



STONEHILL
INTERNATIONAL SCHOOL

An Embassy Group Education Initiative

THE TIGER

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Follow us on:



Have a lovely Break!

School re-opens on August 17th

FEATURED STORY

Primary School Reflections on Remote Distance Learning



The Primary School spent time collecting feedback from the students, parents and teachers to evaluate the Remote and Distance Learning Programme. Here's what the teachers had to say:



“It has been great to watch how the students have adjusted to online learning - I am in awe of the confident communicators they have become.” Sylvia Gillett, P1/ P2 Teacher

“This brought about an even deeper and more meaningful partnership between parents, students and teachers. It brought us closer in ways that I haven't experienced before. We were all in the same boat.” Preen Tankariwala, P4 Teacher

“Kids who are often distracted in the classroom have been able to focus better and do more learning.” Samantha Kidd, Additional Language

“It gave me the opportunity to face challenges, be flexible, stay positive and move forward.” Ranjeeta Rai, P1/P2 Teacher

“It gave me a much deeper appreciation for daily human interaction and challenged me to experience different ways of expressing myself across distances.” Allistair Quirke, Visual Arts Teacher

“I believe Distance Learning has strengthened parts of my teaching practice. I am now using technology that I didn't have time to focus on before. I have observed that some of the learners who struggled academically in class, are excelling online.” Elizabeth Fernandes, P5 Teacher

“Finding strategies, resources, and technology to quickly create new learning spaces that helped us all discover new ways to connect and inquire. We have all found ways to bring together learning engagements and conversations, keeping our young learners energised and on the path to learning and growing.” David Towse, Tech Integration

“When a 5-year-old submits a 10-minute video that they are clearly setting up and organising on their own in order to teach me how to make a puppet, I know our teaching and learning is continuing despite being at a distance.” Honor Dargan, P1/ P2 Teacher



WHOLE SCHOOL NEWS

Graduation Day Ceremony, Class of 2020

Watch the video that was created for the virtual Graduation Day Ceremony, with speeches, musical performances, messages from the Head of School, the Secondary Principal, DP Coordinator and the teachers. The students were all formally dressed for graduation and watched with their families, from across the world. Each of the graduates had 30 seconds to share their school memories. In the end, the parents were given the signal to officially graduate their child with a hug!

You can watch the [video here](#).

The Stonehill Class of 2020 is now off to University! This year, 100% of the graduating class received admission offers in diverse areas of study and are now headed to prestigious universities in the USA, UK, Canada, Europe, Asia and Australia. **Watch [this video](#) to know more.**

Congratulations to the Class of 2020 for all their achievements!

FROM THE HEAD OF SCHOOL

Dear Stonehill Community,

This is our last edition of The Tiger Newsletter for this academic year. Reflecting back, it has been a year of wonderful memories, along with some unique challenges. I am proud of our Stonehill community and the way we have endured and come together during this unsettling pandemic. We remained committed to creating authentic learning environments. Distance Learning has been a good learning experience for all of us, as we have had to adjust our practices to meet expected learning objectives for our children.

I would like to thank our faculty and our students, for being persistent and innovative during these challenging times. I would also like to especially thank our parent community for supporting both, the teachers and your child(ren), with Distance Learning, your feedback has been valuable.

The last day of school is on the 16th of June. We eagerly look forward to having our students back in School in August. Our administrative team has made preparations for the re-opening of our School on the 17th of August, for all the students. Although our school day will look a bit different while maintaining social distancing, we are nonetheless eager to offer an excellent education. Please be assured that the safety of our community will remain our highest priority. As a community, we have managed to protect the well-being of all.

The re-opening decisions are being made keeping in mind international guidelines and protocols that have been set specifically for schools. We are looking at guidelines and recommendations by organisations such as WHO (World Health Organisation), AAIE (Association for Advancement of International Education), AISH (Academy for International School Heads), ABSA (Australian Boarding School Association), CIS (Council of International Schools) and NEASC (New England Association of Schools & Colleges). A Handbook with details on the new protocols and procedures will be made available to you as soon as we receive government regulations.

We remain committed to our students, staff, and community. We thank you for your continued support.

Have a good break,

Be well and in good health!

Brian Brumsickle
Head of School



Brian Brumsickle

FROM THE PRIMARY PRINCIPAL

We have spent time gathering information from the students, parents and teachers to evaluate the Remote and Distance Learning Programme. Thank you. It really has helped us shape the programme along with the expectations for next year.

Here are some comments from the teachers that you may find heart-warming and/or pertinent.

“Parents became informed about the inquiry process. I witnessed really amazing learning partnerships.” Heather Thomson, PYP Music Teacher



Karen Crooke



“I got the chance to get to the bottom of misconceptions with smaller groups and individual zoom meetings.” Maria Hamblin, Learning Support

“The students showed perseverance and commitment with a high level of engagement towards all their learning opportunities.” Deborah Tellis, P5

“I really enjoyed the students completing activities like cooking, building and creating with their parents. I loved watching families work together on various projects. This created very special memories.” Sheryl Ramsey, P6

“The students were free to set up their own learning schedule.” Meenu Sharma, P6

“I could individually connect with the learners on a one on one basis at different times without distractions. I now give authentic and detailed feedback. I am prioritising learning tasks for specific students.” Padma Shekar, P7



“The students’ voice drove our lessons and the inquiry. The learners learned how to collaborate together, online.” Ina Chakraborty, EAL

“I really enjoyed hearing the students actively engage in a constructive inquiry with a parent or sibling. You could hear the shared learning and the open construction of new knowledge happening through these conversations.” David Abbott, P3

Downloading Seesaw

Family members can access your child’s work through the Seesaw app or website. You can download a zip archive of your child’s journal, including images, videos, voice recordings, captions for free. You will need to use a computer and a Chrome or Firefox browser only, the .zip file will not download on a mobile or tablet device.

1. Sign into your Family or Student account at <https://app.seesaw.me>.
2. Click your Profile Icon on the top left.
3. Click Account Settings.
4. Scroll down and click Download Journal Archives.
5. Click the Download Journal button for the journal you want to download. This might take a while depending on your Internet speed and how many posts your child has in Seesaw.

Have a lovely break - see you in August!

With best wishes

Karen Crooke
Primary School Principal

FROM THE SECONDARY PRINCIPAL

Lessons from Distance Learning

Now that we have come to the end of three months of Distance Learning, we have been reflecting on the lessons that we have learned from the experience. Although we don't know what life will look like in August, there is the possibility that distance learning days, weeks or months will be part of our experience in education in the future.



Joe Lumsden

Here's what we have learned:

- It's very important to have our Student Support Services team reaching out to the students on an individual basis. The experience of distance learning is very impersonal and faceless at times – it is vital that our teachers reach out to our most vulnerable students when face-to-face contact at school is impossible.
- The assessment tasks need to be smaller, more frequent and more creative. Trying to replicate a traditional exam or test online is fraught with problems, not only technical but also in terms of academic honesty and fairness. The teachers need to get more creative with how they gather evidence of student learning and understanding.
- We probably need more homeroom teachers and smaller groups with the younger students. During periods of distance learning, students need strong organisational skills and this is inevitably more difficult for younger learners. Having a homeroom teacher check in more frequently is a sensible move.
- Practical subjects, in most cases, can find ways to continue courses online. Design teachers can focus on 'digital design' units rather than 'product design', science teachers can run virtual labs, PE teachers can set up exercise routines and ask students to set goals, etc. Of course, the experience is not the same, but the learning doesn't need to stop either.
- The students (and teachers) can handle about 2 hours of zoom per day maximum. The teachers need to find ways to minimise direct instruction while providing students with guidance, resources and feedback in a more flexible manner.

Of course, there are more lessons that we have all learned from this time. These are simply the most important ones that will enable us to respond to whatever circumstances the world throws at us over the coming years.

Joe Lumsden
Secondary School Principal

SECONDARY LEARNING FOCUS

Reflections of the Language Acquisition Team

Although a lot of serious learning happens everyday in our classrooms, time and again there are occasions when it's like a scene from the British comedy "Mind Your Language" that premiered on TV in the 1970s. Having multiple nationalities, accents and cultural perspectives in the same room, with everyone making an attempt to learn and improve their English language in their own way, has its challenges and humorous moments. It was an absolutely enriching experience, learning from each other with many memorable moments throughout the year. While my students were trying to learn English, I attempted to learn some popular phrases in their mother tongues too. My students loved to take on the role of a teacher whenever they had an opportunity.

The English B curriculum allows us to learn so much about each other's cultures. For example, the M1 students had a unit on: "Making New Connections" with context to the life of a 'Third Culture Kid' and another on: "Food and Local Eating Habits".



Nilofer Ibrahim



The M3 and M4 students had units on: “Travel through Writing”, “Global Citizenship” as well as “Traditions and Belief Systems”. While the M5 students had units on: “Cultural Identity”, “Globalization and Sustainability”, “Poverty across the World” and “Why Does Film Matter?”

All these units could connect each of us to our own cultural backgrounds. Sharing what each of us brings to the table with the rest of the students in the class, added a huge variety of learning experiences. The diversity we find at Stonehill is an added catalyst to our learning curve.

What a rollercoaster ride this year has been! Through the ups and downs, my students have continued to display perseverance to progress on their language journey, and have made me so proud. I was lucky enough to teach the M1, the M2 and the M3 students this year. I have so many moments that I smile about when I reflect on all the three classes. One of my fondest teaching memories involves my M2 class and their “Service Project”. Each student designed and wrote their own narrative and then read it to the P1 and P2 classes. They had the primary students enthralled with their charismatic readings and entertained them so well that the primary teachers couldn’t believe that the story-tellers were in the process of learning English. I am so looking forward to seeing what next year brings.



Pippa Baxter



Kassandra Rieck

This year, I had the pleasure of teaching M4, D1 and D2 English B. Honestly, it’s been one of the strangest, and most difficult years of teaching I have ever experienced. I think that one of the weirdest memories of the year was conducting the D2 IOA, oral assessments. We were already in lockdown, with the school closed, and we had to complete these assessments in a completely silent and still environment. And then we did a little exam preparation before being told by the IB that the exams had been cancelled for the first time in history. It was such an anti-climatic finish to their secondary academic careers. I feel for the D2 English students who missed out on some of the traditions of graduation, but after seeing their happy and excited faces during the Virtual Learning ceremony, I could tell that they were already making the best of the situation. I have no doubt these students will excel in all they plan to do.

I thoroughly enjoyed my M4 lessons this year. I think the activity that stands out the most this year was our trip to see the Robin Hood Army in Yelahanka, during our “What determines Health?” unit. This group of volunteers help collect food to feed those in need. These people are migrants who work on construction sites to earn money to send home. Often these children have little to no education, and the field trip provided our M4 and M5 students to see first hand the struggles facing these young children. Our students did us proud by helping the volunteers to dish out the food amongst the children. It was nice to share some humility with others in need.



Probably a memory that stands out for me with my D1 students were their lessons on their literature piece: “A View from the Bridge” by Arthur Miller. The students decided to act out the play amongst their peers, with many of the males doing amazing jobs acting out the female roles, with unrelenting conviction and authenticity. I think we may have some future Tom Hanks or maybe a Meryl Streep in the making at SIS. Amongst all the laughing, the students produced some insightful arguments in their IOA practice assessments. They all demonstrated a good understanding of the play’s themes and characterisation. I look forward to a very productive year with these students, next academic year.

The Language Acquisition Team



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