



THE YIS NEWSLETTER

ISSUE 2: SEPTEMBER 2020



LETTER FROM THE PRINCIPAL

Dear YIS Students and Parents,

In this issue of the YIS Newsletter, we have shared with you an overview of some of the learning engagements your child has experienced at the start of the new academic year. Although we have only been in session for a few weeks, students are already designing projects, creating art, writing essays, building models, experimenting in science, delivering presentations and making music!

In an effort to continuously improve our delivery of education, and in response to parent feedback, we have added some features to our Distance Learning Program which have been well received. The appreciation shown by our parents is a wonderful encouragement to our team of teachers - the 'front line workers' for education!

The newest features of our programs include:

1-Regular preparation of 'learning packages,' with supplies and resources for students and parents, to support with online learning lessons. While this service is mostly targeted toward students in Early Years through Grade 6, secondary students have also been invited to pick up resource materials periodically.

2 Individual consultations with teachers, by invitation and on rotation, have helped many students to stay motivated and connected to their teachers, while receiving the individualized attention every child needs to learn and grow.

3 Weekly Curriculum Overviews for secondary students and parents, complete with summaries of the current learning engagements and topics of study, intended to facilitate meaningful conversations at home.

We hope you and your families are finding creative ways to learn and grow, despite the limitations of the ongoing pandemic. Please remember that the YIS Community is a valuable resource to us all. We are in this together! If at any point you have a question or concern you wish to discuss, please feel free to contact us via email or call the school office directly to set an appointment.

Yours,
Kimberly Kingry
YIS Principal





UPCOMING DATES

- 21 September PKn and Agama classes for Indonesian students resumed via YIS Distance Learning Program
- 12 - 16 October Term Break
- 19 October Teacher Professional Development Day (no school for students)
- 20 October Classes resume; start of Term 2
- 29 October Maulidur Rasul Holiday (no school for students)



HOW TO SUPPORT YOUR CHILD'S LEARNING AT YIS

1. Please ensure that your child has reliable internet access and is able to stream video, using our secure Google Suite for Schools platform.
2. If your child appears to be struggling with a particular subject or simply needs some extra support, notify his or her Homeroom teacher (Primary) or Grade Level Advisor (Secondary) to schedule an individual consultation.
3. All students are supplied periodically with learning materials (worksheets, study guides, books, craft supplies). Please arrange to pick up these items on a weekly basis in Primary or as needed for Secondary students.
4. Supply your child with a dedicated, quiet space for learning, with limited distractions. A desk or table and chair works best. Having stationery supplies nearby is also helpful (colored pencils, pens, glue stick, writing and drawing papers, scissors, etc.).
5. Encourage your child to get up and move - stretch, take a walk, read a book instead of a screen (check a few out from our Library this week!) and break up the day with varied activities, alongside their online learning.



COMMUNITY ANNOUNCEMENTS

Campus Use for YIS Families

All YIS families have the full right to use our outdoor facilities, as well as the indoor basketball court, for the purpose of recreation and enjoyment. Our students and their parents are welcome to enjoy this privilege, as members of the YIS community. We hope you will take advantage of this beautiful, open space.

At this moment, however, we must follow a strict set of regulations which pertain to the containment of Covid-19, as set by the government:

- 1- Only YIS family members may have access to our campus facilities.
- 2- The campus is open to YIS families during after school hours and on weekends, between the hours of 06:00 and 18:00.
- 3- Students within the same 'self-isolating family group' can play contact sports, like basketball, together in our GYM.
- 4- Students from different families may not gather indoors to play together.

Again, it is our strict policy that only YIS students and their families are permitted to enter the facilities. This is a normal security precaution in any school.

As we find our way together through this 'new normal,' we also look forward to a brighter future for our families and our children.





SPOTLIGHT ON "A YEAR OF RECOVERY"

Like so many other schools around the world, the start of this new academic year meant opening our doors exclusively to faculty and staff, without the usual excitement of seeing our students again and welcoming them back after a long summer holiday.

Although we had anticipated this situation months ago, as we planned for the “new normal,” there is obvious disappointment in the lack of face-to-face engagement with our community. Nevertheless, in an effort to mitigate the impact of the ongoing crisis, our school has reframed the year’s usual shortlist of whole-school goals, focusing instead on the opportunities for reflection and refinement. This is our Year of Recovery.

Over the past few months, we have come to appreciate some of the unexpected, positive outcomes of this crisis. Yes, there have been significant losses, but this experience has also taught us how to do the hard things.

First and foremost, it is reinforcing the real value in holding fast to our school’s vision and mission—our anchor in rough waters. This is not the time to compromise our values or dilute those aspects of our educational programs that we deem essential for student growth. Of course, we have to trim “non-essentials,” such as school trips and most extra-curriculars, valuable though they may be. However, our vision statement is more than just an idealistic goal, therefore, we have developed organic ways to bring this to fruition within our existing distance learning program. As a result, we have maintained the integrity of who we are as a school.

Healthy recovery also demands that our whole team function with a shared purpose, and that each member be valued. At the start of this extraordinary year, we are more mindful of the strengths and capacity of each and every faculty member. In particular, we are newly appreciative of our local national teachers, many of whom hold advanced degrees in their fields and extensive training in our programs.

With the impact of travel restrictions and protracted limitations on hiring foreign staff, our local national colleagues are now finding new opportunities to contribute more meaningfully. The school is making a greater effort to effectively utilize our human resources, giving due consideration to the readiness of local teachers to step into leadership roles. We still enjoy a diverse, international teaching staff, but now we are more balanced, integrated, connected as a whole faculty.

Another interesting outcome of the crisis has been strengthened partnerships with provincial ministries and local organizations. With the indefinite, mandated closure of all school campuses in our region, everyone is concerned about the immediate and long-term impact on students and the community. At the start of the new term, we are working closely with local authorities to plan and execute safe activities for small groups of students on our campus playing fields and outdoor spaces. Some of the regional football clubs have also been granted special permission to use our fields for training purposes. These phased measures ensure that, as an international school, we continue to nurture relationships within our host country.

As the crisis continues, we must remember who we are as a learning community, strengthening our relationships from within and without. It is time to embody the vision statements that define “who we want to be when we grow up.” This will require ongoing reflection, as we refine our practices and philosophies in this Year of Recovery. Ultimately, our success will be measured in the resilience of the individual learner, the parent, the educator, and the institution.

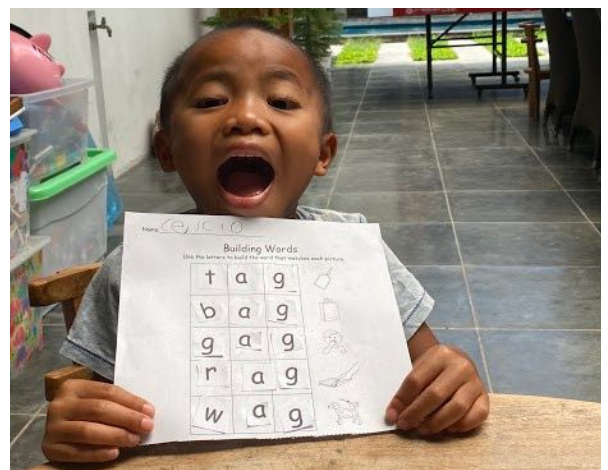
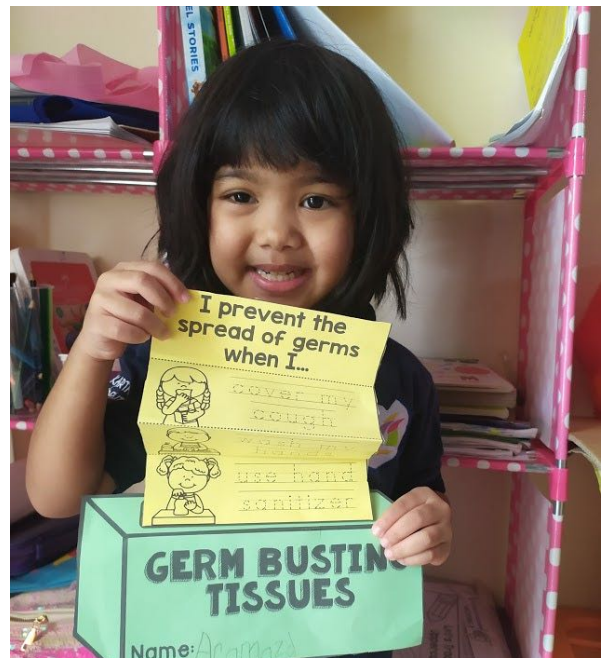
Kimberly Kingry (as published in *The International Educator*, September 2020)



PRIMARY YEARS PROGRAMME

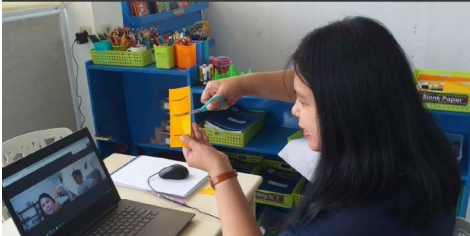
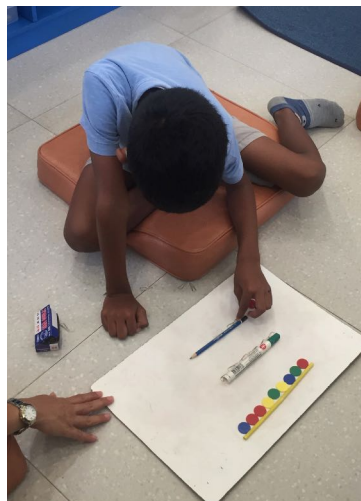
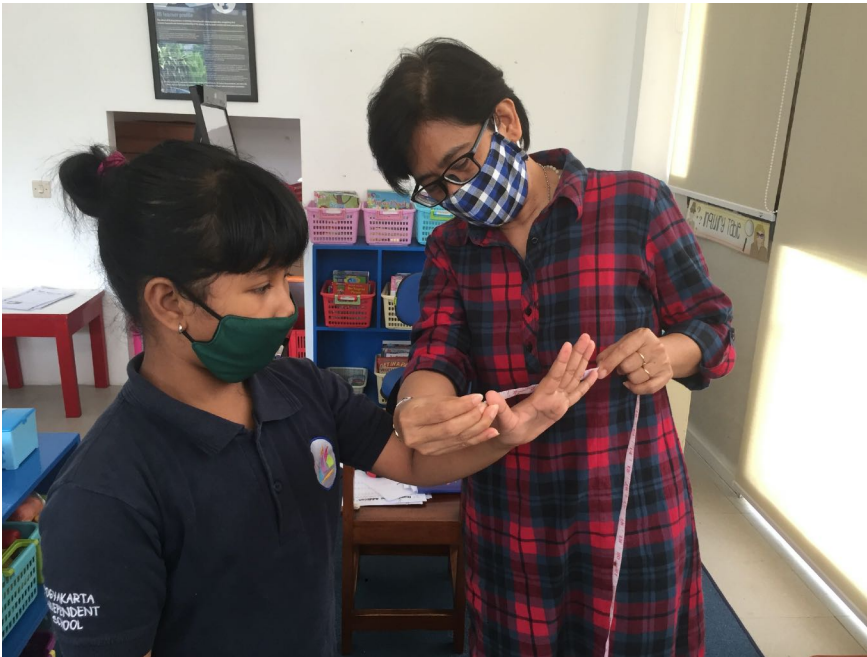
EARLY YEARS

Early Years students have been exploring how to live a healthy and balanced lifestyle while inquiring into the theme “Who We Are.” We started the year by looking at what makes us special and unique. Students enjoyed making a rainbow about who they are and making puppets of themselves. We also talked about germs and how to stay safe by washing our hands and wearing a mask. In math, we have been learning about numbers, colours and shapes. We had a “Red Party” on Google Meet and celebrated the colour red. Students have been practicing their fine motor skills by cutting, gluing, tracing and making different kinds of art using shapes. Preschool and Kinder A have been working hard on their letter sounds and Kinder B students are getting very good at reading different word families!





PRIMARY YEARS PROGRAMME



GRADE 1&2

Grade 1&2 have started the year off by inquiring into the theme “Who We Are.” Students have been exploring how our bodies help us interact with the world. We have been looking at the important jobs that our body parts do and how different body parts help keep us alive and experiencing the world around us. Students made a life sized tracing of their own bodies, labeled their body parts and described how those body parts help them. In math, we have been talking about measuring using both standard and non-standard units. Students measured and compared their height using meters or apples. In English, we have been using our 5 senses to help us describe using adjectives.



PRIMARY YEARS PROGRAMME

GRADE 3&4

Grade 3&4 students have enjoyed the new academic year by exploring the Central Idea "Knowing and appreciating diversity can enable us to become global citizens" through research on the diversity and cultures of the countries they have chosen. They have developed their research skills by investigating the country's flag, geography, religions, festivals, sports played by children as well as food and drinks. Through discussions and sharing during UOI online learning sessions, they have exchanged knowledge and insights among others as well as paid respect to each different culture. They have also successfully completed a cooking project showing some recipes from around the world, supported by parents at home. This has marked valuable collaboration among our school community. Students also learned how to ask good questions by conducting interviews during English sessions. Some of their favorite topics include games, jobs, and cooking.





PRIMARY YEARS PROGRAMME



GRADE 5&6

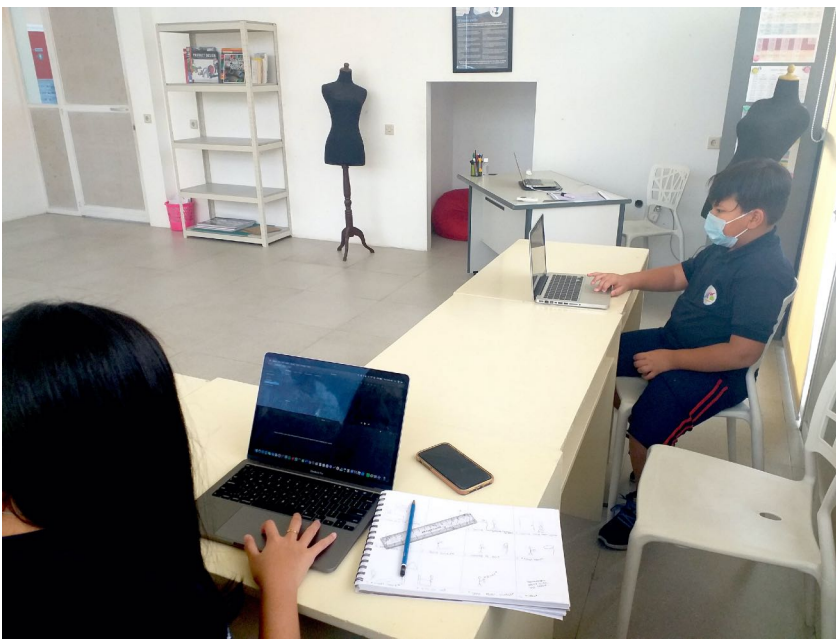
Grade 5&6 students have intensively investigated the Central Idea "There are a range of factors in the community which shape our identity" through detailed research on the cultures of the country they have chosen. They have explored the country's flag, geography, religions, festivals, games, cuisine, arts, costumes, music, dances, and languages. By sharing their findings during UOI sessions, they have learned to be open-minded and caring by respecting and celebrating the differences in all people. They have also successfully completed a cooking project showcasing different recipes from around the world. Finally, they explored comparative essays through reading and writing, focusing on festivals and a topic of their choice.



MIDDLE YEARS PROGRAMME

GRADE 7

In this first term, Grade 7 students have engaged in learning and orientation activities, as they begin their journey together in the IB MYP. Students are acquiring new Approaches to Learning Skills, such as time management, while adjusting to a range of different subjects and teachers. In English Language and Literature, the students are reading a collection of short stories and examining the use of irony in the texts. One of their recent activities was to participate in a virtual lottery, after reading Shirley Jackson's speculative fiction piece that paints a horrifying picture of a lottery that results in tragedy. Our lottery was a bit different - with a special prize for the winner!





MIDDLE YEARS PROGRAMME



GRADE 8

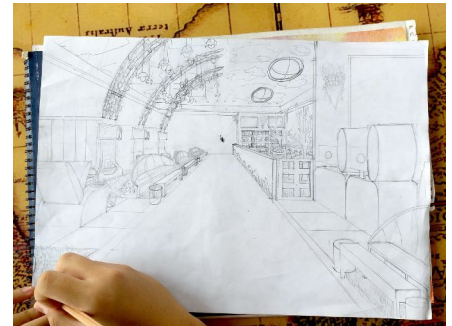
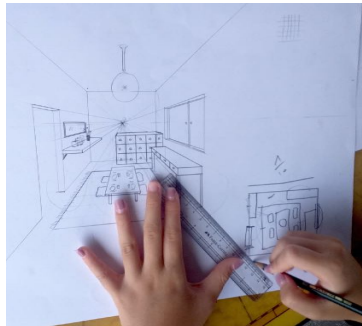
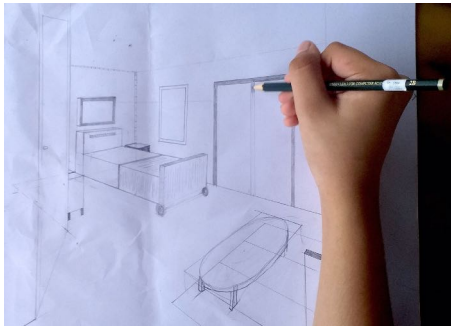
Grade 8 has started the year off with most students visiting their teachers for individual consultations, on rotation. Students have enjoyed some face-to-face support in French language acquisition, music, science, and individuals and societies. In particular, they have enjoyed the individual sessions organized in music which have contributed to boosting their confidence and allowing them to demonstrate their newly acquired skills. One of the highlights of the individual sessions in INS was to operate a deconstruction of the race concept by exploring its roots linked with racial anthropology and scientific racism. Moreover, it provided the opportunity to learn the struggles and actions of the past and current civil rights movements to reach equality among individuals within a nation. The aim was to develop the aptitudes and willingness of our YIS students to build a fair and equitable world around them.



MIDDLE YEARS PROGRAMME

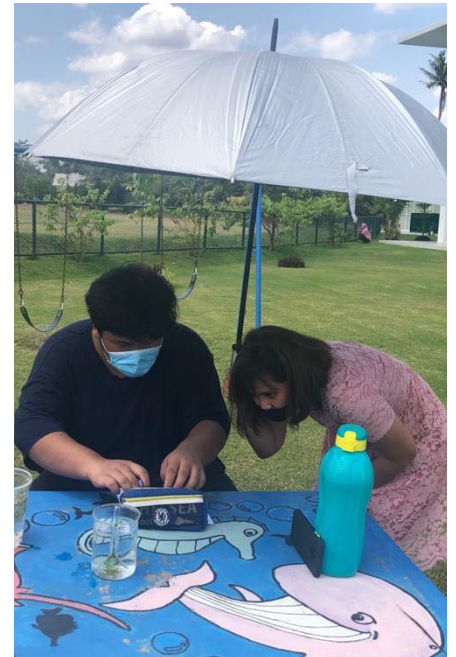
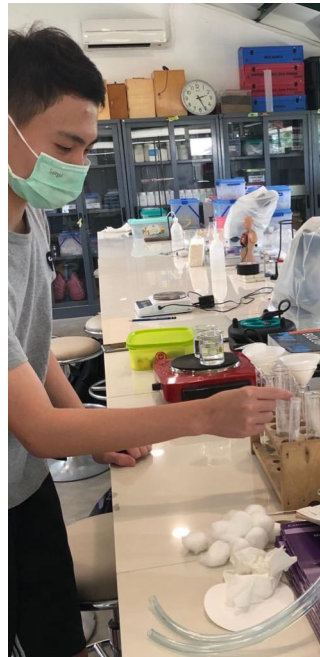
GRADE 9

Building on the real-world context of the current health pandemic, Grade 9 is focusing on hospital experiences and of the importance of design in this particular context. Empathy and understanding are essential to improve the patient experience. Through these lessons, students have the opportunity to visually interpret their ideas and to be able to share them virtually. They construct their spaces according to the construction rules of '1 and 2 Point Perspective.' Perspective is what gives a three-dimensional feeling to a flat image. It is a system of representing the way that objects appear to get smaller and closer together the farther away they are from the viewer. Perspective is key to almost any drawing or sketch and it is one of the fundamentals that design students need to understand in order to create realistic and believable scenes.






MIDDLE YEARS PROGRAMME



NATURE OF MYP PERSONAL PROJECT

- > is student-centred.
- > encourages students to develop an area of personal interest.
- > provides an excellent opportunity for students to produce a truly personal and often creative product/outcome.
- > encourages students to consolidate prior and subject-specific learning.
- > encourages students to practice and strengthen their approaches to learning (ATL) skills.
- > enables students to engage in practical explorations through a cycle of inquiry, action and reflection.
- > helps students to develop the attributes of the IB learner profile, and
- > fosters the development of independent, lifelong learners.



GRADE 10

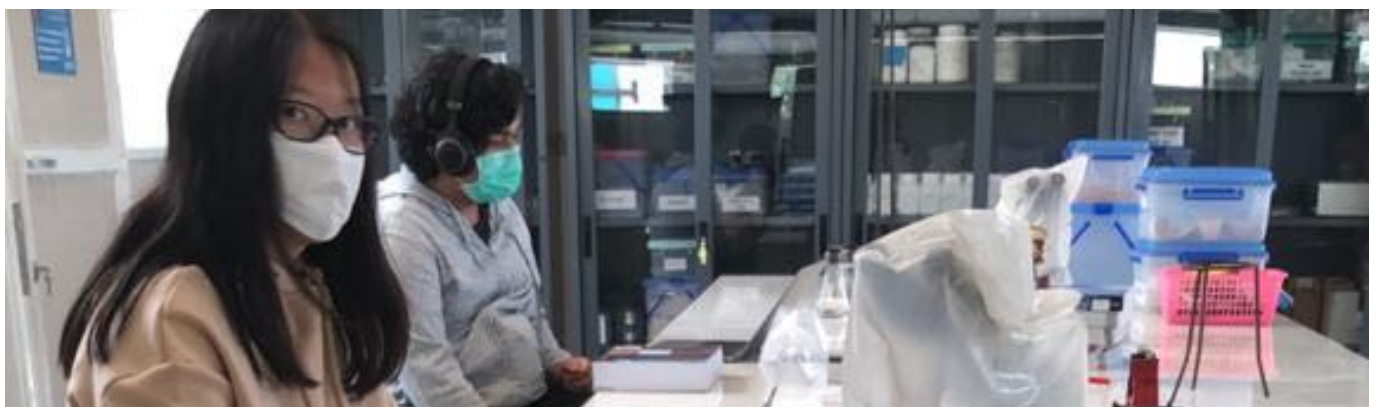
Starting the final year of the MYP program - within the pandemic situation, the Grade 10 students have been showing readiness for the 'busy' year. They have been positively engaging in either online group or face-to-face individual learning across the subjects. Students demonstrates enthusiasm for pursuing the Personal Project that was introduced in the early weeks of the school year. For several months ahead, they will have to remain focused and to commit to all learning engagements, in order to reach their full potential during this exam year.



DIPLOMA PROGRAMME

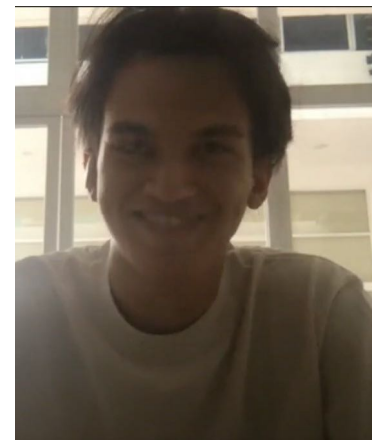
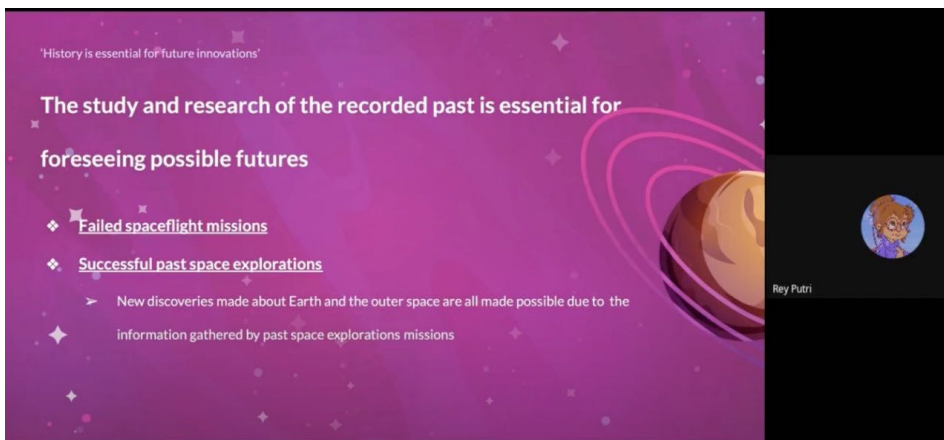
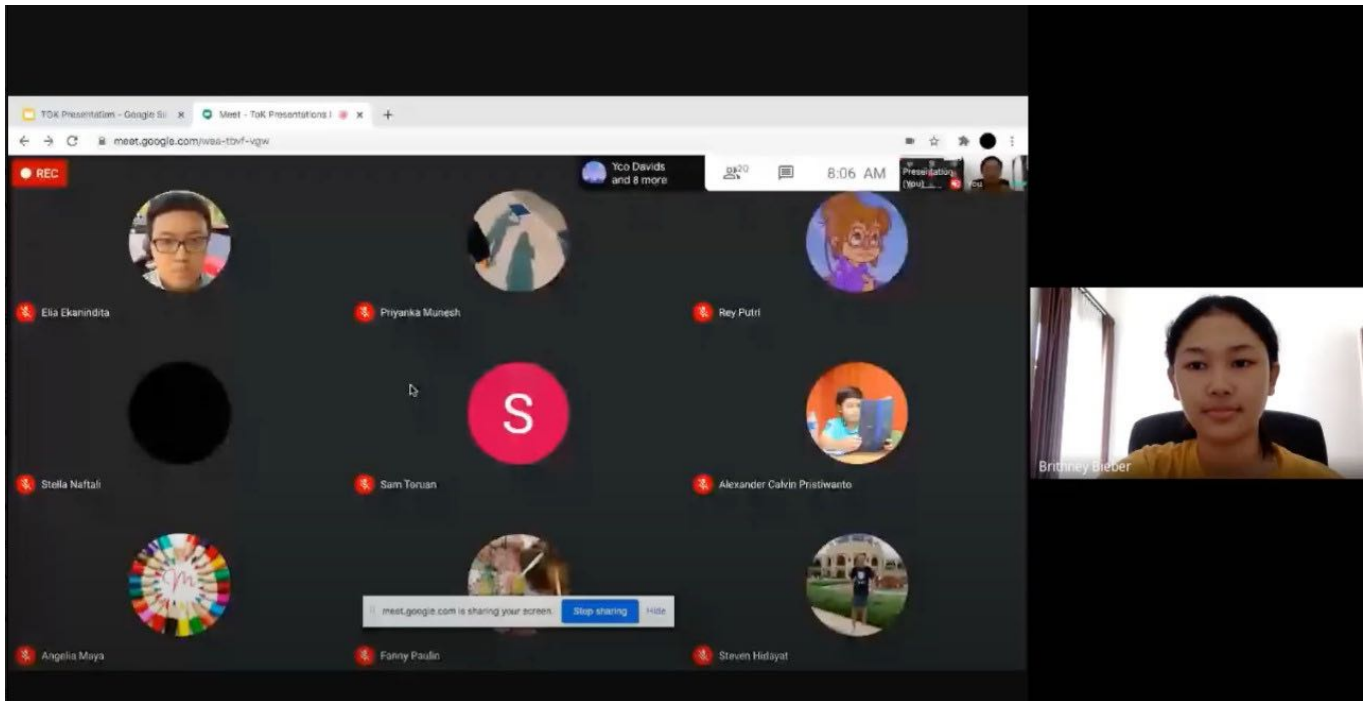
GRADE 11

Grade 11 is off to a strong start as the newest IBDP cohort at YIS! In each of their subjects, students have embarked upon a series of orientation tasks and lessons to help them adjust to the demands and rigor of the Diploma Programme. Also, this year's group has elected to take on a wider range of subjects, with a particular focus on the sciences, including: Computer Science, Biology, Physics, Design Science and a new Chemistry course. We expect great things from this class and look forward to sharing in their successes.





DIPLOMA PROGRAMME



GRADE 12

On Monday-Tuesday, 21-22 September 2020, YIS Grade 12 students, participants in the May 2021 exam session, performed their Theory of Knowledge (ToK) presentations. This year is a very special year, because this is the curtain call for ToK presentations. Next academic year, 2021-2022, ToK exhibitions will take the place of ToK presentations. All the teachers and students from Grade 9-11 were invited to be the audience for the ToK presentations, and some students from lower grades were also able to join thanks to the graciousness and initiative of their teachers.