



**Brendan Hearne,**  
**Deputy Headteacher**

Dear Parents,

I think Saturday is a day that will stay in the memory of many of us, for a long time! Despite the heavy downpours and the weather's best attempt to spoil our first-ever Roller Dash, we stayed resilient and still managed to have a fun event. Adaptability is one of our personal goals at Saigon Star and we saw that in abundance on Saturday!

Although we didn't get to enjoy the full range of planned activities, the children didn't seem to mind the wet weather and happily enjoyed playing in the warm rain.

Perhaps more importantly, the event helped to raise over 45 million Vietnamese Dong for our

newly-chosen charity, Friends for Street Children (FFSC), money that will be used to help more disadvantaged children in Ho Chi Minh City receive an elementary level education.

A huge thank you must go out to all of our sponsors and those who helped organise the event. Hundreds of hours go into planning and organising events like these!

Elsewhere, we welcome a very special visitor this week as part of our IPC Pre-Accreditation, and so we look forward to receiving lots of helpful tips and advice on how to further improve the very high-quality education we already offer, as we prepare for our full accreditation visit next academic year.

Following the Spring break, we will have Parent-Teacher meetings on Tuesday 25th and Wednesday 26th April. Teachers will contact you shortly to arrange an appointment.

In the meantime, I wish you all an enjoyable holiday and will see you again in Term 4.



## Current IPC topics:

<b>EY</b> <b>THE BRILLIANT BUG BALL</b> Mid April to Late May	<b>MP1</b> <b>IT'S SHOCKING</b> Early-March to Mid-April	<b>MP2</b> <b>LAND, SEA &amp; SKY</b> Late March to Mid-May	<b>MP3</b> <b>MAKING MATERIALS</b> Mid-April to Mid-June
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## Significance & Importance of Knowledge, Skills and Understanding (IPC Criterion 5)

Have you ever met somebody and then forgotten their name the very next day? Have you ever wondered why that happens, when at the same time you can remember far less useful things?

Perhaps you have heard the saying: "It's like riding a bike; you never forget!"

Or perhaps have you are sometimes confused by how or why two people can see the same thing in two completely different ways, be it politics, relationships or something else.

There are very obvious reasons for each of these scenarios but it's likely you have never understood the reasons why before. In short, it's because learning can be categorised in three different ways. We can learn **knowledge**, we can develop **skills** and we can broaden and deepen our **understanding**. Each one is different by nature and each one is also learned very differently.

Interestingly, each one also needs to be taught and assessed differently, which is why it is very important for any teacher to be very clear about which one is being taught. The most powerful thing of all, however, is understanding your own role as the learner, as this will change depending on whether you are learning knowledge, a skill or understanding.

### IPC Self-Review

1. Improving Learning (Jan/Feb 2017)
2. Shared Vision (Oct. 2016)
3. Classroom Practices
4. International-Mindedness (Nov. 2016)
5. **Significance and importance of Knowledge, Skills and Understanding (April 2017)**
6. Rigorous Learning (March 2017)
7. Learning Process of the IPC
8. Independent yet Interdependent Subjects
9. Assessment (Dec. 2016)



Our school's definitions of each will help you:



Knowledge =

things we need to know and remember.

Paris is the capital city of France.  
That's knowledge!

Skill =



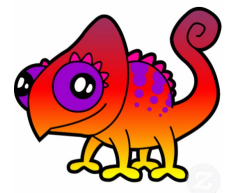
something we do - the more we practise,  
the better we get.

I can't do that yet

I'm getting better at it

I can do this well

In order to help our students recognise which type of learning is taking place in the lesson, we introduce learning goals using either the owl, seal or chameleon. Why these animals? Well, they represent each type of learning very well. A 'wise owl' is capable of remembering many things. A skilful seal has to practise many times before being able to master its tricks, and the changes to a chameleon's appearance are often unexpected and surprising, much like our understanding of something.



Understanding =

what we think about something  
or how something works.



Once the teacher is very clear about the type of learning that is to take place, they can then select the correct role for themselves and the learning. The learner will also have a greater chance of learning well if they know and adopt the correct approach for themselves.

	TEACHER'S ROLE	LEARNER'S ROLE	ASSESSMENT METHOD
KNOWLEDGE	TELL	MAKE A LINK / FIND A 'HOOK'	TEST
SKILL	COACH	PRACTISE	OBSERVE
UNDERSTANDING	FACILITATE	REFLECT	EVALUATE

Think of the sports teacher, for example. The act of passing or shooting is a skill, something that needs to be practised thousands of times in order to get better and better. The learner needs to recognise this in order to adopt the necessary approach. The teacher's role is to 'coach' i.e. assess through observation and then give tips and advice on how to improve further.

Knowing which flag represents which country, however, is knowledge. It's not something one can get better at. You either know it or you don't. But, as mentioned earlier, sometimes we learn new knowledge and forget it the next day. As teachers, this is something we have to be extremely careful about, as it is easy to assume that when a child remembers the answer one day, that they will remember it forever. Times table facts is fantastic example of this. Put simply, sometimes the connection we make in our brain isn't strong enough and comes undone. In order for new connections to become strong, we have to 'trick' our brain into remembering them by using rhymes, songs, creating stories or by grouping things into categories; anything that works. Generally, the weirder the 'trick', the more likely we are to remember. Even now as an adult, when I need to remember which letter comes before another in the alphabet, I end up the sing the "alphabet song" in my head!

Understanding is far more complex, hence the chameleon; it is difficult to direct a child's understanding of something as what is being learned is often abstract. The teacher becomes the facilitator and has to accept that every learner's understanding will grow and change in different ways. It's also the hardest of them all to assess as it relies on the learner to share what they think or feel about an abstract concept, which is difficult to do! Not sure what I mean? Try explain what love is to someone; everyone would give a different explanation. That's understanding!

## DATES FOR YOUR DIARY

Wednesday 5th April, 9.30-10.30am - Japanese Cherry Blossom Celebration (Sakura)

Wednesday 5th April - IPC Pre-Accreditation Visit & Term 3 ends

Monday 17th April - Term 4 begins

Tuesday 25th & Wednesday 26th April - Parent-Teacher Meetings (times tbc)

Friday 28th April - Earth Day Celebration





## Saigon Sun Bears Soccer Season So Far – Coaches Mr. James and Mr. Daniel

### Saigon Star Sun Bears 2 FOSCO 0 – Thursday 9th March 2017

The Sun Bears began their season way back in February, with their opening game against familiar rivals, FOSCO. The Sun Bears continued their 100% record against their opponents with a comfortable 2-0 victory, with Kobi (Y4) prodding the ball home after a goalmouth scramble from a corner. This was after Angus (Y5) had put us into the lead following a composed run and finish. Captain for the day, Joaquin (Y6) was fantastic in defense, tackling well and passing out from the back with real composure.

### Saigon Star Sun Bears 0 Singapore International School 1 – Wednesday 22nd March 2017

The Sun Bears tasted sour defeat for the first time to the hands of a strong Singapore team, despite the brave efforts and an outstanding display from our goalkeeper, Think (Y5). They would be handed an opportunity for revenge soon enough, in the reverse fixture the following week....

### Singapore International School 2 Saigon Star Sun Bears 4 – Wednesday 29th March 2017

Revenge was sweet for the Sun Bears who had a terrific performance from Angus (Y5) to thank for having a hand in all 4 of our goals. It began promisingly enough with Angus taking a corner which was deflected into their own net by their goalkeeper. He added a second before the home side brought it level to 2-2 at half time. Angus added a blistering long range effort which came back off the crossbar and hit the goalkeeper on the back before settling into the net. He then followed up a corner which he sweetly buried into the corner. It was just reward for the Sun Bears who worked their socks off against a team which changed their whole team every 5 minutes to keep them fresh!



#### Matchday Squad:

Joaquin (Y6, Co-Captain)  
Jasmine (Y6, Co-Captain)  
Jaeden (Y6)  
Yuka (Y6)  
Selena (Y5)  
Kaiya (Y5)  
Angus (Y5)  
Think (Y5)  
Kobi (Y4)  
Justin (Y4)