

12th February 2016 | ISSUE8


Fun events at UDIS!

We recently celebrated several fun events at our school including Sports Day and Chinese New Year.



**Sport Day and Chinese New Year
photos on page 10 - 11**

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UPCOMING ACTIVITIES

3-4pm, Monday 15 February
PTA Meeting #1

Monday 7 - Friday 11 March
Mother Tongue Week

Friday 1 April
Songkran Festival

3-4pm, Monday 14 March
PTA Meeting #2

Message from the Head of School

Dear Parents

We are well into the swing of the second term now and we have been very busy with events over the past two weeks. At the end of January we held our Sports Day which proved a great success. It was great to see so many of our parents at this event. Congratulations also to the champion Black team who steamrolled through the day to take out Gold.

We have scheduled a PTA meeting on Monday 15 February from 3-4pm. We would like to invite all parents along to this event. We will be discussing the upcoming Mother Tongue week, the use of hats outside and our learner profile.

We are also busy working on our external and internal accreditation for the school. As you may be aware we have been accepted as a PYP Candidate School for the International Baccalaureate so we are preparing for our candidacy to begin in March. We are also in the final stages of our candidate application for the Council of International Schools (CIS). We hope to be able to complete this by the end of February.

Finally, we are organising our internal quality assurance (QA) for OPEC which is an accreditation body of the Thai Ministry of Education. We will be visited by an inspection team later this year. So we have been busy organising our preparations for the annual QA reports we are required to submit and also for this coming inspection.

Best regards

Dr Lindsay Stuart

Head of School



Inquiry corner

By Mr Michael Delcavo, Deputy Principal/Curriculum Coordinator

Recently we have been talking about the levels of inquiry at school. The IB identifies three levels of inquiry; structured inquiry, guided inquiry and free inquiry. Each of the inquiries are important tools but ultimately, we would like to have students reach the level of free inquiry. Let's take a closer look at each of the levels:

Structured inquiry is when the teacher leads a lot of the lesson. They steer the students in the inquiry and offer up insights and solutions often. Students are still able to get their hands into things and experiment but they are being shown a lot of what to do. You may consider having a child fixing a bike with a parent telling them how to do it.

Guided Inquiry is when we guide the children but let them have a lot more free reign. Students might be given a few things to look at and they need to choose what they are going to do or work on. The teacher still offer guidance. With our bike scenario the parent might have the child work on the bike and give them a tool box with a few bits of advice.

Free inquiry is when the students show their natural curiosity about life. Students may be given minimal help or equipment to work with and they work on what interests them. So the child would work on the bike because they wanted to figure out how the bike works and what their tools can do.

At school we have standards that we meet, and guidance is needed, but we aim to offer as much free inquiry as we can as this allows children expand their minds and inquire into what they are interested in.

Busy with events

By Mr Kameron Lund, K2 Teacher

Our K2 class has been very busy with school events over the past couple of weeks. Students from K2 took a full part in both our Sports Day and Chinese New Year activities. We have some fast runners in our K2 class! Thank you also to all the parents who attended our EY Information afternoon on Friday. It was great to see you all and I hope you had the chance to learn more about our EY programme.



Making Connections in and out of school

By Ms Emmi Hines, Year 2 Teacher

We have been busy making many connections with various people, places and even with our classroom studies. Year 1 and Year 2 had the opportunity to visit Central as a way to make connections with our local community members. This was done by developing questions before the field trip and asking people these questions as they made friends. We also had the students experience ice skating as an additional way to make friends and connect with people they might not have otherwise.



Reflections for this unit:

Chase - "Actions bring connections, like boxing and play a sport together."

Jennesa - "Being a friend makes a connection."

Daewa - "Be nice."

Dean - "By doing something together."

Mint - "We can dance with others"

Zen - "I saw that people from India and China connecting by talking"

Chloe - "Making connections that you could sing in both public and private places. " You can dance in the shower."

These connections to our Unit of Inquiry have also been fostered throughout the day by students planning and creating their own public spaces by designing their own zoo, castle, park or even a school. Projects have been followed-up with development of their own rules for their space, how their space establishes a sense of community and their personal connection to the space.



Inquiring into organisations

By Mr Liam Chadwick, Y3/4 Teacher

We are now back into our class routines with students focusing on English and Mathematics and gaining an understanding of our central idea. "People create organisations to solve problems and support human endeavour and enterprise."



Year 3/4 students working in Mathematics (number, place value and addition), and English (sounds, and blends) in their ability groups. There is also independent learning happening in English (root words+ prefix and suffix), and adjectives (describing words).



Year 3/4 students have also been discussing and adding questions to the "I wonder wall". This wall is used for any questions the students may have about our central idea, "People create organisations to solve problems and support human endeavour and enterprise."

We have asked questions like:

Mr. Liam: Is our school an organisation, how?

Mr. Liam: Can we have an organisation in our classroom? What would it look like?

Raffi: What is an organisation?

Askett: Why are organisations created?

Senyacee: What problems do they (organisations), solve?

Wanwan: How do people live together?

Mr. Liam: what is human endeavour and enterprise?

Inquiring into organisations

By Mr Liam Chadwick, Y3/4 Teacher

These are some of the questions we are examining to determine what our central idea looks like so our students understand it better. Students have been using computers to generate their own city using The Rising City Application. Students face problems as they build their city and have to problem solve to find the solution to keep their city operating. As they build and solve they are also logging in their books, what they do, the challenges they face and the solutions they find to keep their cities working. The App has provided a great tool for the students learning during this Unit of Inquiry, and they continue to enjoy the journeys they are taking building their cities. We also took a field trip to a Melon farm and the PC Ranch Cowboy town armed with questions we have created in class about our central idea. We asked questions of the people at these locations and reviewed the answers and how those related to our central idea.

The Melon Farm



PC Cowboy Town



Busy Little Bees!

By Mrs Rebecca Kehn, Y5 Teacher

Year Five students have been very busy, as they are very active in and out of the classroom. They have been perfecting a writing piece on their holiday; engaging in Mathematics lessons and practice; and reading and preparing for Valentines Day by brainstorming how we can be kind to each other. Students have also been performing in skits for assembly, participating in ECAs and preparing for performances for Chinese New Year.



The Year Five class has also been busy getting into science as part of their Unit of Inquiry. They are investigating the central idea: *Exploration leads to discoveries, opportunities and new understandings*. Students began the unit by mind-mapping places and topics they could explore. We followed that up with an exploration walk around the school.



Students then directed their inquiry towards the sciences. They have been doing a lot of research about different types of sciences and what scientists do. The students selected a particular science to inquire into. Following several research sessions, they selected a topic of interest to inquire into, and generated some questions to look at. It's been great to see the students' scientific interests surface.

Year Five kids have been practicing several important research skills central to the IB such as questioning, planning, observing, writing, collecting information, and organising their information.

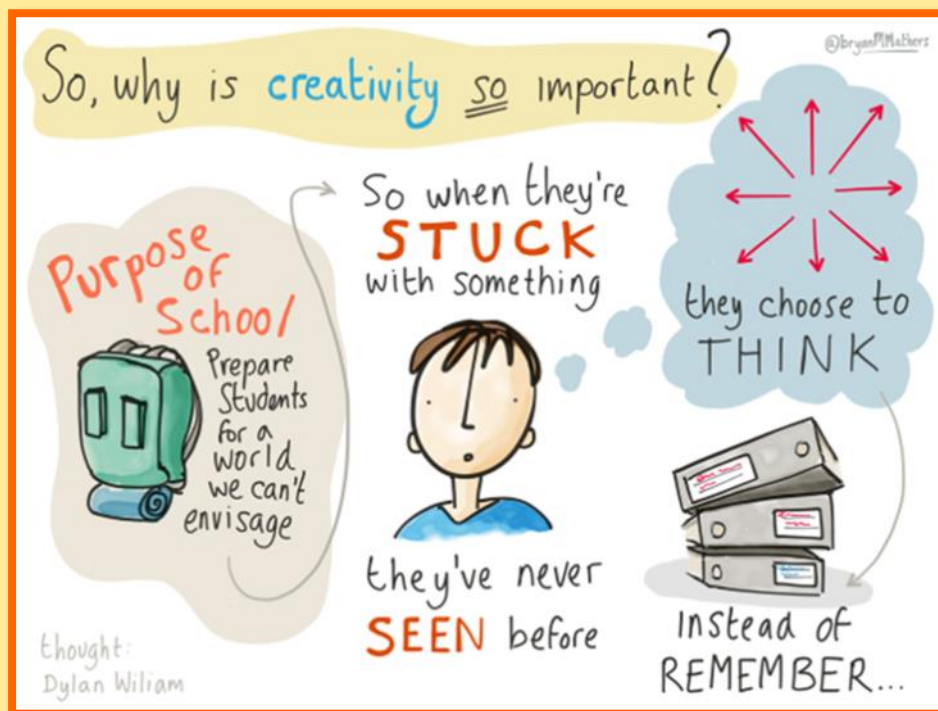
The students have been learning how to research a topic online, take notes on their findings, and organise their findings into a Keynote presentation. To culminate the unit students will present their findings to the class.



It's been a busy month back to school for Year Five, but they have embraced the challenges with enthusiasm! They have been great risk-takers this month! Way to go Year Five!

Modern languages - Thai

อิสระในการเรียนรู้ มีผลต่ออิสระในการความคิดสร้างสรรค์
เพื่อเข้าสู่กระบวนการเรียนรู้ที่ครบวงจรได้อย่างสมบูรณ์



In Thai Classes this term, we identified three specific tasks we wanted the students to do to complete their lessons. We knew that they would work at different rates, and we wanted them to have the flexibility to move through each task at their own pace.

These are the tasks we had planned:

Station #1: Reading corner - This will be followed by individual, peer or group work (the students will decide and create by themselves). The students will pick a book to read together in class or by themselves.

Station #2: Writing - Revise and improve their knowledge to summarise what they have learned. Gain feedback from their writing from their friends or the teacher.

Station #3: Final task - Create a final task by themselves or with a group.



Language and Culture

By Miss Natt, Head Thai Teachers



It did not make sense for the students to rotate around these stations, instead we used a freeform approach and allowed students to move about the stations as they pleased.

Students began in one of three stations. When they were done with the task in that station, they were welcome to move to the next station. I cautioned them to transition without disrupting those students still at work. It was amazing how focused and productive they were!

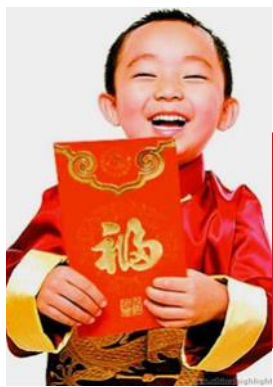
We love creating a classroom environment where students have the freedom to move around, work where they need to, and use the technology or tools available with confidence.





UDIS SPORT DAY





Chinese New Year





Message from Admin

Term 3 Fees

Term 3 fees are due on Friday 18 March.

Uniform discounts

Currently we have discounts available for Grade B uniform items. Please contact the office for more information.

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.

Find out more on our website
(<http://www.udoninternational.com/en/general-information/cpp/>)

or contact the School Office for more information.

Contact us

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