

MESSAGES FROM THE LEADERS



Dear Parents
Welcome to the second edition of our Newsletter. I would like to take this opportunity to promote our transformed Early Childhood Centre (ECC) Reggio Emilia inspired classrooms.

Let me share with you a brief background of the Reggio Emilia approach:

“The Reggio Emilia Approach is an educational philosophy based on the image of a child with strong potentialities for development and subject with rights, who learns through the hundred languages belonging to all human beings and grows in relations with others.”

<https://www.reggiochildren.it/en/reggio-emilia-approach/>

The Reggio Emilia Philosophy is an innovative and inspiring approach to early childhood education, which values the child as strong, capable and resilient; rich with wonder and knowledge. The Philosophy focuses on the innate curiosity of children and aims to assist them with understanding their world and who they are in it. It is also important to know the three core principles of the Reggio Emilia philosophy: the child, the environment and the teacher.

I am inviting you all to have a tour of our transformed classrooms (by appointment) to have a feel and see what a Reggio Emilia inspired classroom looks like. Please feel free to contact the primary school secretary for an appointment to visit. You may bring your friends though their kids are not studying with us. We look forward to seeing you soon.

We look forward to a good year ahead and embrace all the challenges with confidence, steadfastness and fortitude. An optimist sees the opportunity in every difficulty but a pessimist sees the difficulty in every opportunity. We can't thank you enough for your support in helping us deliver our programme.

Finally, I would like to extend our Yuletide wishes and greetings to all of you who are celebrating Christmas. Have a blessed Christmas and a prosperous New Year.

Mr. Chris Dumo - Primary Principal



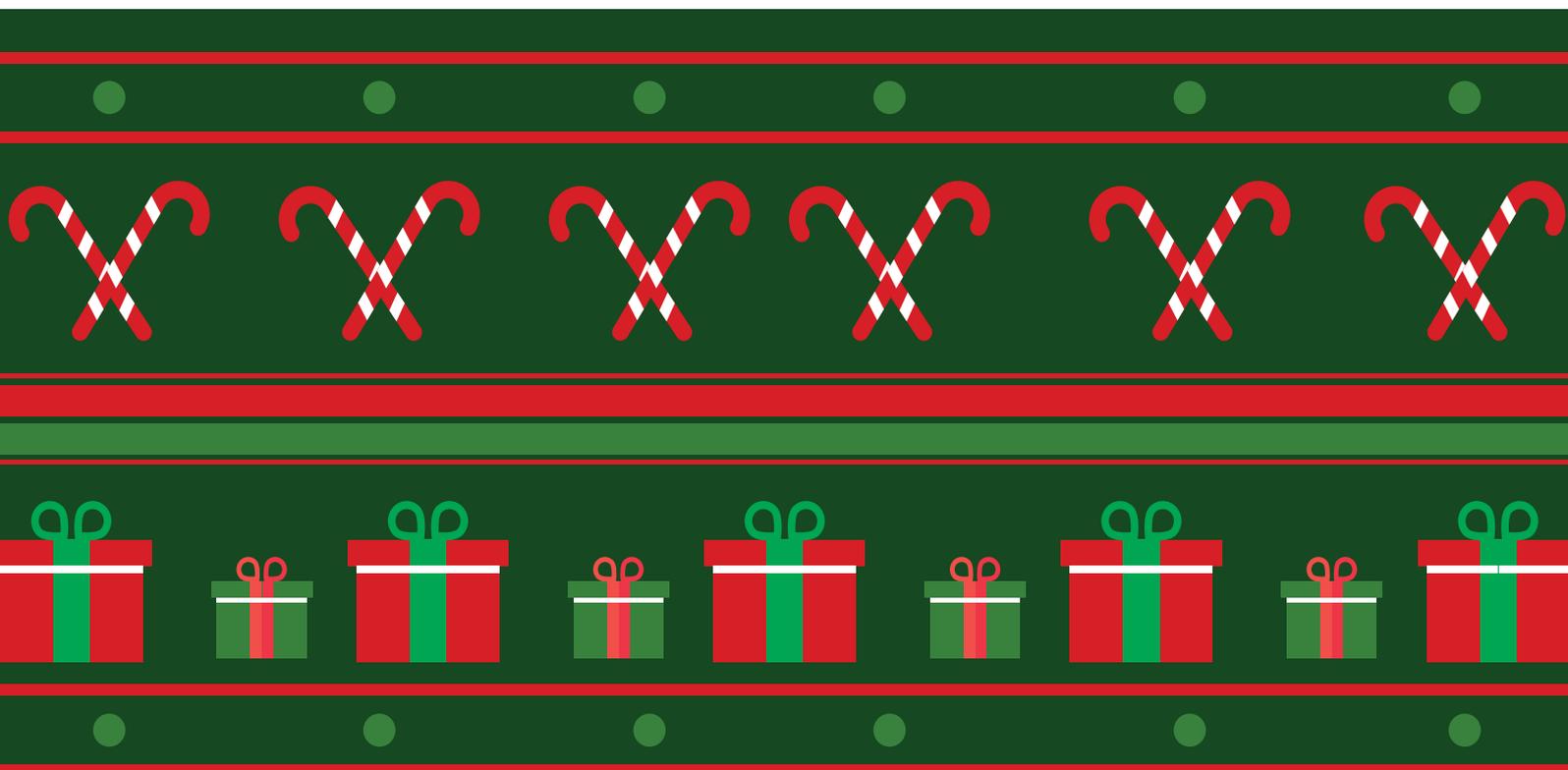


The Importance of Learning how to Fail

As I was reflecting on how fantastic the past term has been; finally seeing children arriving at school everyday, I realise that we are actually approaching the end of 2021. Since the new year is just around the corner, perhaps it is a good time for us all to pause; we can reflect on the past year and learn from the experiences, which often were a mix of mistakes and successes. If I ask anyone, I am sure nobody wants to fail and experience failure, but realistically, we all fail at some things in our lives. So often, society frowns upon mistakes, which leads to people avoiding challenges or taking risks, because they are afraid to fail. In an extreme cause, failure could damage one's self-esteem and confidence that may affect their well-being.

Carol S. Dweck, Ph.D, a leading researcher and Professor of Psychology at Stanford University, explains what she calls the '*Growth mindset and Fixed mindset*'. These two mindsets came from decades of research, combining studies of psychology and neuroscience (the brain) that believes the brain can grow and it changes how people see the relationship between the mindset and the intelligence. People with a fixed mindset believe that talents and abilities are set from birth and will not change. They usually find it more difficult to accept failure because they think they are incompetent and it makes them create negative thoughts about themselves. The growth mindset people believe the opposite; they believe that their ability can improve and that when they fail, they know it is an opportunity to learn and they will work harder and put more effort to achieve their goals. Therefore, it is important for us to support our children to learn through failure at times, because it will help them adopt a growth mindset. We can help by making a small language shift. For example, instead of asking our children, "What went wrong?", we can ask them "Tell me what happened?". Instead of saying "What don't you understand?", we can say "What are we missing here? Can we try a different way?". If the kids say "I can't do this!", we can say "You can't do this, **yet**, you will be soon enough" (The power of 'yet'). We help them recognise their weakness, at the same time, identify ways for them to improve. We can encourage them to take risks and participate in activities they think they are not necessarily 'good at'. With hard work and determination, success usually follows. Having a growth mindset is essential, not only for our students but also for the adults. This mindset can help us develop resilience and persistence in order to overcome challenges. By changing the way we think, we can change the way we learn, thus developing the love for learning.

Ms. Mida Abdul
Academic Director





ASSESSMENT IN THE PRIMARY YEARS PROGRAMME (PYP)

What comes to your mind when you hear the word “Assessment”? Most probably “test”, “examinations”, “grading”, and “score”. Maybe some of you have an unpleasant memory back in the day of your schooling either in primary or secondary. Assessment is usually carried out at the end of the semester and end of year, mostly in the form of a paper test, but PYP has a different perspective on assessment.

Assessment in the PYP is an **ongoing process**. It is a process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. In PYP, assessment is not the prerogative of the teachers, but it involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Other than that, assessment in the PYP is also varied (not limited to pen and paper), authentic, purposeful, and developmental (focusing on the individual student’s progress rather than comparing one student with other students).

In alignment with the PYP philosophy on assessment, the school collaboratively worked on improving both our assessment practices as well as the report card, to better reflect the changes we made in our assessment policy. Our report card offers descriptors of progress (that are different from the previous year descriptors), which represent student progress and achievement. These descriptors are: **Outstanding**, **Exceeding expectation**, **Meeting expectation**, **Approaching expectation** and **Needs further improvement**.

As a school, we strive for continuous improvement and we hope that the assessment practices we implement can further help teachers better support students’ learning, so that everyone can experience success and become a better learner.

Please go to our school’s website: <https://www.sgiaedu.org/primaryprogramme> to read our assessment and language policies. **By: Ms. Peggy Ratulangi (PYP Coordinator)**



NEWS FROM KEPALA SEKOLAH

THE SGIA VOICE 2021

This is the first year of launching the SGIA version of The Voice. Our main aim is to provide a platform for our students to conquer their stage fright, boost confidence and nurture singing talent.

- 3rd winner : Keith Nathaniela Aritonang
- 4th winner : Sean Calvin Hui
- 5th winner : Glenfinnan Andrew Patterson
- 6th winner : Anna Tian Xiu Qi

This will surely become a part of our annual event. We are extending our utmost appreciation for all the support rendered by the participants’ parents. We owe you a ton for this event’s success.

See you soon for the “SGIA Voice 2022!”

By: Mr. Daniel (Kepala SPK TK - SD)

Congratulations to everybody!

Category A (K1 to K3):

- 1st winner : Silas Magali Tandawuja-Parr
- 2nd winner : Andhara Malca Prameswari
- 3rd winner : Hannah Theodora Wijaya
- 4th winner : Sami Maulana Lawrance
- 5th winner : William Handoko Satria

Category B (Grades 1 to 3):

- 1st winner : Felicia Moza Pratishta
- 2nd winner : Carnelio Pangestu
- 3rd winner : Nikki Yim
- 4th winner : Jeanine Elena Dsouza
- 5th winner : Vishaka Sembian
- 6th winner : Shearise Zamirabelle G. Casao

Category C (Grades 4 to 5):

- 1st winner : Deano Aylmer Tan
- 2nd winner : Chloe Celine Caroline





PRE-KINDERGARTEN

In this second theme, our Pre-K students learned how to express themselves. As we know that play in children's development highlights the importance of a developmentally appropriate environment for young children to learn at their own pace, therefore the school provides students with stimulating and supportive learning environments. Students listened and enjoyed rhythmic patterns in rhymes and stories. They demonstrated interest in playing with sounds and songs. They used blocks to create their simple structures and arrangements. They also displayed their enthusiasm for making marks, mixing colours, drawing, painting, and printing. They confidently moved in and out of play situations. They learned how to cooperate and communicate their feelings through words and actions. As their skills continue to develop, Pre-K students will learn to build a positive sense of identity to interact, reflect and contribute to their own and others' learning and development in the early years and beyond.

By : Ms. Monique & Ms. Septi



KINDERGARTEN 1

Students in K1 have been exploring different kinds of play. Our classroom provides the spaces and opportunities for our students to wonder, explore and inquire. In this second unit of inquiry, we provided a variety of sensory play for our young students with the purpose to stimulate their senses, to touch, to smell, to taste, to move, to hear and to see different kinds of materials. Students had a pleasure to play with jelly, shaving cream and playdough to stimulate their sense of touch and feel, to spark their curiosity to think how these materials feel and move around and through their little fingers. During the play, students had a chance to interact with each other, asking questions and share their opinion, for example, "it's cold, sticky and slimy, I can smash it, can you do that too?". With different kinds of materials provided in class, students learned to be creative with the materials. They are often challenged to create and use the materials in different ways, in order for them to develop their thinking skills and independence. *By : Ms. Rosida & Ms. Linda*



GRADE 2B

Our superb second graders were off to a great start with the new unit of inquiry, as they worked together to develop their reading skills; learning about fiction and non-fiction books. They explored literacy techniques such as **Onomatopoeia** and **Alliteration**, and ways to use them in their own stories. They learned the process of creating a captivating story, alongside the importance of illustration in a story book. Students developed their thinking and communication skills by exploring a variety of books in the library, identified the different strategies to write a book, and presented their findings to their peers.

Integrated Math:

Our Grade 2 learners had a great experience and lots of fun while learning about shapes. They were curious to navigate their environment, the school and the classroom to discover a variety of shapes through objects they encountered on a daily basis. Students collaborated in groups to match the right shapes to their names. During these learning experiences, students exhibited a good sense of communication and cooperation with each other. Such problem based learning will guide us throughout our work in geometry.

Our Sun-sational time...check it out—— *By: Ms. Sweetie & Ms. Elprida*



GRADE 3B & C

For our third unit of inquiry, Grade 3 students learned about the concept of how living things share available resources to survive. Learners were able to identify which resources are renewable and which are non-renewable. They also showed the distribution of resources all over the world using the world map. As a result of their action, they were able to show ways how they can practice sustainability and be responsible for the usage of resources. Some students also explained how their parents practice sustainability using hydroponics. They even came up with different ways how they can reduce, reuse and recycle. Through their actions, they demonstrated being principled and balanced learning attributes to understand the concept of sustainability.

Through English integration students tried to produce persuasive writing related to living things, they analysed the importance of persuading people and making them aware of the extinction of some endangered species of animals/plants or to save some finite resources. They used different styles of persuasive writing like debate, speech, posters to produce their final writing. Through these interactive learning engagements, students were able to demonstrate their research and critical thinking skills. *By: Ms. Soma & Ms. Desi*



MANDARIN

KINDERGARTEN 3

In Mandarin lessons, students were engaged in different activities; cutting, pasting, colouring and matching words about the weather. They also tried to trace and copy the Chinese characters, recognise Chinese characters, watch Chinese fairy tales or stories and put the jigsaw puzzle in order. These activities helped students be immersed in the Chinese language and characters to build their vocabulary and knowledge of the language.



GRADE 1

In Mandarin lessons, students learned to sing “Wo de peng you Zai na li” with body movement. They also learned to write Chinese characters based on stroke orders.



GRADE 2

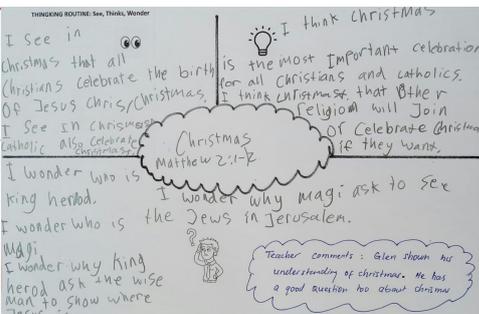
In Mandarin lessons, students read the story “Good habit” and “The legend of Nian / year” in Mandarin. Through these stories, students had the opportunity to learn the moral values of the stories and practise their writing in hanzi. *By : Laoshi Heri*



RELIGION (CATHOLIC & CHRISTIAN)

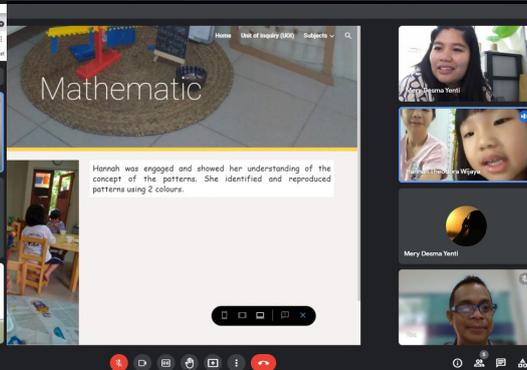
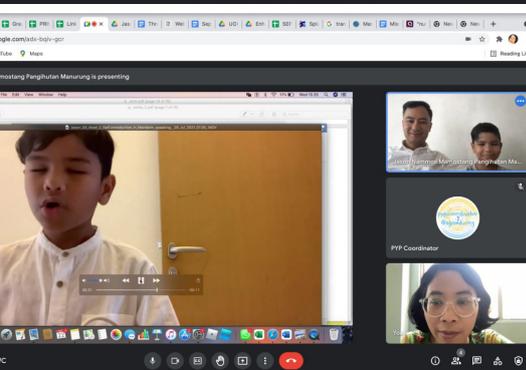
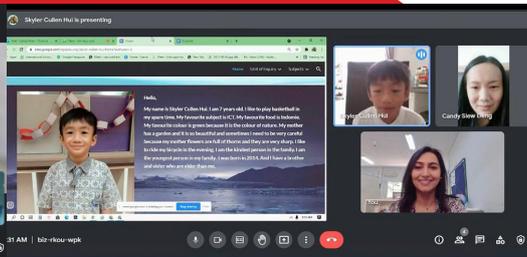
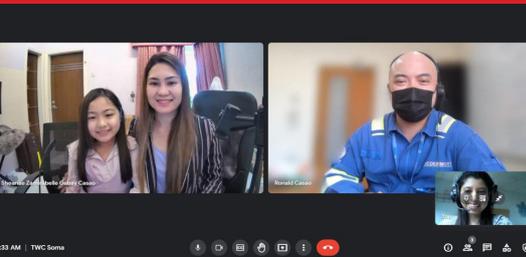
In Christian and Catholic lessons, students explored Christmas which is the most important celebration for Christian and Catholic people. Teachers used a strategy/thinking routine, called ‘See, Think, Wonder’. Students wrote what they knew about Christmas and they asked some questions about what they wanted to understand. Their questions drove the learning to find out more about Christmas. Samples of students’ questions include: “Why do we celebrate Christmas?”, “What is the significance of the Christmas tree?”, “Why did King Herod not like Christmas?”, “Can people with different beliefs/religions celebrate Christmas too?”.

Understanding Christmas means understanding the characters involved in the history of Christmas, for example; Angels, Mary, Joseph, the shepherds and the three wise men of the east. Christmas teaches the students to give to and be caring for others and to do their best for God. *By: Mr. Eliezer & Mr. Herman*





SCHOOL EVENTS



THREE-WAY CONFERENCE FIRST TERM SY 2021-2022

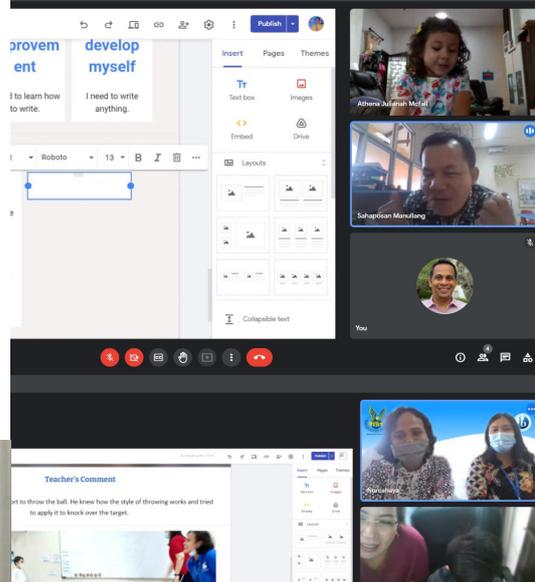
The purpose of Three-way conferences is to celebrate students' learning and identify goals that will improve their progress. It was a time for students, parents and teachers to share the student's successes as well as to collaboratively discuss ways of supporting students in achieving their goals.



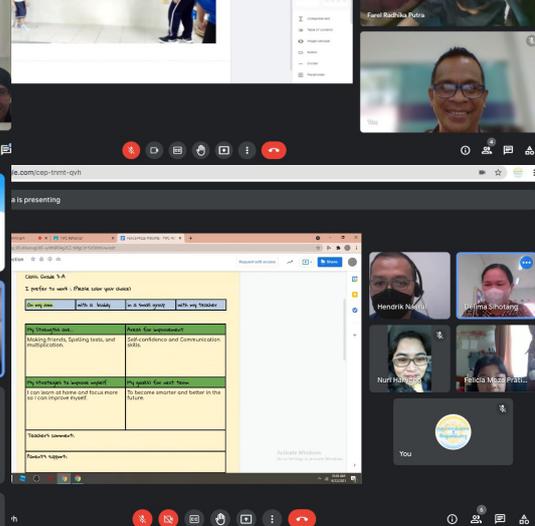
G4_TWC_SY...

Mazenta Zelenka Zaini is...

During the conference, the students shared their goals with parents and teachers. They talked about their strengths and areas needing improvement to encourage self-direction in their learning and to enhance the development of a growth mindset in our students.



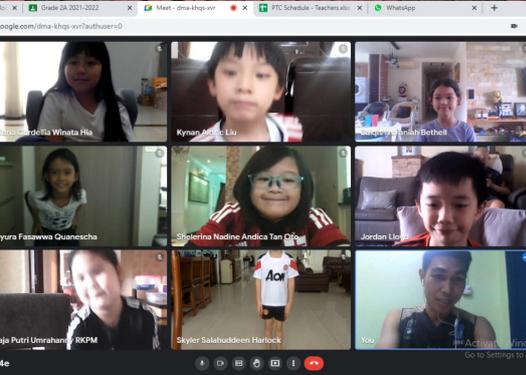
VC with Ms. Eprida





SEPTEMBER SPIRIT DAY: NATIONAL SPORTS DAY

In celebration of the upcoming 2021 Pekan Olahraga Nasional XX, our students and staff dress up in sports outfits. It's our way of promoting health and well-being.





BATIK DAY

It is no exaggeration for Indonesia to claim that batik is a noble culture that represents Indonesian identity in the eyes of the world. In a piece of batik cloth, not only is the local cultural identity the history of a particular area, for example, Yogyakarta and Solo, drawn but furthermore; the image and national identity of Indonesia are imprinted.





LITERACY WEEK & UN DAY

We have held a double celebration for UN Day and Literacy Week last Friday with matching representation of some countries and chosen literature they are famous for.

Students' creativity was also highlighted on their respective classroom door decorations and by wearing costumes that their respective class is representing.





OCTOBER SPIRIT DAY: COSTUME CARNIVAL

It's the time of the year again for our Costume Carnival, one of the most awaited times for our students to wear their scariest costumes, favourite superheroes, pop culture icons. Regardless of the costumes; students, teachers and staff alike have exerted effort to make the day enjoyable and be included in the school photo albums.





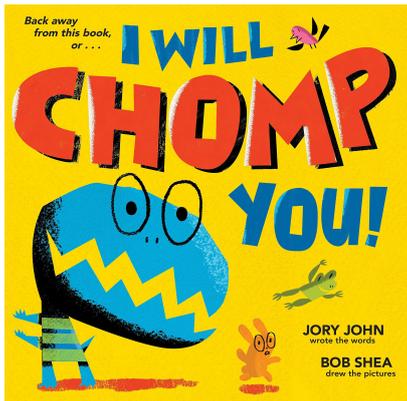
NOVEMBER SPIRIT DAY: "MISMATCH" DAY

A wacky yet artistic day for us all, it's not simply picking a wrong dress/shirt but it is way more beyond that. Colour mismatching is a hard task as well. Nevertheless, our students made it to the point that they wore mismatched from head to toe.





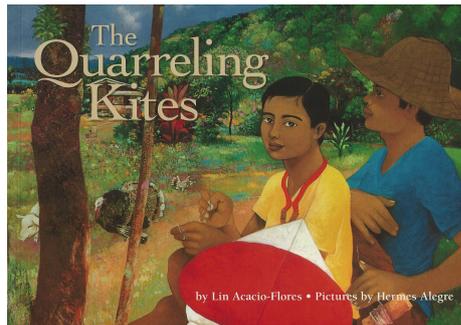
BOOK RECOMMENDATION



LOWER PRIMARY
STOP RIGHT THERE. Don't move a muscle, buster. Stay out of this book or I WILL CHOMP YOU!

So says the not-so-fierce inhabitant of I Will Chomp You!, a tale of deception, greed . . . and cake!

In their funny read-aloud, Jory John and Bob Shea bring a fresh twist to a time-tested blueprint as their little monster threatens, reasons, and pleads with readers to go no further in the book because he will NOT share his beautiful, delicious cakes. Children will identify with the monster's high valuation of his possessions, and (importantly) will laugh at the silly measures he takes to protect them.



UPPER PRIMARY
Filipino Children's story in English - Two Kites. One big. One small. Two people - A father and son. Join them

on golden afternoons as these four characters come together in a touching tale of camaraderie, rivalry, and friendship. In her Palanca-award winning children's story, Lin Acacio-Flores uses a father and son unspoken bond of love to showcase the exciting and poignant escapades of a pair of quarreling kites. National Children Book Award artist Hermes Alegre striking oil paintings depict the beauty of the Philippine landscape against which the airborne adventures of the kites unfold.

TOP BORROWERS FOR THE SECOND TERM



Vincent Nick You
Kindergarten 3



Aska Junior De Zeeuw
Grade 1



Roxanne Precious Nainggolan
Grade 2



Felicia Kwan
Grade 3



Keith Nathaniela Aritonang
Grade 4



Sanskriti Mehta
Grade 5

EDITORIAL

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