

# SJIIM Weekly Update

## 22nd January 2021



### **CONGRATULATIONS TO SHIN HUEY ON GAINING A PLACE AT UNIVERSITY OF OXFORD!**

We are delighted that one of our Class of 2020 IBDP students, namely **Ter Shin Huey** has successfully gained a place at the **University of Oxford**!



Shin Huey was one of our students in the founding year. She joined SJIIM in Year 10 in 2016 and achieved excellent IGCSE results of 8 A\* grades and 2 A grades in 2018. However, what made Shin Huey such a successful student was not only her academic prowess, but her extraordinary determination to succeed and her flexibility in her thinking. Shin Huey was truly one of our model students, who was an example to others that long term academic success that goes beyond the numbers on exam results comes from the willingness to be open minded to new approaches to learning and thinking, and from continually challenging herself.

Shin Huey had originally begun studying A levels for her pre-university studies after completing her IGCSEs at SJIIM. However, she decided to remain at SJIIM to study on the IBDP, after starting her A level studies in the UK and missing the community atmosphere at SJIIM. On her return to SJIIM, she was awarded with an IBDP scholarship, in recognition of her previous contributions to the school and our certainty that she would become an important role model to younger students as well as her peers. She did not disappoint in this, as she always showed herself to be eminently supportive of her fellow students and completely committed to her studies. She never rested on her laurels, even when she gained recognition and achievements, always pushing herself to be even better the next day. When she faced obstacles, she always looked forward to a positive solution.

Outside of the classroom, she is a distinguished volleyball player, having competed at national and international level. Beyond that, she also found time during her studies to work alongside many of her peers in tutoring refugee children, as well as serving as a co-leader of an Investing CCA, and being an important member of the school's Environmental Club.

We are very proud of her, and are overjoyed that she has been rewarded for all her hard work, determination and focus during her time at SJIIM. This is also a testament to the strong support provided by SJIIM for our university applicants and IB students. We send our best wishes and look forward to hearing all about her Oxford experiences.

### **Shin Huey added the following comments in appreciation for the support that the school has given her in reaching this achievement:**

*"I am grateful for all the help and support that are given to me throughout my IB journey, especially from all of my teachers. They are always willing to go the extra mile to guide their students, even if that means sacrificing their time after work. The school has also been extremely supportive of my university applications by providing references, personal statement workshops, mock interviews, and so on. It is never too hard to approach them in times of need to seek their advice, and I could not thank them enough for all that they have done for us."*

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### Singapore Maths in the Elementary School

#### Why Singapore Maths?

The decision to use the Singapore maths model at SJIIM was a very deliberate one. Singapore Maths places great emphasis on the development of problem solving skills using the model method, leading to an understanding of algebraic reasoning. We want to encourage and develop in the students an ability to think critically and question the 'why' of a given problem as much as the 'how' and 'what'. Retention of fluency facts is important but without the skills of problem solving and reasoning children are unable to apply their knowledge to practical or 'real-life' situations. This approach embraces Jerome Bruner's stages of enactive (concrete), iconic (pictorial) and symbolic (abstract) learning. The mathematical thinking which is embedded in the Singapore Maths approach involves questioning, constructing a rational and logical system of investigation and problem-solving. It is our hope that when our students leave the Elementary School, they have been developed into robust and well-rounded mathematicians ready to face the challenges of High School. In this article we will highlight the five key differentiating features we feel make Singapore Maths stand out from other curriculums and approaches.

#### Concrete - Pictorial - Abstract

As stated earlier, Singapore Maths follows three stages, concrete, pictorial and abstract. Each concept begins with the use of concrete resources such as cubes or counters. This is the 'doing' stage where students have the opportunity to bring the problem to life using interactive materials. Then they move on to the pictorial stage, where children visualise abstract concepts and make them more accessible. The final stage is abstract where children move towards a symbolic level of mathematics based on numbers, symbols and notations. Mathematics is a lot like learning a new language, without context,  $4 + 7$  has no meaning. Following the aforementioned stages adds context to a child's learning, allowing them to build connections and infer meaning from a problem.



#### The Four-Part Lesson

The four-part lesson is the way in which we structure a lesson. The core elements are as follows: fluency, problem solving, building the ladder and individual practise. Each lesson starts with a fluency task to help aid recall of maths facts such as number bonds to 10 or multiplication facts. This time can also be used as an opportunity to recap on previous learning. The second part of the lesson is problem solving, whereby children will be given the opportunity to apply their mathematical skills to an unfamiliar context. Building the ladder is another term for input, this is the third part of the lesson where a new concept is introduced. This section is used to build up skills slowly by making each task slightly more complex and challenging than the one before. The final part of the four-part lesson is individual practise, this is an opportunity for children to apply their new skills.



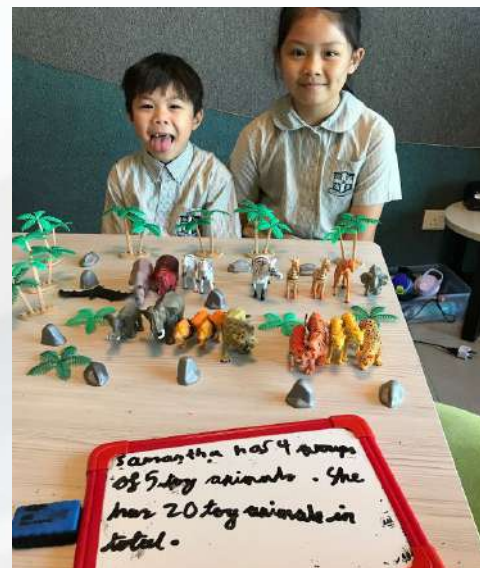
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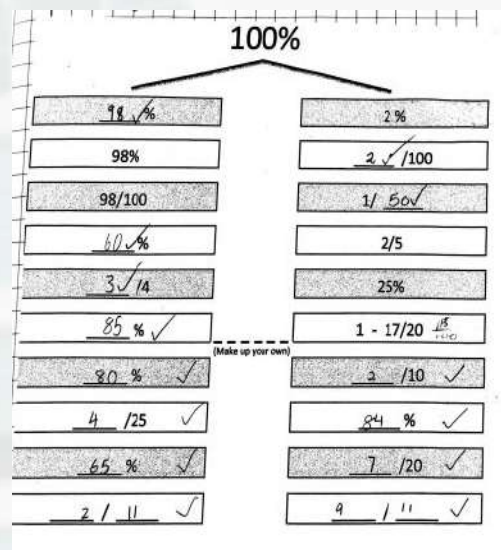
### Worded problems

Worded problems are a major part of the SJIIM maths curriculum. As previously mentioned each four part lesson will have a section dedicated to problem solving. This allows us the chance to reinforce key mathematical vocabulary and gives the students the opportunity to apply their fluency skills. Furthermore, when explaining their answers the students will be able to show the levels of understanding and reasoning they have developed over the course of a unit of work. Teachers can also use these problem solving tasks as a form of assessment to ascertain what learning has been retained after a given period of time.



### Part-part-whole model

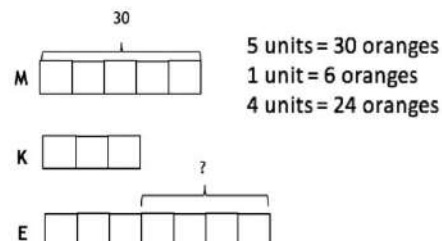
The part-part-whole model is a pictorial representation of place value. It is used through elementary school as a way of partitioning a number. In Key Stage One, this model is used for number bonds however as children progress throughout the school it can be adapted to represent decimals or fractions. The cumulative nature of Singapore Mathematics allows children to rely on pictorial representations that they are familiar with but apply them to different contexts as they progress along their mathematical journey.



### The Model Method

The model method is a key part of our teaching of worded problems in KS2 and follows fluidly from the part-part-whole and picture approaches in KS1. The pupils are first taught this method in Year 3 where they move from single square representations of numbers into more continuous bars. At SJIIM we believe that bar modelling gives students an effective way to approach problem solving. Through drawing a bar model they are able to visualise the problem. It takes away the trial and error approach that we would have used during our time at school while also giving students a logical approach to solving problems that they may otherwise have seen as overwhelming. Our consistent use of the model from the start of KS2, and the clear links to the approaches of KS1, ensures there is a continuity in each student's learning journey here at St Joseph's.

Maurice, Kylee, and Elaine share a basket of oranges in the ratio of 5:3:7. If Maurice has 30 oranges, how many more oranges does Elaine have than Kylee?



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### Catholic Corner

#### Gratitude

It is wonderful that this week we are able to give thanks to the Lord for watching over our examination students. We are indeed very blessed that the examinations were able to take place and that our school community stayed safe throughout.

*"Give thanks to the Lord for he is good, his love endures forever." Ps. 118:29*



#### Look back with gratitude.

Review the 24 hours and notice what you're thankful for. What happened to make you feel blessed? Take a moment to give thanks to God for providing you with these blessings.

#### Resuming Extra-Curricular Music groups

Although we have moved back into virtual schooling, the Music department is happy to announce that we will be running some of our extra-curricular groups virtually. If your child would like to join one of the groups, they can access materials and further details using the following Google Classroom codes:

- ES**  
'Viva Voce' - Choir for Years 4-6 - Starting Tues, 26th January 12.10-12.30 - u2pl27y  
String Ensemble - Year 4-6 - Starting Wed, 27th January 12.10-12.30 - 3zdomdp
- HS**  
'Cantamus' - Choir for Years 7 - 13 - Starting Mon, 25th January 1.10-1.30 - vfymlaw
- WS**  
Orchestra - Instrument Grades 3 and above (or equivalent) - Starting Wed, 27th January 1.10-1.30 - snq32kj

#### PSG Update

Please refer to the link for the latest update from the new PSG Committee 20/21.

# Elementary Weekly Update



## **Mid-Year reports**

Your child's mid year report is available through the Parent Portal in ISAMS today. A letter explaining the report in more detail was also sent yesterday to your family gmail.

The address for the SJIIM Parent Portal is:

<https://sji-international-my.parents.isams.cloud/api/login/>

Should you have forgotten your username or password please reset it via the 'forgotten your details' link on the page linked above. If you have any difficulty accessing the portal please contact the SJIIM Helpdesk at: [helpdesk@sji-international.edu.my](mailto:helpdesk@sji-international.edu.my)

The helpdesk is open from Monday to Friday, 8.00 am to 4.00 pm.

If you wish to discuss any aspect of your child's progress, please make an appointment with the class teacher, or the relevant specialist teacher, at your earliest convenience.

## **EY Re-opening**

Our Early Years children, those in Nursery and Reception, have been welcomed back to school this week following the government's new guidance on private Kindergartens' Reopening. It was a genuine pleasure to welcome our youngest children back and it was great to see the joy on their faces when they saw their friends and their teachers.

The teachers have worked extremely hard to plan fun and creative learning experiences that keep the children safe! In class, they have been focussing on the story 'The Very Lonely Firefly', talking about when we feel lonely and how it's lovely being with friends, like the firefly at the end of the story. One of the highlights for the week has been playing, 'The Floor is Lava'!



# High School Weekly Update



## Humanities Department - Philosophy Week

This week, students in Years 7,8,9,10, and 12 have been completing activities as part of the Humanities Philosophy week. Building on the success of last year's Philosophy week where students were decorating classroom doors with information on famous philosophers, this year students have been working on separate activities during tutor time to develop their understanding of Philosophy and how it can be applied to everyday life. Year 7 students have been given an introduction to Philosophy, and are carrying out research to create websites on famous eastern and western philosophers. Once complete, the rest of the high school will vote for their favourite one. The focus for the other year groups has been on ethics, and how different philosophical approaches such as moral absolutism, moral relativism, utilitarianism, and deontology, might be applied to some famous ethical dilemmas such as the 'Trolley Dilemma'. Years 10 and 12 have also applied these approaches to some current ethical dilemmas regarding the Covid-19 pandemic, for example with regards to the distribution of vaccines and ventilators. Each year group also discussed how the character virtues we encourage here at SJIM, such as honesty and compassion, can guide decision making in these dilemmas.

The Humanities department hopes that the annual Philosophy week will help our students develop a better understanding of this important subject, whilst at the same time giving the students some interesting tutor time activities during virtual school.

**ETHICS** LESSON 3 Thursday

**The Trolley Dilemma**  
**Would you sacrifice one life to save five?**

Write your speech on a Google Doc!

VIDEO

## What is Philosophy?

Philosophy is the study of the nature of reality and existence, the study of what is possible to know, and of right and wrong behavior.

- It comes from the Greek word philosophía, meaning 'the love of wisdom.'
- It is considered one of the most important fields of human thought as it aspires to get at the very **meaning of life**.

## Examples...

**MURDER IS ALWAYS WRONG**

**STEALING IS ALWAYS WRONG**

**LYING IS ALWAYS WRONG**

**Do you agree with the statements . If you don't, why? What are the exceptions to the rule?**

# High School Weekly Update



## Year 11 and Year 13 Return to Lessons

After an intense 2 week period, Year 11 and Year 13 have completed their mock exams now. Year 13 returned to lessons today and Year 11 will do so from Monday, 25th Jan onwards. The teachers are very pleased to be able to work with students face to face again with these year groups, whilst we continue to teach via the Virtual School for all other year groups. Although we are disappointed not to be able to have all of our students in school at present, we look forward to welcoming them all back again in the future.

## Upcoming Cialfo Online University Fair for Students and Parents

We are delighted to be able to share the details with parents of an upcoming online university fair exclusively for students in Malaysia. At the fair, over 130 worldwide universities are taking part from the UK, US, Asia, Australia, Canada and Europe. This event has been organised and will be hosted by Cialfo, which is the university guidance software we use in school with the students.

The fair will take place from Monday, 25th January to Thursday, 28th January 2021 with sessions starting from 4.00pm until 9.00pm on each day. Students in Years 11 and 12 have already been invited to attend the fair and I am pleased to be able to extend the invitation to all parents of students at the school.

At the event there are two types of sessions. Firstly, the keynote sessions which involve a specific university or higher education organisation making a presentation related to supporting students applications. An example of a keynote session at the fair is one being delivered by Oxford University on Preparation for your University Application, which will take place on Thursday, 28th January at 4pm.

The second type of session at the fair is called a 'drop-in booth'. The 'drop-in booth' sessions give you a chance to chat to a number of universities and you can register for multiple sessions. I would recommend registering and visiting at least 10 universities. You will have the opportunity to ask questions and you will be able to find out more about each individual university. You can spend as much or as little time as you like in each university 'drop-in booth'. I have also attached a link to give you an example of some of the questions you may want to ask the university representatives.

To create a parent account for the fair, you need to visit the website link below. I have also included a link to a video that will guide you through the process of creating an account and registering for the online university fair sessions.

If you have any questions please feel free to contact Mr. Hollis: [shollis@sj-international.edu.my](mailto:shollis@sj-international.edu.my)

Parents Website link to sign up

<https://explore.cialfo.co/webinars>

Parents Video: Can be found [here](#).

# High School Weekly Update



## Lasallian Youth Movement - LYM Team Introduction

This term, four students were appointed as Lasallian Leaders in the High School. Following an interview process, we found our Lasallian Leaders - we are sure they will be a real driving force in promoting Lasallian activities and service projects. Below, they introduce themselves to the community:

### **Taewon (Y12):**

"Hello Lasallians! I'm Taewon from 12K and I will be serving as the LYM leader, along with Scarlet for this academic year. I'm very excited to be able to help foster the Lasallian spirit at our school, and I look forward to reaching out to the Last, the Lost and the Least with our LYM Projects."

### **Scarlet (Y12):**

"Hello, everyone. I am Scarlet from Year 12, and I am extremely honoured to be leading the Lasallian Youth Movement this year. Contributing to the community has been my passion for a long time. I am looking forward to collaborating with the LYM members to put our plans into action, and hope to leave a positive impact in the communities that we are a part of."

### **Alysa (Y10):**

"Hi, I'm Alysa from 10M and I am honoured to be able to serve SJIM as the LYM Deputy Leader for this academic year, and I am incredibly excited to begin working with the leadership team to help others in our community, especially during these unprecedented times."

### **Janice (Y10):**

"Hello, I'm Janice from 10Y and I am very thankful for the opportunity to be here as an LYM Deputy Leader. I hope to be able to work with everyone else to fulfil its goals. I hope to carry out my duties with confidence, and I thank the other leaders in advance for all their support."



# STRAVA RUNNING UPDATE #6

## "LET'S GET ACTIVE"

- ★ We're now into *week 9* of our Strava Running Challenge.
- ★ Each Sunday the kilometers ran from the previous week are added to the running total
- ★ You also get points for members signed up to the house group
- ★ Currently the members total is:
  - Miguel - 43
  - Mutien - 53
  - Jaime - 48
  - Benilde - 37
- ★ So... if anything, sign up and support your house!

Miguel

2418

Mutien

2325

Jaime

1601

Benilde

1436

## 7 WAYS TO IMPROVE YOUR DISTANCE RUNNING:

1. **Be consistent - try set yourself a goal, a plan and stick to it**
2. **Run longer** - even if it's 500m - 2km more.
3. **Tempo Runs** - shorter distance, but aim to go quicker than your average
4. **Eat for endurance** - diet is crucial, make sure you've eating carbohydrates to support you run
5. **Recover** - rest days and sleep are imperative
6. **Work on your running economy** - check your running technique is good
7. **Mind games** - take your mind of the run (pain) listen to music or a podcast

What's your favourite song to run to?

# Useful Links



[ES Student Absence Form](#)  
[HS Student Absence Form](#)



[HS Parent Calendar 2020/21](#)  
[ES Parent calendar 2020/21](#)



[Whole School Teaching Staff Email 2020/21](#)



[Term 2 AY 20/21 meal charges](#)  
[ES Menu Jan 2021](#)  
[HS Menu Jan 2021](#)



[Catholic Corner](#)



[PSG Update](#)



[Music Website](#)



[Sports Website](#)



[Epurse \(Top up credit\)](#)  
[Tapestry \(For ES\)](#)  
[Parent portal \(For ES\)](#)



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