



Newsletter

Udon Thani International School

30th October 2015 | ISSUE3

MAGICAL MARKET DAY



More photos on page 16-17

Message from the Head of School

Dear Parents

We were very excited to hold our Magical Market Day on Saturday from 9-11am. This was an excellent chance to open our school to our community so they could see all the learning that takes place here. We had a lot of fun stalls and a number of community partners that also joined the event.

We are also proud to announce our membership of the International Schools Association of Thailand (ISAT, www.isat.or.th). A team of Miss Usa Somboon, President of ISAT, Mr. Matthew Mills, Head of School of Bangkok Patana and Miss Wanwipa Manyawoot, ISAT manager, inspected UDIS a few months ago. They were impressed by the facilities, teachers and work that had gone into the school.

ISAT acts as the unified voice of international education in Thailand with 114 member schools from across Thailand and now including the Northeast region for the first time. ISAT serves and strengthens its membership by articulating and promoting high standards of educational quality, ethical practices and student learning.

Best regards

Dr Lindsay Stuart

Head of School



Early Years Update

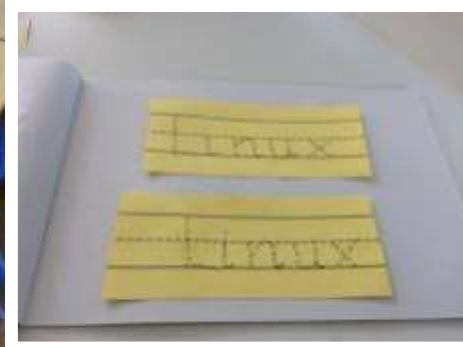
All About Me!

By Miss Jennifer Chapman, Preschool Teacher

We are nearly finished our unit of inquiry 'All about me.' This has been a fun unit where we have learnt a lot about ourselves and each other. Preschool have been very busy creating our own books to show our learning. In the books we have been practising writing our own name, talking about our families and things they like. The students are excited to show them to you once they are complete and are enjoying putting them together!

In the past few weeks we have been introducing 'family style dining' in Early Years. The students are taking responsibility to take turns to set up the canteen for lunch for the rest of the students. Preschool are encouraged to become more independent by choosing what they want to eat which gives the children the chance to talk about what they like to eat, while reinforcing messages about healthier choices.

The past few weeks we have enjoyed getting messy during sensory play such as ice, slime and jelly. They loved exploring different textures, colours, smells and materials. We will be introducing more sensory play activities in the next few weeks.



Early Years Update

Balanced Learners

By Miss Phibzia Siddiqui, K1 Teacher



This has been a very busy month for us. We have introduced body smart sessions in Early Years and this focuses on different motor skills like balance, visual motor control, gross-motor coordination, spatial awareness, hand eye- coordination, tactile awareness and language skills while the students are challenged to think and then respond with purposeful controlled movements.

The Early Years students took part in our first session last week and they were engaged, focused, and balanced. We are looking forward for the coming body smart sessions.

Students are now actively taking part in all learning engagements and this week our focus has mainly been on shapes. We went on a shapes scavenger hunt and worked on developing critical thinking and literacy skills by using pictures and tally marks to describe the location of shapes.

Currently we are working on “all about me” posters and learning about ourselves which addresses skills and concepts that are important in growing up such as: recognising and learning our name, learning about families and what are the things we like to do with them, and most of all knowing that everyone is unique and special.

Before the half term break we also talked about being healthy and made a fruit salad to start our healthy day. Students actively participated in cutting the fruits and mixing them together.





Having fun while learning By Mr Kameron Lund, K2 Teacher

K2 has been busy making a life sized model of themselves. They traced their body, drew their head, coloured their eyes, traced their hands, and now they are finishing decorating themselves with their favourite things. This is our culminating final project for this unit and has required the kids to colour, draw, cut, glue and recognise special characteristics about themselves and what makes them special and unique. This has been a very fun unit and the kids have really enjoyed getting to know more about themselves and the other children.

In mathematics we continue to learn about our numbers and shapes. We had a very fun day with M&Ms and learned all about colours, patterns, and numbers. It was fun and delicious!

Primary Years Update

Quiz Kids

By Miss Karyn Scrimgeour, Y1 Teacher



It was Year 1's turn to do assembly last week and the topic was 'Conflict Resolution'. We had lots of fun dressing up, rapping, making short videos and making our Ollie's Options sign. We decided to make our assembly like a quiz game show and the other classes and teachers were our contestants. Everyone got involved, had fun and won prizes. We also learned some valuable lessons about how to stop fights and arguments, as well as trying to understand how others are feeling.



We prepared for the very successful Wai Khru Ceremony and the students made flower arrangements and painted pictures for the art competition. As a teacher it was my first experience of Wai Khru so I found it very interesting.

Students have been finishing their emotions books and, as part of the Year 1 Assembly, the students got to share the poems they'd written about the different emotions with the rest of Primary. They have done fantastic work on this and I feel there are some creative writers and budding artists between the two year groups.



Self Inquiry

By Ms Emmi Hines, Year 2 Teacher

Year 2 continues to make strides in their team building, communication skills, learning what it means to be a Listener, at the same time an Inquirer. This class has had the opportunity to create a safe space but still manage to be great role models for their own learning and I have included some personal reflections for the Y2 and Y1 students;

CHASE



I learned I like to play tennis. I learned about what other people like, don't like and can do something. I learned that Dean is a good speller. I would like to learn more about Music

I learn how to be kind by speaking nice to people. Being friends by being nice, like being a team. I learned about my family during Thai class. I learned that Daewa likes butterflies. Ms. Karyn doesn't like long lines of people. I would like to learn more about Maths.



JENNESA

learned how to write feelings, things we like and interests. I learned more about Chase and Phee. I learned that Phee is always happy and Chase is likes to build Legos, just like me. I would like to learn more about Music and Chinese because I'm not good at it.

ZEN



I learned that I like painting and music. I like Chinese because it is good. I want to learn more about Chinese.

JACK



I like cat. I like ponies. I like Jack. I learned that Jack likes dinosaur. I want to learn more about music because I love music because music is funny.



BELTY

I learned more about horrible things about fire. I learned more about Jinlong and that he likes robot and trains. Jinlong can not jump. Jennesa likes rainbows and one time I saw a rainbow. I want to learn more about magic.

DAEWA



I learned about happy, sad, confused, angry, very excited, shy, scared feelings. I learned about Ms. Karyn's "Me" board. I want to learn more about fairies.

I like to play football. I learned about what do we like. I learned about being angry and the face that you can make and being happy the face you can make. I want to learn more about dogs.



DEAN

I learned about speaking to friends by say nicely. I learned coloring by practising. I learned about Ms. Karyn that Ms. Karyn likes fruit. I learned about painting, coloring from Mr. Richard. I want to learn more about Thai.



PHEE



MINT

I learned that Daewa likes to play with me. I learned how to draw trains."
Translated from Thai.

JINLONG



These reflections come straight from the students with no corrections made. Reflections like the ones above are a huge component of our school's philosophy and IB practises by allowing students to reflect on their own learning and give them opportunities to explore other interests that they might have.

Year 2 Photos



Year 3/4 class update

By Mr Liam Chadwick, Year 3/4 Teacher

Kia ora koutou, Greetings all,

The term is going well in our class. The schedule and routines are moving along nicely and we are starting to implement new programs into our schedule, such as reading, spelling, and grammar work. The Readingeggspress.com website is for you to share reading activities with your child/ children. They will know if they are doing Readingeggs or Readingeggspress. They also have Mathletics that is used in a similar way. Just ask your child/children for their mathletics password. We occasionally visit the websites to confirm they are understanding what is going on. We are coming to an end to our first unit of inquiry and students are in the process of completing their presentations. ECA's are also going well with students enjoying a good variety of activities.



Exploring Religious Sites in Udon Thani

By Mrs Rebecca Kehn, Year 5 Teacher



As part of our inquiry into belief systems and to support our first Unit of Inquiry, Who We Are, Year 5 students enjoyed a field trip to several religious sites in Udon Thani. On Monday, October 5th, students visited Kuwatil Islam Mosque, Wat Phothisomphon, and Udon Santi Racha Catholic Church. We broke the day up with a pleasant picnic at Nong Prajak Park.

We started out our day visiting Kuwatil Islam Mosque in town where we were welcomed by several members of the Mosque. We enjoyed a presentation where we learned about Muslim beliefs, religious ceremonies, holy books, and religious symbols. We finished our visit with a tour of the mosque. Students were intrigued about the different beliefs and practices spoken about, and we felt very welcomed. We thanked everyone at the mosque for a wonderful visit, and piled into the van to head to our next destination, a Buddhist temple.

At Wat Phothisomphon, students were able to relate what they had learned in the class, with many objects and images seen in the temple. Students spent time taking notes and drawing pictures about what they were seeing, hearing, touching, smelling and feeling. We had a great time interpreting a wonderful wall mural depicting Buddhist beliefs, practices, and stories.





After a picnic in Nong Prajak Park, we headed to our final stop, Udon Santi Racha Catholic Church. Here students spent time looking closely for religious symbols such as statues and crosses. We then had the opportunity to speak with Khun Simon, the local priest. He spent time answering the kid's questions and talking to them about Catholic beliefs, ceremonies and religious symbols.



We returned to UDIS, a bit hot and tired, with our minds overflowing with new knowledge and experiences. Overall, the trip was very informative and educational. It allowed students to connect discussions and readings from the classroom to real life here in Udon Thani. The trip especially brought to light the religious diversity that exists in Udon Thani, and how much learning is to be had outside of the classroom.



Next, students will be completing their culminating project for the unit where they will create exhibitions, which explore two religions, highlighting the similarities and differences between the two. Students will also be sending thank you cards to Kuwatil Islam Mosque, Wat Phothisomphon, and Udon Santi Racha Catholic Church to express our gratitude for their hospitality.

This week students will be spending lots of time in UOI and English creating their summative exhibition project. They will also be moving on to new topics in mathematics such as, multiplication, division, fractions and measurement.



Language and Culture

By Mr Wang Yankun, Chinese Teacher

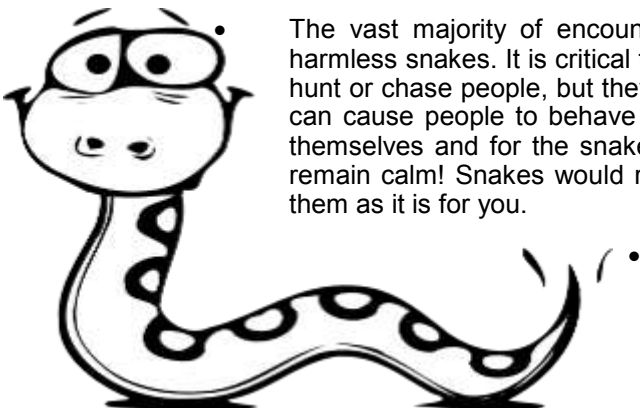


Health and Safety

By Mr Michael Delcavo, Health and safety coordinator

Here at UDIS we want to make sure that we are cognisant of the dangers we may face in our natural environment. One thing we need to be aware of are snakes. Please read the following article on how to handle snake encounters carefully.

Dealing With Snakes - Safely Handling Encounters



The vast majority of encounters between people and snakes are with non-venomous, harmless snakes. It is critical that you understand that snakes aren't "aggressive" and don't hunt or chase people, but they can strike without coiling first. Belief in myths such as these can cause people to behave rashly during an encounter, creating an unsafe situation for themselves and for the snake. Above all else, if you encounter a snake, try your best to remain calm! Snakes would rather not encounter humans, and it is probably as scary for them as it is for you.

- There is no reason that people and snakes cannot get along peacefully, and there are some key techniques you can use to safely handle encounters with snakes.

continue to next page

Outdoor Encounters

- Keep children and pets away while you try to identify the snake as venomous or non-venomous - from a safe distance. Keep in mind that snakes will usually try to escape to the nearest cover, so try not to stand between them and bushes or other cover. When they're startled, some snakes will flatten their heads and puff up to make themselves look more intimidating. A snake may also act defensive or try to strike when cornered, so give it space! Remember - releasing a smelly musk and striking are a snake's only defenses, since it has no claws. Some non-venomous snakes will rattle their tails when they feel threatened -- this can sound like a rattlesnake if there are in dry leaves.
- After you identify the snake, or at least determine that it is non-venomous, the best course of action is to simply "let it be." It will probably soon be on its way. If you feel that you must remove the snake from your yard, spray it gently with a water hose to send it on its way while keeping your distance. If you find a snake in your pool, you can use a long handled leaf skimmer to gently remove the snake, as it may not be able to get out on its own if it is small or exhausted from swimming. If the snake is venomous or you're not sure of its identity, take a digital photograph and contact a professional! Don't try to handle the snake yourself!



Indoor Encounters

- Try to identify the snake as venomous or non-venomous from a safe distance while keeping children and pets away. Most snakes found inside residences are non-venomous, and can be easily and safely removed using a large wastebasket or outdoor trashcan with a lid and a broom. Tip the trash can onto its side, and use the broom to gently "chase" the snake into the trashcan. Then, tip the trashcan upright and, taking care to keep your hands away from the open top, replace the lid. You can then easily transport and release the snake in a nearby natural area.
- If you find a snake indoors in close quarters in an attic or basement and are not able to use this technique, there are a variety of commercially available humane glue board snake traps that you can set along walls to capture snakes. You **MUST** check these traps every day so that trapped snakes don't die from lack of moisture and begin to smell. Captured non-venomous snakes can easily be set free at a nearby natural area by pouring vegetable oil onto the snake to release it from the glue. If you find a snake in the garage and can't capture it with a trashcan or glue board, simply close the door to your house and crack open the external doors to allow the snake to escape.
- If you have a venomous snake in your home, or if you capture a venomous snake in a glue trap, leave it alone



Inquiry corner

By Mr Michael Delcavo, Deputy Principal/Curriculum Coordinator

Here is an excellent article written by: Neil Stephenson. It does a wonderful job of spelling out what inquiry learning is all about. Please take the time to read this and feel free to ask questions.

“The meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it.”

(National Research Council, 2007)

Inquiry is an umbrella term that covers a number of other approaches to teaching and learning. Teaching practices that utilize a disposition of inquiry learning include:

- problem-based learning: learning that starts with an ill-structured problem or case-study
- project-based learning: students create a project or presentation as a demonstration of their understanding
- design-based learning: learning through the working design of a solution to a complex problem

As contrasted with more traditional forms of teaching and learning, inquiry emphasizes the process of learning in order to develop deep understanding in students in addition to the intended acquisition of content knowledge and skills. Inquiry draws upon a constructivist learning theories where understanding is built through the active development of conceptual mental frameworks by the learner. This approach is supported and enhanced by [a broad research base](#) which has identified three key implications for effective instructional practices:

1. Students come to the classroom with preconceptions about the world. This means teaching practices must draw out and work with students preexisting understandings and make student ‘thinking’ visible and central to the learning.
2. Competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge retrieval and application. Classroom activities should be designed to develop understanding through in-depth study of curriculum topics.
3. Meta-cognition (thinking about thinking) helps students take control of their learning. Opportunities for students to define learning goals and monitor their own understanding need to be embedded into classroom tasks.

Classroom tasks that are worthy of student’s time and attention, relevant, connected to the world and organized around the ‘big ideas’ of a subject can develop understanding, intellectual interest and engagement with students.

If we are to make use of these important findings from the learning sciences, inquiry should be viewed as a highly-structured and thoughtfully designed-endeavour. As contrasted with ‘minimal-guided’ inquiry which has been shown to be marginally effective as a teaching technique, classroom tasks that are worthy of students time and attention, relevant, connected to the world and organized around the ‘big ideas’ of a subject can develop understanding and intellectual interest and engagement with students.

For inquiry to be effective requires significant intellectual investment on the part of teachers to design learning tasks that are connected to the disciplines, to their students’ lives, and to the world, while focused toward clear and achievable learning targets. It requires that teachers see themselves as learners and researchers of both the subjects they teach and their professional practice as a whole.

Inquiry as Playing the “Whole Game”

One way to conceptualize inquiry based learning is the notion of “playing the whole game,” an idea by [David Perkins](#), professor at the Harvard Graduate School of Education. Perkins begins with the belief that teachers generally approach the complexity of teaching in one of two ways:

1. *Students learn isolated skills and knowledge, starting with the simple building blocks of a particular topic and then building to more complex ideas. While this appeals to common sense (think of the efficiency of an automobile assembly line), the problem with this approach is the removal of any context to the learning, making deep understanding of the content less likely. Perkins calls this approach elementitis, where learning is structured exclusively around disconnected skills and fragmented pieces of information.*

2. *Students learn about a particular topic. This approach is frequently utilized in history and science classes, where students are taught about other people's ideas but rarely if ever given the opportunity to produce and refine their own ideas. Perkins calls this aboutitis where learning is equated with consuming knowledge or information, without developing the critical thinking or creative, knowledge-building skills necessary to transfer knowledge to novel situations.*

The solution that Perkins offers to the typical classroom experience is what he calls *learning by wholes, structuring learning around opportunities to experience or engage in the topic as it would exist outside of school. Using the metaphor of a baseball game, Perkins believes that the experience of most students involves either learning isolated skills (i.e., only ever throwing a ball) or learning about the game (i.e., studying baseball statistics or the history of baseball) without ever getting out onto the field and participating in an actual game. In a classroom setting, this means providing opportunities for students to experience the 'whole game' of mathematical thinking or scientific problem solving or historical analysis of primary source artifacts.*

An example of 'learning by wholes' can be found in my own [Cigar Box Project](#), a year-long, grade 7 study where students explored 5 themes in Canadian history. [Inspired by an online exhibit](#) from a [national Canadian Museum](#), students collected and re-mixed primary source images into new cigar labels, which both represented their historical understanding as well as allowing them to experience the disciplines of graphic design and historical analysis.

It is important to note that focusing on the elements of a topic, or learning about a topic are not necessarily bad approaches to teaching and learning. Rather, they are important tools for teachers to use in a classroom environment. However, the issue arises when learning is focused solely on *elementitis or aboutitis, the usual practice in most classrooms. With an inquiry-based, or whole-game approach, authenticity and relevant learning tasks such as the decomposition lab or the Cigar Box Project provide the necessary context and engagement into which learning the elements or background information about a topic can be embedded in a more productive way.*

This notion by Perkins leads us to an important point, that an inquiry-based approach is most effective when it is carefully designed and structured by teachers. Inquiry should not be confused with 'discovery learning' where students are left to explore and develop understanding on their own. Rather, to be most effective inquiry should be seen as a complex combination of structured learning with intentional opportunities for students to create, design, imagine and develop new possibilities. In fact, both of the examples shared so far were carefully and collaborative planned by a group of educators and mentors.

Inquiry as "Play"

An analogy when considering the design and implementation of inquiry is the notion of play. Here we might consider play not merely as a childish activity or games but rather in the way put forth by [John Seely Brown](#); play as the creative tension that exists between rules and freedom, between what is known and unknown.

Just as play requires rules to keep a game going, inquiry needs structure and boundaries to be effective. As compared with more traditional delivery models of teaching and learning that focus only on pre-existing knowledge or skills, inquiry remains open to the unknown, to the 'not yet.' As teachers are considering inquiry in a particular topic it becomes helpful to consider how students might 'play' within a topic, that is, maintain an emphasis on what is already known (the foundational concepts or key-ideas) while allowing for space for the unknown where students can create, design, interpret or participate.

Structuring Inquiry with Liberating Constraints

Another approach that frames inquiry as a carefully designed experience for students is the notion of liberating or enabling constraints (Davis, Sumara and Luce-Kapler, 2000). "Liberating constraints describes the balance between freedom and constraint that creates conditions for learning and creativity." (p. 87) This is the act of structuring learning, not in the sense of a pre-determined, closed plan of action, but rather an organic, biological understanding of structure, where organisms respond and adapt to changing conditions. The authors refer to the etymology of structure as "describing how things spread out or pile up in ways that can't be pre-determined, but that aren't completely random either." (p. 49)

Here again we see how powerful learning occurs in the space between what is known and structured and what is yet to be. When designing learning around liberating constraints, teachers should balance the authentic constraints put on a task from within the discipline or topic itself with space for students to participate in the experience through their own creativity and individual voices and experiences.

MAGICAL MARKET DAY



We had a fantastic Magical Market Day on Saturday from 9-11am. We had a great turnout from parents, partners and our community. Thank you again to our community partners who joined the event: Natt Auto Car (Nissan), Prajaktra Hotel, Major Bowl Hit, Playport and Playport, Juno Park, Dermatoglyphics, Stem cell therapy, Brookside Real Estate and Wattana Hospital. A big thank you to Prajaktra Hotel and Major Bowl Hit for donating prizes for our raffle.



MAGICAL MARKET DAY

The feedback from the day has been really positive and everybody really enjoyed our open house. We have also gained a few new students who will join after half-term break. So, it is great to see the school opening its doors to our community and continuing to grow. Thanks again to all the staff and parents who helped out on the day.



Community Partnership Programme (CPP)

UDIS operates a Community Partnership Programme (CPP) with local businesses in the Udon Thani area who wish to support the school and its staff and students. Under the CPP, these businesses have offered discounts and benefits to staff and students who present their UDIS ID card.

These discounts are available from 1 August, 2015 to 31 July, 2016 unless otherwise noted below. The businesses and the benefits they have offered are:

Restaurants and cafes

The Bookshop Cafe and Restaurant

30/5 Phonpisai Road, Nong Sim Lake, Muang,
Udon Thani 41000
084-9454690, 085-0446990,
www.thebookhouseandcoffeeshop.com

10% discount of grand-total

Chernchim Steak House

11/12 Bandua Rd., Nong Sim Lake, Udon Thani
41000
042-241138

<http://chernchim.com/>

10% discount on food at restaurant only
(when paying cash)

Rabiengpatchani Restaurant

51/3 Bannon , T. Makkaeng, A.Muang, Udon
Thani 41000
042-241515

5% discount on food only (when paying cash)

Sugar Room

90/20 Udondutsadee Rd., T.Makkaeng,
A.Muang, Udon Thani 41000

042-222536,

<https://www.facebook.com/sugar.room>

10% discount

Entertainment

Major Bowl Hit

Central Plaza Udon Thani
042-230243, www.majorbowlhit.com

10% discount of grand total

Playport Udon Thani

208 Moo 5 T. Samprao, A. Muang, Udon Thani 41000
042-110-432, www.facebook.com/playportudonthani

Special entrance fee of 90 baht

General retail and services

Bangkok Hospital Udonthani

111 Thongyai Rd, Muang, Udon Thani 41000
042-343111, <http://www.bangkokhospitaludon.com/>

10% discount for room charge, medicine and medical
supplies

Nat Auto Car (Nissan)

256/60 Moo. 6, Ban Duer, T.Makkaeng, A.Muang,
Udon Thani 41000
042-323555, <http://www.natautocar.com/>

5% for car checking services, 10% discount for car
accessories

Learning

KPN Music Academy

Central Plaza Udon Thani
089-969 4188

300 baht discount for admission fee

Prajak Optical

Srisuk Rd. Branch: 106/27-28 Srisuk Rd., T. Makkaeng,
A. Muang, Udon Thani 41000
Udondutsadee Rd. Branch: 78/4 Udondutsadee Rd.,
T.Makkaeng, A. Muang, Udon Thani 41000
042-110632, <https://www.facebook.com/prajakoptical>

30% discount

Juno Park

UD Town Udon Thani
093-940-5414, www.facebook.com/JunoParkUdon

FREE 3,000 baht entrance fee

General retail and services

Prajaktra Design Hotel

111 Moo 11 Supakitjanya Rd, T.Makkaeng,
A.Muang, Udon Thani 41000
042-240444, <http://www.prajaktrahotel.com/>

Special rate per room per night and 10% discount
for Barco Restaurant

The Pannarai Hotel

19/8 Sampanthamit Street, A. Muang, Udon Thani 41000
042-345-111, 042-344-999, Fax: 042-345-4018, 042-344-002

15% discount on room rate (compared to walk-in price)
10% discount for restaurant

Brookside Real Estate

Ban Kud Ling Gno, Moo 3, T. Nadee, A. Muang, Udon Thani 41000
091-052-7234 , 080-406-9377

Special price for real estate purchases

Joining our CPP

Anyone can join our CPP, please contact the School Office for more information.

Contact us

Office hours: 8.00am - 4.30pm

School Number: 042 110 379 , 095 668 9636
(for all general enquiries)

Head of School: lindsay@udis.ac.th

Deputy Principal: michael@udis.ac.th

Assisting Principal: emmi@udis.ac.th

School Secretary: wannapa@udis.ac.th

Pre-school: Jennifer@udis.ac.th

K1 teacher: kaitlyn@udis.ac.th

K2 teacher: kameren@udis.ac.th

Y1 teacher: karyn@udis.ac.th

Y2 teacher: emmi@udis.ac.th

Y3/4 teacher: liam@udis.ac.th

Year 5 teacher: rebecca@udis.ac.th

Email suggestion box: suggestions@udis.ac.th