups 3 and 4. The members got to learn various new things such as the birth process of mothers, taking a look at an incubator and even listening to how an endoscopy procedure works!



Opening speech by CMH Specialist Hospital CEO, Mr. Henderick.



Our committee handing out small cards made with love to the patients.



Learning about endoscopy!

The final stops of the tour, toured by groups 5 and 6, were... the emergency department, physiotherapy room and not to mention, CMH's dialysis centre! A truly educational few stops demonstrating the mechanisms of the physiotherapy machinery along with a thorough explanation on dialysis! Students were even taught on the different tags used in an Emergency Department.

As the trip came to an end, a captivating career talk was given by Dr. Mahadevan. To express members' deepest gratitude to the CMH Management, a token of appreciation was presented to Dr. Mahadevan by St. John Ambulance's President and Vice President!

Written by: Faith Voo, F3A



An eye-opening tour at the Paediatrics Ward!



Handing out tokens of appreciation to the Physiotherapy Department.



A compelling career talk given by Dr. Mahadevan



St. John Ambulance Members listening to the informative explanation in the labour room.



YEAR 4 – ROLE PLAY

In the journey to master the intricate beauty of the Mandarin language, we often seek out various methods to enhance proficiency. Let's delve into one particularly dynamic tool for unlocking fluency: role play.

In our recent endeavours, we have witnessed the remarkable impact of role-play, particularly when performed by our enthusiastic Year 4 students. Embracing the topic of 'What are you doing', these young learners have showcased their Mandarin skills with remarkable fluency and creativity, demonstrating the effectiveness of role-play in language acquisition.



One week before the activity, students preview the content of the story. During the activity, students drew lots to determine the team members before choosing the roles they wanted to play. Then, they started the discussions and rehearsals. After the practice time, students began their wonderful performances.

As we continue to harness the advantages of role play in our Mandarin classes, let's dive into these immersive experiences with enthusiasm and curiosity. Together, let's journey towards fluency, one role at a time.

Create "The Economics Times Newsletter"

This week Year 10 students learnt about government intervention in maximum and minimum price. In groups of 3- 6 students, all students collaborate in research and share their findings with the rest of the class. The activities includes research on maximum price which was recently posted in the malaysia newspaper on CNY food price control from Feb 6 to Feb 14, 2024.

Students were assigned a group leader which needed to delegate the task to each member and guide all members to complete within the time given and do a presentation in the class. All students were able to speak during the presentation and share their ideas on the topic discussed.

I learnt how to research the maximum price that the government would impose. I learn valuable lessons on how tax works and what the types of taxes are. I had also learnt about price ceilings.

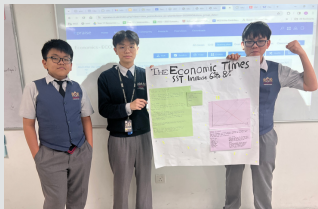
Lucas 10M

I learnt about maximum and minimum price and how government intervention can help market failure. I learned how to draw the graph and how to interpret it using different examples.

Lin Yu Xin 10M



Ng Kai Jack and his teammates work in a team to complete their "Economics Times" newsletter.



Kai Jack, Yu Hern and Lucas present about how price increase due to Sales and Service Tax (SST) from 6% to 8%

I learnt about the maximum price. Government will set the maximum price below market equilibrium to make goods like pig intestines more affordable during CNY. This might result in shortage for firms that are unwilling to supply due to decrease in profit.

Ng Kai Jack 10M

In this activity, I have learned how to coordinate my classmates to research examples of goods that are imposed during the Christmas season such as ornaments, christmas tree and gingerbread man. This activity has helped me explain the maximum price graph and lead the group so everyone has a role. I hope to do more group work in the future!.

Terrence 10A



I learnt that maximum price occurs when the government sets a price below the market equilibrium in order to encourage consumption while minimum price occurs when the government sets a price above the market price in order to encourage outputs of a certain goods or services.

Sindhuja 10A

I collaborated with my group and helped to provide examples of goods that the government impose maximum price. I helped design the Economics times newsletter regarding price ceiling. I learned the impacts on goods and services with maximum prices during christmas seasons.

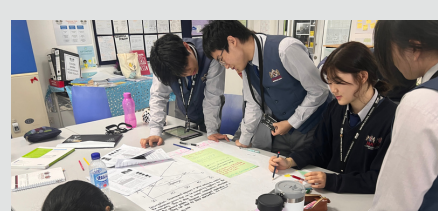
Vishnupriya 10M



Ma Han Yu drew a diagram for the price ceiling that causes shortage (excess in demand) to share with the classmates.



Ya Tong ask question during presentation "Give 1 example of product that government impose maximum price"



Sayi and Yucan do research on what types of goods the government imposes maximum and minimum price during Christmas, while other teammates discuss and complete the task.