



news

news from the trunk

Thursday, February 22, 2018



The Elementary School Musical Performance of

# Clowns

By

*Craig Cassil*



*Featuring Elementary Students*

**Thursday, March 1, 2018 | Quad Area | 6:00pm**

Produced by: *Khartoum American School*

Directed by: *Mrs. Lorimar Lanario*



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## Superintendent's Message

**New Staff Coming to KAS Next Year** – I am pleased to let the KAS community meet new staff who will join our school next year. We have been able to attract some experienced quality educators to work with us. I will be letting you know about them during the next month by printing short biographies in E News.

### Elementary Principal – Joe Kaminski

Joe Kaminski will be coming to KAS from the Ayeyerwaddy International School in Mandalay, Myanmar where he is presently the Elementary Principal. Joe has previously worked as an Elementary Principal in New Mexico and in Bangkok, Thailand. Joe worked as an elementary teacher in Honduras and in Guam. Joe was previously a Peace Corps volunteer in Micronesia. Joe has a Bachelor's degree in Health and Physical Education and a Master's degree in School Administration. Joe and his wife Marilyn are from Pennsylvania in the U.S.

### Special Needs Coordinator – Grace Rivera

Mary Grace Rivera is currently working at the International School Saigon Pearl in Ho Chi Minh City, Vietnam. Grace is the Special Needs Coordinator at ISSP and was instrumental in developing and implementing the special needs program at ISSP. Grace previously worked for four years at the Brent International School in Manila, Philippines as a Student Services Teacher. Grace has also served on the Well Being and Safeguarding Committees at ISSP. She has a Bachelor's degree in Elementary Special Needs Education and a Master's degree in counseling. Grace is presently single and a resident of the Philippines.

### High School Math – Quazanne van der Bijl

Quazanne van der Bijl is currently teaching middle school and high school Math at the American International School in Niamey, Niger. Quazanne previously has taught Math and Science in Khartoum at the Nile Valley School and at the Khartoum Community International School. She also worked for a short time at KAS. She has taught Math at schools in Abu Dhabi and Hong Kong. Quazanne has a Bachelor's degree and a PGCE from the University of South Africa. Quazanne is single and a citizen of South Africa.

**Parent Seminars** – If you were not able to attend a parent seminar this year and would like to see the presentations, we will soon be putting them on our website.

Then next seminar will be "Language Learning and the Importance of Mother Tongue" on Thursday, March 22.

**Steve Alexander**  
KAS Superintendent

## Real Time

How much time are our children spending in front of screens in at home? I recently read an article shared by an esteemed colleague titled, "Silent Tragedy", by Victoria Prooday. In it she addresses in part the issue of screen time in the home and some of the problems arising from unfettered access to screens be it a smartphones, laptops, tablets or television.

### The article points out some increased occurrences of;

- Mental health problems in youth
- Increase in ADHD
- Teen depression
- Teen suicide

### Some of the fundamentals important to a healthy childhood are missing from our children's lives, such as;

- Clearly defined limits and guidelines
- Responsibilities
- Movement and outdoor time
- Creative play, unstructured time and boredom
- Adequate sleep and good nutrition

### These and other unhealthy habits often result in unfortunate attitudes, habits and behaviors including;

- Inadequate sleep and nutrition
- Sedentary indoor lifestyle
- Endless stimulation, technology, baby sitters, passive consumption of media,
- Sense of entitlement rather than responsibility

### So what can we do? The article gives a list of 30 ways to help your kids. Here is but a sample;

- Spend an hour a day outdoors in nature noticing plant life, animals etc.
- Play boards games
- Involve your children in daily chores in their home
- Implement a consistent technology free sleep routine
- Do not pack your children's school things
- Be there emotionally for your children
- Teach manners, greetings, sharing, and empathy

Here is a link to the full article, which was both insightful and helpful.

<http://deeproootsathome.com/raising-children-technology/>

**Kris Gamil**  
Student Support Services Teacher

# Sudia Exhibition At KAS

This exhibit put together by Sudia (an NGO founded by a KAS parent) has grown a lot since last year. There are more photos, real life shark jaws, fish preservatives and audio visuals than last year when it was on display. The exhibit is about the UNESCO World Heritage Marine Parks in Sudan in the Red Sea, natural resources Sudan should be proud of and fight to protect. Sudia has started an online campaign -30 FACTS IN 30 DAYS as part of their Sudan Red Sea 'Did You Know?' Awareness Campaign.

Follow them on Facebook to support the campaign. <https://web.facebook.com/sudanmarineparks/>

The 9th graders will be visiting both parks (Sanganeb and Donganeb) this year as part of their Marine Biology field trip- Feb 22- 27th.

**Juliane Rothan-Centers**  
MS/HS Science Teacher



## ANNOUNCEMENT



**PTA Family Bingo Night.**

Friday March 23rd, 2018

## Saying of the Week

**Flash In The Pan** is used to describe something or somebody making a great impression at the outset but ultimately failing to deliver any real result. Of military origin the phrase emerged during the use of early flintlock muskets. Sometimes gunpowder would ignite with a flash in the lock-pan but the main charge failed to light, meaning the shot in the barrel did not discharge, so no harm could come to man or beast that time round. It was a 'flash in the pan' and the expression was in regular use by 1741.

**Minette van der Bij**  
High School English Department



## Formative Assessment to Increase Student Achievement

Teachers at KAS were recently treated to a professional study of the use of formative assessments in the classroom. Formative assessment is the every day ongoing evaluation of each of our student's progress. It can be as simple as asking a question and receiving an answer, to a journal entry made by the student that explains a concept or acknowledges confusion, giving voice to where the breakdown in understanding has occurred. Formative assessment is not a static grade that informs what a student knows at a given time. Formative assessment is dynamic and ongoing.<sup>1</sup> It provides instant feedback to move students forward or to correct misunderstandings and confusion in real time, thereby informing and transforming instruction throughout the day. Immediate feedback is powerful as it affords students the opportunity to correct their misunderstandings and continue, which in turn boosts self-confidence. It also encourages students to want to push through a given problem instead of giving up on themselves. It is this desire to continue that creates a growth mindset in our students. A growth mindset is one that sees the importance of the struggle and understands that true learning occurs because of the effort. The results of that effort cannot help but prove desirable because the student has pushed through the process. This can only be achieved through continuous formative assessment.

Students come to me every year saying that they aren't very good at math. My response is that everyone can do math, but like learning how to walk or talk, we learn mathematical concepts at our own pace. Students with math anxiety typically come from classrooms where all

students are taught at the same pace and assessed on the material at the end of the week. Those who learn the material do well, while those who did not understand the material do poorly. Due to curriculum pacing guide time constraints, many teachers will simply move on to teach new material while struggling students continue to languish. The resulting low self-esteem of these students will often manifest itself in behavioral issues. Formative assessment is a game changer for struggling as well as advanced students. Immediate feedback allows students to correct mistakes and encourages them to move forward. Formative assessment takes into account that students learn at different paces. The emphasis is not on whether a student is good or bad at something, rather it assumes all students will learn the material, but for some it will take a bit longer than others. With this understanding, students are less apt to give up. They also realize that while one concept may take more time to master, another concept might come readily. This changes the mindset from "I'm no good," to "I can do this, just give me time." Conversely, formative assessment ensures that we are pushing those students who master content quickly into their own zone of proximal development by providing additional content that will challenge them. Formative Assessment is a powerful tool to ensure our students will succeed.

1. Finn, G. (2016) From Formative Assessment to Informative Assessing in the Math Classroom. Dreambox Learning, Inc. USA

**Jananne Healey**  
Grade 5 Teacher