



## Notes from the Head of School

### MR GUY CASSARCHIS, HEAD OF SENIOR SCHOOL

Welcome back to the final term of the 2016/2017 Academic Year. Once again this will be an extremely busy term whereby students will be consolidating their learning and then preparing for their end-of-year examinations in Week 8.

As we progress through the coming weeks I would encourage our parents to take a keen interest in their sons'/daughters' school work and other activities offered by the School. Encourage a commitment to lifelong learning and a journey to success. In this we need your help. As parents, the best way we can encourage our children to develop good attitudes is through our own example. Are we available to them? What do we talk about at home around the dinner table? How do WE manage when something goes wrong? What do WE model when we are in the car, at work, at home? Our children will copy us so our own attitude is crucial. The right attitude does not rely on age, or ability. Rather, it can be possessed by anyone.

It is our ATTITUDE towards life and work that makes our life 100%. Luck will only get us so far, and money possibly a bit further. We also know that hard work is good (as it was once said, there is no substitute for hard work), and knowledge is extremely important. But, in the end, it is the right attitude that really counts. Therefore please encourage your children to always have a positive attitude towards learning as this in the long run will make them a better person.

Modern day schools are thriving educational hubs where our students and their teachers constantly work together both within and outside the classroom. This was evident on Friday 5 May when a number of our students, under the guidance of the English department, presented a series of enlightening skits, facts and historical information at the Senior School assembly. Learning took place for many of us during the school assembly, as we journeyed with the students as they talked about how the English language developed over the ages.

### The Caucasian Chalk Circle

Congratulation to all Senior School students and staff who participated in the School Production. This was truly a whole school effort with everyone pitching in and assisting to make the play a success. Thank you to our Year 11 students who were involved in the play. Even whilst they are in the midst of their IGCSE Examinations, they still found time to add value to our school. Well done to all!



**Resolving Conflict Around Homework**

Some of the most common arguments at home (related to schoolwork) lead to statements like this:



If these are common refrains in your household, there are some simple steps that can be taken to deal with this.

- Step 1: Family meeting. Both students and parents get a chance to explain what is bugging them.
- Step 2: Agree on how much time will be allocated to schoolwork per day or per week.
- Step 3: Agree that during this time homework will be the first priority, then assessments and any remaining time should be spent on independent learning (e.g. reviewing difficult work, making summaries).
- Step 4: Allocate set times for schoolwork and write these out and put them on the fridge e.g. Monday 4.00-5.00pm, 6.00-6.30pm.
- Step 5: Agree that in these blocks of time, there will be no personal technology use (preferably phones switched off and put out of sight).
- Step 6: Decide on rewards and consequences if the agreement is not honoured.

*Resource: Dr. Prue Salter, Enhanced Learning Educational Services*  
[www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au)

Enjoy the final term of the school year and I hope that it is a rather successful one for all!

**MS NANCY ROCH-COMPAN, HEAD OF JUNIOR SCHOOL**

Perception of time is only relative to how you spend it, or better how you felt doing the things you did. Have you not noticed time flying by when you are doing fun things? That is how it is at MIGS... every term is filled with fun and engaging activities... so time flies.

Term Three 2016/2017 started with a bang – the Caucasian Chalk Circle, which was enjoyed by students, parents, staff and well-wishers. The acting, singing and dancing all woven together in this musical-drama set in the Klang Valley and the Caucasus Mountains was indeed superb. It might be worthy to note that the actors on stage had no prompters backstage. Grusha's lines could fill a Master's Thesis but she made it through without a single falter. Well done, Cast of the CCC!

The tempo did not glide down. Soon after, the Year 1s entertained us with their own Production – Chipu and the Wolf. It is the fifth in the yearly series of musical productions in the Junior School. Once again the audience was awed by the acting prowess of these very young children who had just learnt to read and write not very long ago.

The Harvard Project Zero researchers have compiled more than 300 pages of research on the correlation between studying arts disciplines such as music, drama and visual art, and achieving specific educational outcomes such as reading achievement, spatial reasoning and Mathematics scores.

Do we believe that studying music can increase Maths scores? They do.

Do we believe that school drama has positive links to reading and writing achievement? They do.

Oceans of research show the *Critical Links* between the arts and academic achievement, but how much of it has influenced education policy and public perception of learning? How many curricula in the world consider music, drama and art as core subjects? Do we know of benchmarking examinations in music, drama or art? How many students opt to study music, drama or art at IGCSE level?

Proving transfer in education is indeed not an easy task. Schools are still very complex settings, and learning is an enormously complex enterprise. Complex systems interact in unexpected and unexplainable ways, at times even beyond cognitive limits. Teachers are often held accountable for the learning that does or does not take place.

Some food for thought... as we race towards the coming End-of-Year Examinations in the Junior School.

This year, our students will sit for the GL Assessments' suite of Progress Tests which yield very informative and useful feedback on students' achievement in the tests. The Progress Tests are designed to pinpoint where our students require more support and where their key strengths lie. These tests are conducted to help students, not just to measure their success.

Before I conclude, I would like to mention special thanks to our parents – Vibha, Azura, Cindy, Elina, Nora, Miju, Elizabeth and Loraine – who worked closely with Ms Rajani to run the Counselling programme, Creating Community, at MIGS. We thoroughly enjoyed the activities.

Wishing everyone a successful Term Three.

## Careers Day

Careers Day is an event where students are given the opportunity to find out about future careers. It offers students a chance to think about not only their future career but also their future college and university.

This year's Careers Day was organised by the Career Guidance Programme.

We welcomed three guest speakers to share their personal insight and professional experience on career pathways.

Our first guest speaker was Dr Jimmy, a professor from UCSI University, who gave us a talk on careers related to engineering and shared some of his individual encounters.



Our second guest speaker is a MIGS Alumnus and former Head Boy – Shaun Tan. He spoke of his years in university and of his new job at International Business Machine Corporation (IBM). He gave some very helpful advice with regards to how we should go about after graduation such as keeping in touch with friends and never forgetting our hard-working teachers.

Our last guest speaker was from Taylors University, Ms Rowena Valburg. She gave an eye-opening talk on the pros and cons of Foundation, A-Level and IB courses.

After a short break, students gathered in the hall to take a look at the courses, extra-curricular activities provided and fee structures of some of the visiting universities.

It was a productive day which got us all thinking seriously about our tertiary education and future careers.

**Maryam Nazir Chaudhary**  
**Year 10T**



*The MIGS Career Guidance Programme aims to help students decide on their future career paths. Students are welcome to drop by the Career Guidance Room (located next to the Administration Office) to browse through brochures and flyers, and seek advice on all kinds of possibilities and options.*

*For more information, contact Mr Jehabar, Maryam Nazir Chaudhary (Year 10T) or Niloofar Seyed Mazhari (Year 10E).*

## The Caucasian Chalk Circle

I felt lucky to be a cast member for the Caucasian Chalk Circle. For months we practiced and trained under the supervision of Mr Ajesh as Executive Director of the play. Other teachers were also involved to ensure its success as the school only comes up with a production like this once every two years.

I played two characters; an old man and a soldier. I had to memorise a lot of lines but I managed to deliver them with the help of my teachers. My mum also helped me with this task.

On 27<sup>th</sup> April 201, the day that everyone was waiting for finally arrived. We performed two shows that day, one in the morning and one in the evening. My parents were there for the evening show together with my two cousins and also my friend Kaeden with his sisters and mom.

I was very thrilled that they came to watch me. Every cast member performed their best on that day and the play was a success. I enjoyed it so much and I hope I can perform again in future school productions.

**Aqil Shahrani**  
Year 3R

When it was the school production day on 27<sup>th</sup> April, we were all excited, especially the cast. We were all ready after months of hard work. Thank you, Mr Ajesh, for helping us.

We performed two shows. My parents came to watch me during the second show. I was happy to see my friends, teachers and parents. We felt lots of emotions during the shows. I was glad that everyone liked our performance. I spoke my lines clearly and with lots of expression.

This is my first experience in a school production, I enjoyed it so much and it was such a memorable day for me.

**Zara Syahrul Nazrin**  
Year 3R

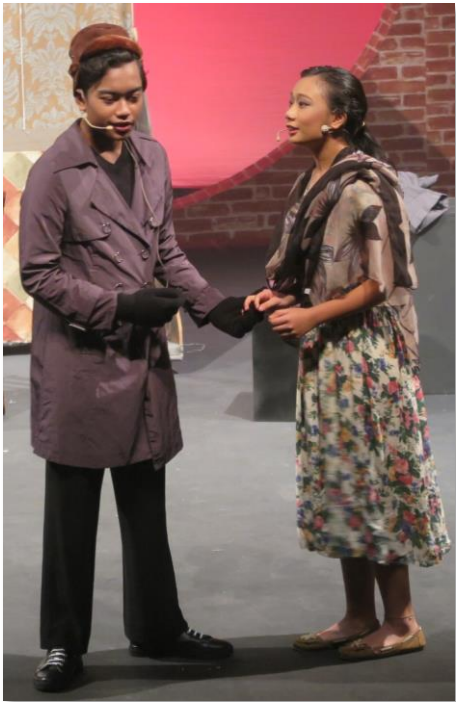


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What a great team of teachers. I have not witnessed such dedication and teamwork in a long time. Truly amazed at how united everyone is at MIGS and have seen how wonderfully the students benefit from this positive environment. Thank you for being so supportive of the arts.

Many underestimate the power of the performing arts in moulding a child. Thank you for belonging to the minority who sees the necessity of these experiences. Enjoy the success of this production. Congratulations!

**Ms Debra Abraham**  
Vocal Coach for the CCC



## Year 4 Study Camp: Cameron Highlands

The day before I was going to Cameron Highlands, I was really excited. I was also nervous because it is my first time going on a Study Camp with the School.

On our first day, we went to the Orang Asli village. It was a lot of fun. We danced and also ate using our hands. Then we went jungle trekking. This was my favourite part of the study camp. I did not feel scared at all.

Then we explored the Mardi Agro farm. I learned about flowers and vegetables that can grow in Cameron Highlands. It was a very nice experience for me, and I hope to go there again on my own.

**Evan Rayyan Elavarasan, Year 4R**



Our Study Camp was on the 3<sup>rd</sup> of May till the 5<sup>th</sup> of May. We went to Cameron Highlands. We went to the Orang Asli Community first. The Orang Asli there taught us how to use darts using a traditional weapon. I had a turn to shoot a dart out of a blowpipe. I scored 90 points!

Next we went to the Lavender Garden. We saw four types of flowers. Their names were Hokido Lavender, Lavender Mona, Begonia and Coreopsis.

After that, we went to the Butterfly Park. We saw a lot of different kinds of butterflies. The storekeeper was even nice enough to let us hold them. He also showed us lizards, insects and a scorpion! We saw snakes, millipedes, frogs and rabbits too.

The next day, we went jungle trekking. A few of us had to stay back with Ms Esther because we were not well. But I was happy we got to walk a little on the trail.

Then, we went to the BOH tea plantation. BOH stands for "Best of Highlands". After that, we went to Cactus Point and saw the different kinds of cactus. All the cactus's leaves were like needles. Then we went to the Agro Farm. There were a lot of flowers, fruits and vegetables.

On the last day, we went to Gua Tempurung. It was dark and huge. It was very interesting. I was not scared at all. Then finally we headed back.

**Aishath Zara Mohamed Moomin, Year 4R**

## Year 5 Study Camp: Belum Rainforest, Perak

The Year 5s went to Belum Rainforest for our study camp. Our trip was from the 3<sup>rd</sup> until the 5<sup>th</sup> of May, 2017.

Our first destination was a cave temple called *Kek Lok Tong*. During our tour, we were told to use 70% imagination and 30% reality when looking at the limestone caves. I remember seeing an elephant, a policeman, a handkerchief and many funny things.

After that we went to the Geology Museum. We learnt about different types of rocks, how they are formed and how they are used.

After lunch we headed to the Pomelo Farm. We had pomelo tea to drink. It tasted like sweet Chinese tea.

We also visited a pottery factory. It was my first experience using clay to make pottery. I made two clay cups.

On the second day, we visited the Tilapia Fish Farm, the Electric Dam and the Orang Asli settlement. Meeting the Orang Asli was a special experience for us. They looked pretty relaxed, different from our busy lifestyle.

On the last day, we went to the Orang Utan Island, where we saw Sumatran and Bornean Orang Utans. I like to observe them as they really act like human beings.

This trip was very fun and I learnt to be independent. What a great trip!

**Ryan Wong**  
Year 5S

Day 1: We went to a limestone cave temple called *Kek Lok Tong*. We could not touch the limestone walls because the oil on our fingers would make them fragile. The cave is big and amazing. Then we went to the Geological Museum. We learnt all about rocks and gems.

Next we went to a Pomelo Farm. We were given a short briefing about the fruits. Then we went to Kuala Kangsar town to see a beautiful mosque called the Ubudiah Royal Mosque.

After that we went to a pottery-making place called *Sayong*. We made pottery ourselves with some kind of clay. Mine looked like a bee hive!

Day 2: We started our forest hike early in the morning. When we reached the top we learned about plant life. We also took photos. It was a hot day.

After lunch we went to the Orang Asli Village. We donated the money we collected during the food sale at school a week before the trip.

Next we went fishing. We also handled a blowpipe and popped balloons.

Day 3: We visited the Orang Utan Island. We learned about how the orangutans live and about Mike, the previous king. The current king is called B.J.

After that we went to the water park. It was fun. We played there for hours. The trip was amazing and I was very happy.

**Ryan Adam Sardelich**  
Year 5S





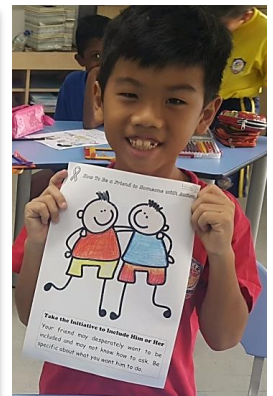
## Enrichment Programme

On Wednesday we started the Enrichment Programme with our teachers. We made posters about a safe and clean environment. We could decorate our posters. It was so fun!

On Thursday we learned about Autism. I learnt that autism is not a disease. Someone who has autism can still be a part of our games. Then we coloured a picture about autism.

On Friday we had story-telling and Zumba. I had a lot of fun.

**Zara Sastri, Year 2S**



On Wednesday 3<sup>rd</sup> May 2017, my class teacher Ms Nabilah showed the whole class a schedule of activities that we were going to do from Wednesday to Friday.

On Wednesday we had poster-making session organised by Ms Courtney. We were put into different groups and had to make posters about the environment and safety. After that we had to present it to the whole class. We had a great time.

On Thursday we had Autism Awareness activities organised by Ms Jade. We watched some videos and presentations on what autism is all about. Then we had a game and finally we had a project. We were told to create an autism tree from the puzzles we coloured. We had lots of fun doing this activity.

On Friday we had a story-telling session with Ms Deborah. She told us two stories. Before we left for our homes we had zumba. We watched zumba videos online and danced to the moves.

We all had a great time doing the different activities planned for us by Ms Stella.

**Ramadhania Putri Setiawan, Year 3R**

## Autism Awareness

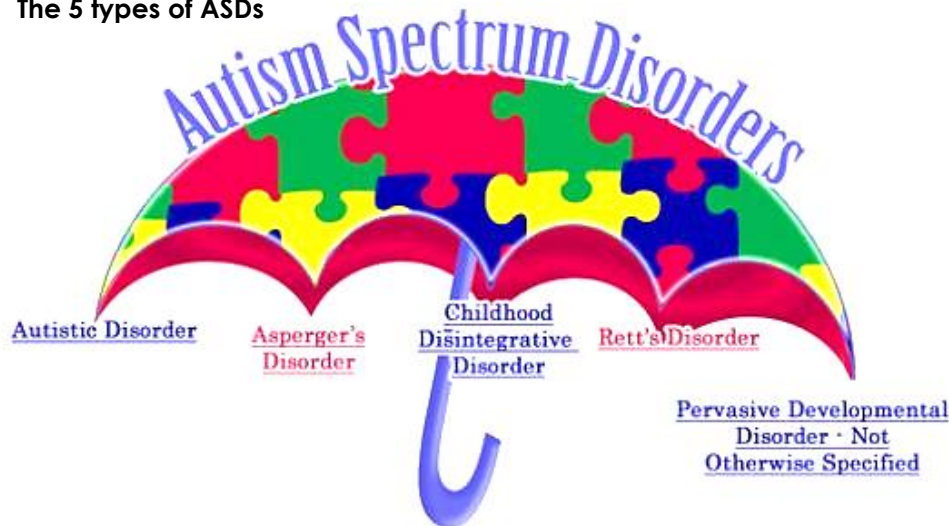
### What is Autism Spectrum Disorder (ASD)?

An autism spectrum disorder (including Asperger syndrome) is a lifelong developmental disability that affects the way a person communicates with, and relates to, other people. ASDs are characterised by difficulties in social interaction, verbal, and nonverbal communication and repetitive behaviours.

ASD can also be associated with intellectual disability and difficulties in motor coordination. ASD is a spectrum condition which means that, while all people with autism share certain difficulties, their condition will affect them in different ways.

More boys are diagnosed with an ASD than girls with a ratio of 4:1. About 40 percent of individuals on the spectrum have above average intellectual abilities and have visual skills, music and academic skills.

### The 5 types of ASDs



### MIGS Autism Awareness Day

On 4<sup>th</sup> May 2017, an Autism Awareness Programme was organised for students in Reception, Years 1, 2 and 3. This programme was organised to promote not only awareness but also acceptance for everyone affected by autism.

The first task gave students the opportunity to understand what autism is, and learn about the blue autism awareness ribbon and the meaning of the puzzle pieces for Autism through presentations by their teachers and videos. They also learnt about how to be friends with someone with autism.

The second task involved playing a game called *Step Right Up*. The aim of the activity was to show students that everyone was different in their own way and we should accept each other's strengths and weaknesses.

The final task involved student activities. Reception students coloured the autism ribbon, the Year 2 students coloured posters on 'How to Be Friends with Someone with Autism', and the Year 3 students made an autism awareness tree using puzzle pieces.

This programme was a fun approach to bring awareness among students in MIGS.

**Ms Jade Che**  
**SENCO**

## IGCSE PE Orienteering Camp

After a three-hour bus ride, we finally arrived at our destination, Outward Bound Malaysia, Lumut (OBML). We were taken into the hall where we were introduced to our instructors and given some guidance. We then got a tour of the place and adapt to the new environment.

After filling out our forms and handing in our electronic devices and wallets, we were taken to a place by the beach where we started learning about the compass. We learnt how to find places just by using our bearings.



For our second day we had to experience and discover our capabilities by going into the jungle and making our way out by ourselves, with only a map, a compass and checkpoints. It was our first time going in by ourselves.

At first we were struggling but with minimal guidance from the OBML instructors, we adapted quickly and found our way out in two hours. We also came up with our own cheer.

The final day was definitely the most challenging day. We had to climb a huge hill where each of us had a special role. After reaching the peak in about 1 hour 30 minutes, we took a break as most of us were tired and had been attacked by leeches!

We then went back to the campsite to eat, wash, pack and clean our rooms. We said our goodbyes and thanked our instructors for the experiences we had gained in the three days of us being there. It was a wonderful experience for us all.

**Qasim Baker & Clayton Kandoroza**  
**Year 10**

## Monitors' Leadership Camp

On the 5<sup>th</sup> of May, the Year 10 monitors embarked on our journey to Paradise Valley in Broga. We began the trip with a short briefing by one of the instructors, Mr Nizam. Then the greatest responsibility was given to us – to look after an egg. Sadly, some of us were unable to prevent our eggs from cracking by the end of the first day.

Next was the flying fox. All of us conquered our fears and managed to do it. Over the next few days we participated in many outdoor activities such as wall climbing activities, kayaking and on the last day, the pain-staking hill hiking.

In addition to this, we also took part in activities which challenged our ability to work together, communicate and cooperate. The most difficult was the marble game, where we had to empty a jar of marbles into cups using a simple and delicate string.



One activity that stood out was in which we were given the task of creating a sustainable country. Through this activity we learnt how difficult it is to make rules and laws that can be fair to everyone, including plants and animals. It gave us a new-found sense of responsibility towards the environment.



The second day we had a public speaking session. Some of us found it difficult speaking on the spot, however some were able to reach out and express the topic they were given very fluently with confidence. Next up were the creative performances that we planned earlier.

Finally, the last day arrived. We left the campsite feeling more much more like family than just a group of future prefects.

**Year 10 Monitors**

## Novel Knockout

On Tuesday May 9<sup>th</sup>, 13 students (two senior teams, one junior team and one emergency member) took part in the annual Novel Knockout Competition at ISKL Melawati.

The competition is organised by the KL Librarian Network and has been running for several years, though this is the first time MIGS is participating. Students at each level are required to read eight books chosen by members of the network and remember as much information as they can about them. They have been reading and attending discussions since January.

### Competition Format

Each school can enter two teams of four students at each level of competition.

During the competition there are two types of questions all of which are answered as a team:

#### Envelope questions

Envelopes containing 10 questions about each book are opened when instructed. These free response questions are answered against the clock in less than 3 minutes – a bonus of 10% is added if the team's answers are submitted in less than 2 minutes.

#### Table questions

80 randomised multiple questions are launched as the competition starts on iPads using the Socrative app. The teams can continue to answer these questions throughout the first six envelope rounds.

Each envelope question has a value of 1 mark whereas each table question has a value of  $\frac{1}{4}$  of a mark.

Our teams did not win any medals but all students agreed that they had a great time and would enter the next competition. The titles for the next NK will be chosen just before the long break.

#### Ms Deborah Clohesy Teacher-Librarian

*I am currently reading  
Orphan X by Gregg Hurwitz*



## Year 1 Assembly: Chipo & The Wolf



Our Year 1 Assembly entitled *Chipo and the Wolf* was about a boy named Chipo who learns his lesson about not telling lies and being honest.

The play began with Chipo's parents telling a story to their children. After listening to the story, Chipo felt that the villagers should not have poisoned the wolf. So that is when the story begins...



We had a good assembly. The narrator spoke with confidence, the villagers played their parts well and the sheep recited their poem with a lot of actions. We made the audience laugh.



Chipo was very enthusiastic and played the role exceptionally well. Father, mother, Mosi and Dayo were very cool on stage. Finally, Chan Mali Chan dancers looked fabulous in their costumes and enjoyed dancing gracefully.



It was a good experience for all of us. This experience boosted our confidence and helped us overcome our stage fright. Although we felt shy and nervous at the beginning, after many practices, we managed to put up a great show and made our parents and teachers proud of us.

**Year 1R Students**



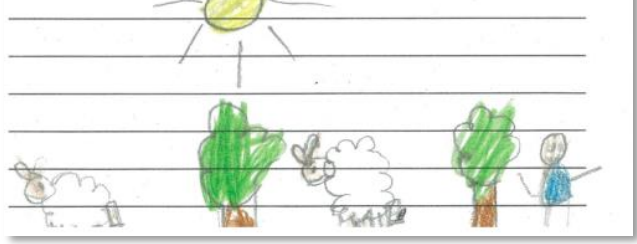
Jimmy  
 Year 1 Assembly  
 It was our Year 1 Assembly on the 9th of May. Many of our parents came to watch our play titled "Chipo and the Wolf". We practiced hard for our Assembly and everyone had a different role for the play.  
 We used to the songs "Don't Let Me Down", "Can't Stop The Feeling" and "Chariot Motion". I was a sheep in the play while Colette was Chipo and Xavier was the wolf. The moral of the story was to be honest and not to lie.  
 We enjoy our show and received a big applause from the audience.



My name is Dania. My school is MEGS on Tuesday, 9 May 2017. The Year 1 had Presentation the title is Chipo and the Wolf. Chipo was played by Colette. She was so good. I was the MC and I was welcoming the parents. We danced on the stage. We were so happy. I like the final song because we dance together.



Sam eer  
 NO: 13  
 DATE: 16/15/2017  
 on tuesday 9th of may I had a play. The title chipo and the wolf. The story was about a boy who was bored of taking care of sheep. he was pretending to see a wolf. he cried for help so some willa gets. when they came to help he was laughing so when he saw real wolf he shouted but nobody came because they thought it was a joke like last time so the wolf ate all the sheep. so he cried.



## Creating Community

On 8<sup>th</sup>-12<sup>th</sup> May, a committee of mothers was invited to run the Creating Community programme, a schoolwide counselling programme organised by Ms Rajani, the Counsellor at MIGS. The objective of this programme is to create awareness of various cultures in society.

Throughout the week, various games and activities were organised. Food and bric-a-brac stalls were part of the programme to help raise funds for Han International School where Myanmar refugee children are studying.

The various activities taught the students the significance of being a part of a community. We could see the rapport and energy of the Junior and Senior students coming together to make their contributions worthwhile. We would like to applaud the Reception students as well because they showed the most enthusiasm to participate in the games.



The week's programme was a tremendous success and we mothers were delighted to contribute our time and effort towards making this possible. Thank you especially to Ms Rajani who gave us the opportunity to be involved in a school event. We enjoyed every moment of it. Hip, hip, hooray, mothers!

**By the mothers:** (clockwise from top left)  
**Elizabeth McFarlane, Nora Tan, Vibha Mankani, Azura Abdullah, Cindy Kidang, Loraine Waterson, Ms Rajani (School Counsellor), Elina Simbit and Miju Ohn**





## Reggio Emilia Approach

*"... a hundred worlds to discover, a hundred worlds to invent, a hundred worlds to dream."*  
- Loris Malaguzzi, founder of the Reggio-Emilia Approach

I had the enriching experience of attending two workshops in Singapore recently to feed my admiration for the work of Loris Malaguzzi at Reggio Emilia, a small town in northern Italy, where the early childhood learning centres had gained international recognition.

The Reggio Emilia Approach incites us to rethink Preschool and Early Primary Education and urges society to value the possibilities, potential, capabilities and competencies of very young children between the ages of three and seven.

The approach places great emphasis on

- the *different ways children express themselves* called "The One Hundred Languages"
- the relationships children form with other children, their teachers, their parents *and their environment*
- *project work* where children explore their world, making choices about what they will investigate and in the process, make meaning with their peers and teachers
- *documentation of children's learning* through photos and text to make children's thinking and theorising visible

Have you ever noticed how engrossed little children become with pots, pans, pebbles, string and anything they lay their hands on, instead of the expensive, conventional toys one can buy for them? Simon Nicholson who coined the term 'loose parts' believes that children are by nature curious, creative, and imaginative and they love being challenged by their own environment.

In the *Studios* in Reggio-Emilia Schools, children are allowed to explore and play with loose parts. They love to move, carry, combine, redesign, line up, and take apart and put back any material they find in their environment. What children eventually present with such material and media is not considered art but a part of their cognitive and symbolic learning process. For example, if a child picks up a rock and starts to play, most likely that rock can become anything the child wants it to be... an automobile, an animal, a gift.

Free play is considered a right of every child in the Reggio Emilia Approach. Nowadays, in our developed world, children are increasingly subjected to more and more structured play, technology-based play and adult-controlled activities, too much of which stunt a child's inventiveness and resourcefulness. Injunctions such as "Don't pick up the stones! They are dirty!", "Don't go too far! You might fall." and "Be careful! Don't get yourself wet!" abound among modern parents, and can lead to risk-averse children or worse, to anxiety and depression.

Let us allow our children the space to grow up as naturally as possible, into wholesome beings, to be challenged by the people and the environment around, instead of becoming imprisoned within gaming systems and glued to their portable devices, disregarding the beauty of the world around them.

**Nancy Roch-Compan**  
**Head of Junior School**

