



# SAVE THE DATE!

# WIS INTERNATIONAL DAY

Saturday, 23 April 2022

14:00 - 18:00

WIS Sports Field

**WIS Community, family & friends welcome!**

**Beer Tent | Music | Outside Vendors**

**MORE DETAILED INFORMATION COMING SOON!**







# THE ORYX

*The weekly newsletter of Windhoek International School*

## FROM THE DIRECTOR

Dear WIS Community,

As an International Baccalaureate (IB) World School, every five years we are asked to carry out a self-study and evaluation process. This is conducted by staff who review and reflect on the implementation of the PYP and DP programmes in our school. The goal is to identify strengths and things we will need to continue to improve on, and rate ourselves to what extent the [IB's standards and practices](#) are in place, and how this is positively impacting student learning. Starting today, we will be hosting an experienced group of IB educators from around the world who will virtually visit WIS for this multi-programme IB PYP and DP Evaluation Visit on 4-6 April.

This year's self-study and reflection cycle was led by our PYP Coordinator Avril van Zyl and DP Coordinator Rick Fitzpatrick, with input from all teachers and educational assistants. The process has helped us meaningfully reflect on all aspects of teaching and learning at WIS. We are excited to share all of the good things that have been happening at WIS within the four domains of the IB's Standards & Practices:

### A. Purpose: Sharing an important mission

- Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

### B. Environment: Providing essential structures systems and resources

- The leadership and governance of IB World Schools create and sustain high-quality learning environments.
- Learning environments in IB World Schools support student success.
- Learning environments in IB World Schools support and empower teachers.

### C. Culture: Creative positive school cultures

- Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

### D. Learning: Ensuring effective education

- Learning in IB World Schools is based on a coherent curriculum.
- Learning in IB schools aims to develop students ready for further education and life beyond the classroom.
- IB programmes encourage approaches to teaching that create learning experiences.
- Learning, teaching, and assessment effectively inform and influence one another.

**PARENT INFORMATION PORTAL**  
Click here for more information

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## Dates to Remember 2022

- **1 April**  
Middle School Dance
- **4 - 6 April**  
IB Evaluation Visit
- **22 April**  
Int Mother Earth Day
- **23 April**  
WIS International Day
- **17 - 18 May**  
3-Way Conferences
- **21 May**  
Grade 12 IB Graduation



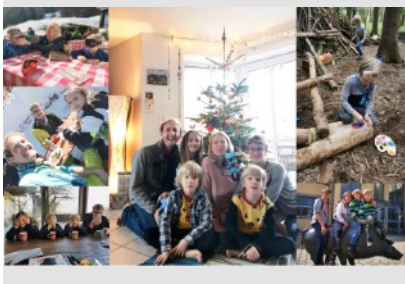


### Adrian von Wrede-Jervis Science

Adrian von Wrede-Jervis has been teaching for over 25 years. He started teaching in the UK national schools system as a science teacher and Head of Faculty before moving to Germany to work at the Bavarian International School. He has worked as IB Diploma Coordinator, Director of IB Continuum Learning (looking at learning across the K-12 spectrum), and as a science teacher. He is an ACE school visitor for the NEASC accreditation body.

Adrian's passion lies firmly in what happens in the classroom. He is convinced that student motivation and engagement is essential to successful learning - you cannot learn anything you don't want to learn - and that successful learning is when students can build ideas and understandings into their own narrative of the world, their place in it and the contribution that they can make.

Adrian is married to a Namibian and has four boys. He is super excited to be moving to the African continent where he intends to indulge his passion for nature, camping and birdwatching.



**NEW WIS TEACHERS:** Each week in April and May, this column will profile the inspiring educators who will be joining our WIS community starting in August 2022.

External accountability from the IB, just like our accreditation through the New England Association of Schools and Colleges, helps us to continuously improve as a learning organisation. Rick or Avril may be asking some of you to provide your input into this evaluation visit. Please be positive about our community's strengths and candid about the areas where we can improve as a school. Windhoek International School has been a leading force within the IB movement since the 1990s, and in turn the IB's values are reflected in our school's mission statement:

"To develop the full potential of each student in a stimulating environment of academic excellence, cultural diversity and active social responsibility to become internationally minded independent thinkers."

Thank you for your support as we continuously work to put our inspiring mission into practice for the benefit of our students!

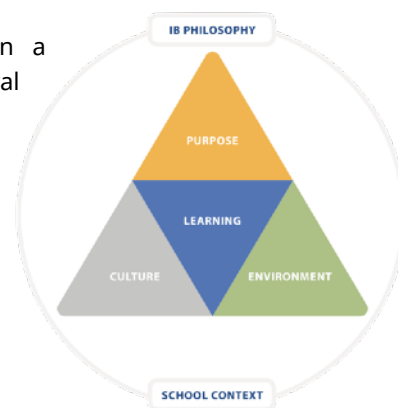
Sincerely,  
Ethan Van Drunen

## PRIMARY PRINCIPAL

Dear WIS Community,

Nothing makes my teacher heart beat faster than a good unit of inquiry!

A highlight of this week was the Grade 4 Dragon's Den (also known as Shark Tank) pitches held in the director's office. This was one of the culminating events of the unit, in which Grade 4 budding entrepreneurs had three minutes to pitch their business idea to potential investors (the Admin Team at WIS). In this week's Oryx, I would like to explain why an event like this truly makes me appreciate the work of our teachers at WIS.



Marcelle van Leenen @marcelleleenen · Mar 28  
Grade 4 Dragon's Den pitches in the director's office: Check out this unique cardboard hat, exactly what we need to make sure all students are protected from the sun @WIS\_NAM #LearningAtWIS As investors we loved it so much we are thinking of making it the WIS signature hat!



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Marcelle van Leenen @marcelleleenen · Mar 25  
Grade 4 Dragon's Den in the Director's Office! What a range of great business plans, products and pitches presented to us! #ProudPrincipal @WIS\_NAM #LearningAtWIS @Debisa64592273



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## Alumni Corner



**Amrita Nambiar**

*Amrita Nambiar graduated from WIS with the IB Diploma in May 2020. She has started studying online, but is now finally able to be on campus. She is sharing her experiences with us.*

"I am currently in my fourth semester of a three-year bachelor's degree with a triple major in Microbiology, Chemistry and Zoology in St. Joseph's College, Bangalore.

This week, I began class in person for the first time since I started my degree two years ago.

There have been a lot of changes recently - moving into student accommodation closer to college, daily football training, registering for three open electives required this semester.

Inspired by my choices in the IB Diploma Programme and wanting to honour my incredible teachers at WIS, I have chosen Mathematics for Biology, Microeconomics and Entrepreneurship as my electives. Parallel to my studies, I am currently doing two certificate courses - one in Ethics in Life Sciences and the Healthcare Sector (something I developed an interest in after ToK), and Forensic Chemistry.

**Continues on the next page ...**

Good units of inquiry give students opportunities to develop a combination of different subject- specific knowledge and skills in a real-life setting. When students are engaged in a good unit of inquiry, students are so excited by what they are doing, they forget they are learning. This type of learning cannot be found in a textbook and requires a lot of creativity, collaboration, thought and planning on the teacher's part. Teachers need to break down things as they happen in the real world. That is why inquiry teachers are always learning, too- and we talk more of 'designing learning', than 'teaching'. Designing a unit of inquiry requires energy, enthusiasm and hard work, but it is what makes our work as educators in PYP communities of learning so rewarding. Here is what it may look like. *Please note the teacher column is considerably longer!*

Questions that drive the learning	Students...	Teachers...
How do we persuade an audience to buy our product?	Create promotional videos.	Find good examples of promotional videos and persuasive and break down the language features and structure so they can teach it to students. Create success criteria together with students.
What does a persuasive pitch look like? What are the language features?	Write and perform persuasive pitches to potential investors.	
How do entrepreneurs get money to start a business?	Write brochures.	Collaborate with the Technology specialist to design invitations.
How are events organised?	Create invitations to send out to the community.	
	Create business plans.	Find good examples of business plans.
What do entrepreneurs need to do to borrow money?	Work out cost-profit and learn about percentages.	Set up interviews with entrepreneurs.
How do you write a good business plan?	Read about inspiring entrepreneurs.	Invite guest speakers.
Which entrepreneurs inspire us and can we learn from?	Learn what makes an effective interview.	Work with the Arts team to develop lessons on the design-cycle.
What can I design that will make a difference?		Find reading and video material about designing products.
What processes will help me design a product?		Work out the key vocabulary that is related to the unit. Design lessons so students practise vocabulary.
How do I effectively present to my audience?		Design Maths lessons on cost-profit, and percentages.
		Find good reading material that teaches students about entrepreneurs.
		Follow entrepreneurs on social media. Set up Zoom interviews.
		Identify an audience so students can pitch their product.



I am also the President of the French Association at our college, as well as the Head of the French Tutoring program. After spending half my degree cooped up in my room and staring at a screen, I am elated to have a busy schedule again and to finally live the true college experience.

Next semester, we are required to write a research paper and I am planning to do an extension of my Extended Essay.

For my Masters, I hope to continue studying Molecular/ Cellular Biology, preferably in Europe.

I still reminisce over my times at WIS, as well as the numerous opportunities such as CAS and the Extended Essay, and continue to utilise aspects of ToK in my daily life. The IBDP has had a lasting impact on me and I will forever be grateful for the teachers, support, opportunities and the space to grow and become a more cultured, open-minded and independent person at WIS.

If you are a WIS Primary teacher reading this, please take a moment to acknowledge your very important role in making learning happen for our students at WIS. You are [Keepers of the Flame!](#)

[Click here](#) to watch the [Grade 2B WIS New](#) for this week.



Warm regards,  
Marcelle van Leenen

## Grade 5 Exhibition Group

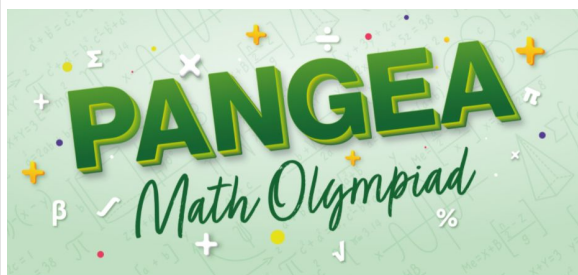
Dear WIS Community,

We are four students from Grade 5, Alia, Thato, Ingrid and Grant who are starting our exhibition journey in Grade 5.

Our topics include water pollution and how it affects marine life, trophy hunting, and bee and sea turtle population endangerment. It would be fantastic to have specialist input from our community regarding these topics. If you are willing to assist us please contact our mentor Ms Jacky (jferreira@wis.edu.na) to set up a time for us to speak to you. Thanking you in advance.

**Alia, Ingrid, Grant and Thato.**





### PANGEA MATH WORLD OLYMPIAD

#### PANGEA MATH WORLD OLYMPIAD 2022 TIMELINE



**15 April 2022**  
Registration  
Deadline  
(Online)



**17 April 2022**  
Qualification  
Round  
(Online)



**30 April 2022**  
International  
Final Round  
(Online)



**November 2022**  
Germany  
Finals  
(Onsite)

#### You are invited to take part in the Pangea Math Olympiad

- This Olympiad is open to students in grades 3 to 12.
- The Qualification Round participation fee is 20 €.
- The Qualification as well as the International Final Round will be held online.
- As both these rounds will be taking place on Sundays, students will be required to write the exams at home.
- Students' Zoom connection and cameras must be on during the exam.
- For more information and to register please visit the website; <https://pangea-math.world/Home.html> or email Ms Elsa @ [eswanepoel@wis.edu.na](mailto:eswanepoel@wis.edu.na)
- Grade 3-5 students who are interested and would like to prepare by working through past papers can join Math Club (Room 15, Ms Elsa's class) for the next two Tuesdays (5 & 12 April), 1:50-2:50.

## SECONDARY PRINCIPAL

### Education in the 21st century



Many of us know school and university as a place where you have to learn about History, Geography, Mathematics, Sciences and languages. And that is still the case today. HOW you learn, however, and in WHICH CONTEXT you learn, has changed dramatically in the past five years and particularly since the start of the COVID-19 pandemic.

This coming week, we will have a visit by the IB to evaluate our PYP and DP programmes. And different to what it used to be, their revised [Standards and Practices](#) (PSP) now focus on teaching and learning and assessment more than it did ever before. Different to what it used to be, the process of evaluation nowadays is more one of reflection and peer review.

WIS is accredited by NEASC and the IB and a member of CIS.



I had the opportunity to virtually visit the International Academy of Amman during the past week as part of the CIS (Council of International Schools) and NEASC (New England Association for Schools and Colleges) evaluation team. This has given me an opportunity as well to get a fresh perspective on how these accrediting agencies approach education in a 21st century environment. The NEASC accreditation focuses on the ACE Learning Principles, where learning becomes the focus. But learning is moved into a context - not merely learning facts and getting good grades, but how to be successful learners who can be critical thinkers, how can learning be inclusive and how does our learning environment influence how we learn? The 10 Learning Principles guide schools to reflect on maximising children and young adult's learning by letting them be drivers of their learning.

CIS takes a similar approach to approaching learning. The four drivers of education, according to the CIS protocol, are:

- Purpose and Direction
- High Quality Learning and Teaching
- Well-Being
- The Development of Global Citizenship

Again, the focus is more on learning being purposeful, on well-being and on educating young people to be successful in a world that is changing at a fast rate and is often unpredictable.

This approach on education also needs to flow into the way we educate our children at home. We should not focus only on letting them have good grades in mathematics and sciences. The focus should really be on developing well rounded, compassionate citizens of the world who can ensure that this planet is led by people who have the skills to look after the planet and their communities more than only themselves. This can only be achieved if we - the older generation - embrace these changes in our thinking and allow our kids to develop in the context of a healthy and caring environment and be successful not only as academics, but also as human beings.

Regards,  
Maggie Reiff

## Words have power!

The Gr. 8s were asked to choose an adjective from a provided list. By choosing this word the students had to feel some connection with it as they were tasked to draw the word and then write a poem about it. The poem had to consist of at least three stanzas and they had to use some poetic devices to make the poem more interesting. I am very pleased with what the Gr. 8s accomplished after this activity. I hope you will enjoy and appreciate what our students completed in their English class.

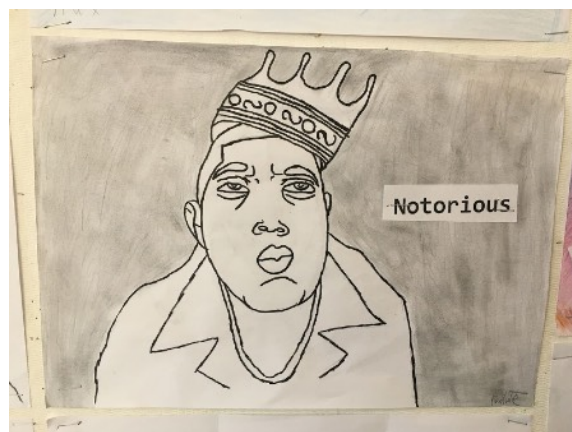
### The Notorious Big

**Faduli Ayoub**

His name is big in the street  
The man himself is very discrete  
The new best rapper ready to rap on the beat

Bang, bang the door goes  
The notorious, new nifty gangster has rose  
Don't be scared just try not to stare  
The notorious, new, nifty, gangsters don't share

His flow is differential  
From a young age, they knew he was special



He is gone now but he still flies around  
Just listen to the sound

### Gloomy

**Namasiku van der Linden**

I am not gloomy!

I am always happy  
I do not feel sad  
But I am seeing sunless skies from time to time

I am always jumping around  
Kids must play around at break time  
I am always in the sun

I and my family are having dinner  
because we were very hungry  
But I love Indian food

I am always happy and not gloomy!



### Versatility

**Jayden Kambinda**

One who has the mobility  
Of a cheetah  
One who has the sociability  
Of a hyena  
Like a palm  
Stands sturdy as ever

But one who blows up at a blemish  
An image that can easily tarnish  
And good at different specialties  
But struggle in all of their abilities

Even with the struggles and disabilities  
And great flexibility  
This is a person of versatility.



### The Dark Thing

**Zehnya Bruckhert**

What people say  
Goes to heart  
I've tried to stay away  
But it has played its part

What I say or do  
Offends people it's true!  
Even though it is just what I do  
Even if I didn't have a clue

I tried to climb out





But keep falling deeper  
 I don't know what it is about  
 I guess I am just a weeper  
 So, my little friend  
 Is here to stay  
 It is the end  
 There might not be a way...

### The Jolly Bee Jerry Muadinohamba

Jolly like a bee, jolly like the sea,  
 The sea is quite a jolly place  
 For you and for me

Bees are quite jolly indeed  
 Jolly like peas and trees  
 The Jolly bee is quite a sneaky pea

A Jolly bee can be quite a handful  
 Bees that are jolly are special like a Jolly Randell  
 Jolly like a bee, jolly like the sea, what a beautiful bee



**JUNK MODELLING**

refuse | reduce | reuse | recycle

**WE NEED YOUR HELP to ...**  
 RECYCLE your household waste so we can REUSE it.

**WHAT?**  
 Clean boxes, egg cartons, plastic milk bottles, kitchen rolls, packaging, bubble wrap, scraps of fabric and 'loose parts' such as corks, unwanted keys and shells are needed throughout the year.

**WHERE?**  
 The Primary school Art Room

**WHY?**  
 Junk modelling benefits children in many ways:

- Use their imagination while developing their design skills and creativity
- Develop their self-confidence as they are enabled to explore materials
- Develop their problem-solving skills and resilience through trial and error
- Become inventors and 'engineers', exploring materials and their properties
- Develop their gross and fine motor skills
- Communicate and work as a team
- Decreases waste and encourages refuse, reduce, reuse and recycling

**WIS**  
 WINDHOEK INTERNATIONAL SCHOOL

# Theory of Knowledge (ToK) Grade 11

## A stimulating simulating science lesson

In Theory of Knowledge (ToK) Grade 11 have begun exploring the Natural Sciences an Area of Knowledge within ToK.

As an introduction to the Natural Sciences the Gr 11 took part in a lesson entitled *The Checks Lab* from the [Checks Lab](#) on the ENSI website, which was adapted from a Social Studies activity by Steve Randak.

Each group is given an envelope with 16 checks. (I had to explain what a check was and how before the days of EFTs people wrote checks/cheques to make payments. Using checks, as a student pointed out, added to the challenge.) Each check/cheque had information on how much was paid to whom and by whom on what date.

Initially each group had to take out four checks from the envelope and with that information they needed to formulate and explanation of the story behind the checks/cheques leading to a first tentative explanation.

After discussion in the groups and arrival at an explanation a further four checks were taken out to add more detail to the story and the process of discussion and proposing a second tentative explanation began. A further two checks/cheques were taken out of the envelope and the third tentative explanation was developed.



Finally the groups had the opportunity to talk to each other and with 'new' information went back to their explanations and reviewed them.





Then it was time to consider which of the ToK concepts are involved in the production of scientific and historical knowledge.

The idea behind the exercise is to show the students how scientific research (and historical research) is conducted and how values, biases, and assumptions can affect the conclusions that are drawn in both science and history.

Which ATL skills were involved?

**Communication      Collaboration      Reflection      Critical thinking      Creative thinking**

The students were fully engaged in the activity with heated discussions going on for the 70 minutes of the lesson.

A successful lesson all around!

## WIS Health Hub:

We continue to be grateful for the declining numbers of Covid positive cases in the country over the past few months. During our recent March break, members of our community traveled to other parts of the world for a well deserved break and connection with family. Upon their return a number of our families have tested positive for Covid. Fortunately we have had no reports of serious illness and we wish all affected people a full and speedy recovery.

I mention this because at WIS we've been maintaining social distancing and wearing our masks when indoors and this is the reason why. Thank you to everyone who consistently takes the safety of our community seriously, and thank you to the families who informed the school immediately of their positive status and took the necessary safety measures.

And for something completely different ...

When we've had good rains, the occurrence of head lice may rise. Please find more information in this article:

### HEAD LICE

#### WHAT ARE THEY?

Head lice are tiny greyish parasitic insects that live in the hair. They cling to the hair, close to the scalp and suck blood from the skin. Infestation by head lice occurs sporadically among young children. Lice do not fly or hop.

#### SYMPTOMS

- Persistent itching and scratching of the scalp.
- The eggs of the lice (nits) are visible as tiny white grains clinging to the hair.
- Scalp irritation, often concentrated behind the ears or on the back of the neck.
- In severe cases the lymph glands in the neck may swell.





**TRANSMISSION**

Lice move directly from the head of one person to that of another through:

- Direct contact with an infected person or stray hairs that have nits.
- Clothing for example hats and ribbons.
- Personal items, for example brushes, combs, towels and pillowcases.

**POSSIBLE COMPLICATIONS**

**Scratching of the scalp may cause secondary skin infections and enlarged lymph nodes.**

**TREATMENT IN THE HOME**

- Lotions and shampoos that kill the lice and make the nits inactive are available from your pharmacy.
- Discuss the procedure with the pharmacist and follow the instructions on the package insert carefully. Repeat the treatment one week later to ensure killing new lice that have hatched from nits since the first treatment.
- Do not use a hair dryer on the damp hair after treatment as the heat may inactivate the insecticide.
- Destroy headgear within which nits may be lodged.
- Disinfect brushes and combs with the product applied to the hair.
- Wash clothes, hats, towels, pillowcases and sheets in hot water.
- If your child has head lice, report it to his/her teacher. Lice infestation is considered a health hazard and steps are always taken to prevent further spreading.

**WHEN TO CONSULT A DOCTOR**

- If the scalp is inflamed or infected
- If the lymph glands in the neck are swollen.
- If headaches and fever occur

Some of the treatments of choice are the following shampoos/products:

1. **Gambex shampoo**
2. **Lyclear shampoo**
3. **ParaPlus Lice Spray**

Your pharmacist can tell you more.

If these products are used correctly (bearing in mind that resistance to them can develop), lice should be killed, and the nits deactivated. Even inert nits are difficult to remove and the only way that this may be done is to cut the hair short, or comb them out with the fine tooth comb that comes with most of the treatments. Many combing sessions may be needed. There are products available at some pharmacies that, when applied to treated hair, make it easier to comb out the nits.

**What we'll be doing:**

- conduct head examinations to look for head lice and nits should a student complain of persistent scalp itching or a teacher notices persistent head scratching
- Students with head lice (not nits) will be sent home to be treated. I will need to re-examine these students at drop off time the next day before they are allowed to return to class. If the student still has lice they will have to return home immediately for further treatment
- Instruct students to report an itchy scalp to the class teacher or myself immediately
- Store hats separately, in student's locker
- Explain how head lice 'work' and emphasise the importance of not sharing hats, combs, brushes etc..



**How you can help:**

- Promptly treat the head lice should your child (or family) be infected
- Regularly wash hats, brushes and other hair paraphernalia
- Keep your child at home if (s)he has head lice
- If your child scratches his/her head persistently, please do an immediate check
- If your child has nits, check the scalp regularly for lice
- Reinforce the importance of not sharing hats, hair brushes etc...

If you're not sure whether your child is infected or not, I'll be happy to check for you. Please call me if you have any concerns.

**Sharon Gorelick - School Nurse/Counselor**



We are excited to launch our  
**SPCA PAW-SITIVITY CHARITY SHOP!**



**SPCA WINDHOEK FUNDRAISER**

SATURDAY, 2 APRIL 2022 | 09:00 - 13:00  
145 ROBERT MUGABE AVENUE WINDHOEK

**DONATE YOUR STUFF!**

Do you have "stuff" to get rid of? We will gladly take it off your hands.

**DROP OFF DEADLINE: 30 MARCH 2022, 09:00 - 13:00**

@ 145 Robert Mugabe Avenue, Windhoek, Namibia **OR**  
Call us on 061 238 654 to make other arrangements!

Looking for items for your home? Why not REUSE/ REDUCE? BUY SECONDHAND!