



Windhoek
International School

PYP NEWSLETTER: DECEMBER 2025 EDITION



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A MESSAGE FROM THE PRIMARY PRINCIPAL

Dear WIS Community,

As I write this, I am reflecting on a visit to the Grade 3 classrooms where students were proudly explaining the human body systems they had been investigating. Using models, diagrams, and interactive presentations, they weren't simply recalling facts; they were demonstrating understanding. They questioned, connected, and built on one another's ideas with confidence and curiosity. It was such a clear reminder of what the PYP does best: it nurtures thinkers, communicators, and collaborators who understand that learning is an active and joyful process.

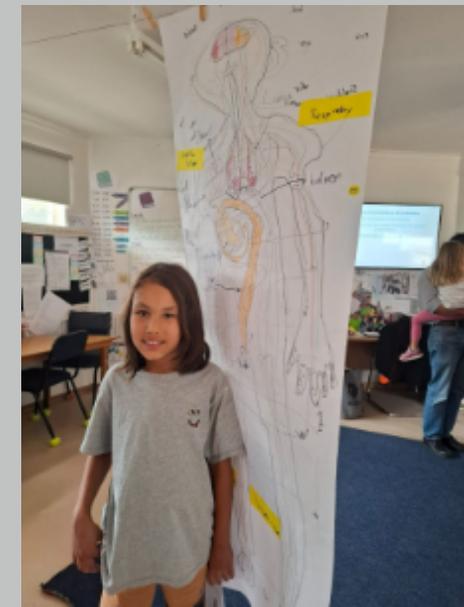
These moments don't happen by chance. They're the result of thoughtful planning, responsive teaching, and a community of educators deeply committed to helping every child feel capable, curious, and cared for. As I reflect on this semester, I am incredibly proud of how our students and teachers have continued to grow together.

This year, we've continued to strengthen the coherence and consistency of learning across the Primary years, ensuring every classroom reflects the *same* high standards of inquiry, engagement, and care.

A few highlights include:

Strengthening our Programme of Inquiry

Our teaching teams have refined and aligned our Programme of Inquiry, ensuring that every unit offers a clear conceptual focus, strong transdisciplinary connections, and age-appropriate challenges. Through collaboration and reflection, we've deepened the purpose and progression of our units across grade levels, helping students make authentic connections to the world around them.



A MESSAGE FROM THE PRIMARY PRINCIPAL

Outdoor Education and Learning Beyond the Classroom

Our Outdoor Education Camps this year were an incredible success! Whether hiking through the bush, learning teamwork through camp challenges, or simply discovering the beauty of nature, students developed resilience, independence, and collaboration skills. These authentic experiences are powerful extensions of classroom learning, the moments where confidence, leadership, and empathy truly flourish.



Handwriting Without Tears – Building Foundations with Joy

Across the Primary, both teachers and students have fully embraced Handwriting Without Tears. The consistency, fun, and structure of the programme have had a visible impact on fine motor development and handwriting fluency. It's been wonderful to see how something so foundational can become such a joyful and empowering part of our daily routines.

Supporting Learners Through Mastery and Differentiation.

Our mastery-based approach to assessment continues to strengthen learning across subjects. Through the use of “Do It Again,” “Proficient,” and “Expanding” indicators, students now understand that learning is a journey, one that values persistence, feedback, and growth.

Daily Review routines, particularly in Mathematics, are helping students develop fluency, automaticity, and long-term memory, ensuring that foundational knowledge is both secure and transferable. Teachers continue to differentiate instruction thoughtfully, ensuring that every learner is challenged and supported to achieve their personal best.

A MESSAGE FROM THE PRIMARY PRINCIPAL

Looking Forward

As we witness our students asking thoughtful questions, sharing different perspectives with respect and curiosity, and making connections between their lives and global issues, we see the PYP philosophy coming to life. In every classroom, our learners are developing the critical thinking skills they'll need for tomorrow while deepening their understanding of both their heritage and others' stories.

Behind each project, performance, and discovery stands a team of dedicated teachers who thoughtfully plan meaningful experiences for our students. Their commitment to excellence, combined with our students' enthusiasm for learning and our parents' engaged support, creates an educational environment where authentic inquiry thrives.

I invite our community to continue engaging with us in this exciting educational journey. Your partnership and support make our vibrant learning community possible.

Warm regards,

Jenna Brown | Primary School Principal



NEW WIS STAFF



Luzaine Hoff PRE-PRIMARY 1

I am a passionate Early Childhood educator with 17 years of teaching experience. I studied at Bolland College in Stellenbosch, South Africa, and have taught at Deutsche Höhere Privatschule, Namib Primary School, and Delta School Windhoek. I believe every child has the ability to learn, and education should nurture knowledge, critical thinking, creativity, and moral values. Outside the classroom, I enjoy spending time with my family, supporting my children in soccer and tennis, camping, and weekend barbecues. I am excited to join WIS, a caring and diverse community that celebrates curiosity, creativity, and individual growth



Nelson Gomachab Grade 2 EA

My name is Nelson Gomachab, and I'm excited to join the Primary School as an Educational Assistant in August 2025. I'm really looking forward to supporting our students and becoming part of the WIS family.

A bit about me — I enjoy soccer, cycling, and listening to all kinds of music. I believe learning should be fun, engaging, and something students look forward to each day. Before WIS, I spent almost five years as a family assistant and also tutored children of different ages in both academics and sports.

Outside of school, you'll usually find me cycling around the city. I chose WIS because the strong sense of trust and respect between teachers and students really stood out to me.

Although this will be my first year in a classroom role, I'm committed, eager to learn, and excited to contribute to the school community.



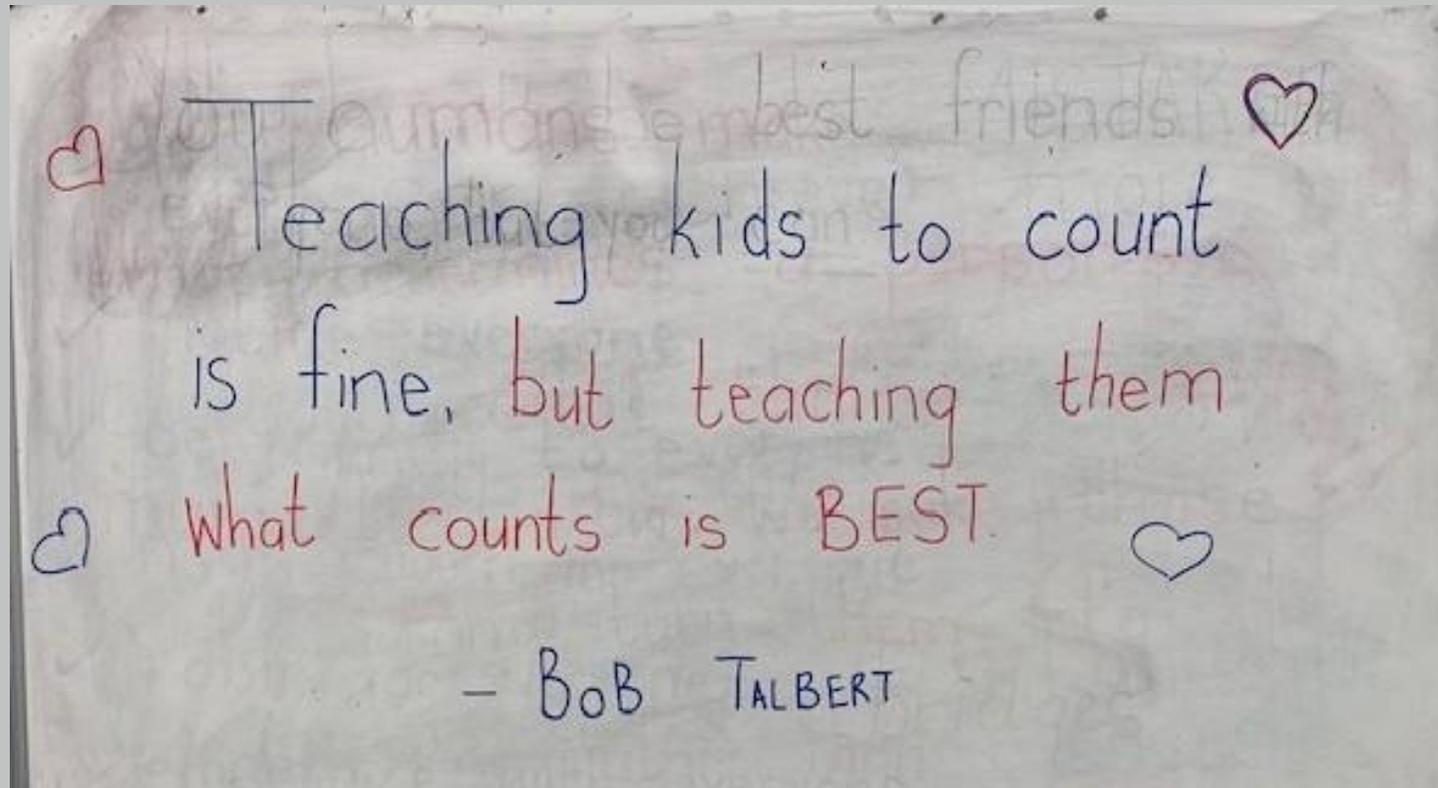
Beauty Tjikemba Grade 1 EA

My name is Beauty Tjikemba, and I am proud to be part of the Primary School team. I am passionate about learning and teaching, and I find great joy in supporting students as they grow in confidence, curiosity, and independence. I believe every child is unique, and I strive to meet each learner with patience, understanding, and encouragement.

It is a privilege to work alongside the Grade 1 team and contribute to a positive, nurturing learning environment. I look forward to continuing this journey with our wonderful students and families.

Warm regards,

PYP SPOTLIGHT: The PYP: how it works



At its heart, the Primary Years Programme (PYP) is an inquiry-driven framework for learners aged 3-12. Instead of delivering the curriculum in isolated 'subject blocks', as it is traditional in many other educational frameworks, the PYP brings together ideas from history, geography, science, the arts, and social studies (and Language and Maths too, to an extent) and turns them into meaningful, real-world questions. We could think of these as 'learning blocks', which we call Units of Inquiry (UOIs). They are a series of 'guided explorations', where the children learn through asking open questions, investigating collaboratively and critically reflecting.

PYP SPOTLIGHT: How it works

The concept of 'Agency Through Inquiry'

Agency in the PYP means that students are not passive receivers of facts; they are guided to become the architects of their own learning journeys. The UOIs start off with a 'provocation', a carefully crafted experience (which can be a class activity, a trip, a speech, a role play, a video, etc) designed to spark curiosity and encourage student questions about a new unit.

From that spark, under the guidance of the teacher, children decide what they want and need to know, plan the resources they will need and design investigations. Teachers act as facilitators -modelling research techniques, prompting deeper thinking, and offering support when challenges arise.

This process can be seen as a recurring pattern: Ask → Investigate → Reflect → Share/Act

The share/act part is known as the Action. This should be the culmination of the UOI: when 'students apply their learning to make a positive difference in their world, whether individually or collectively, in big or small ways'. This can be as simple as inviting parents and the wider community to school for a celebration, to share their findings and to raise awareness of a particular issue. Or it can be as elaborate as a real action in the community, such as volunteering to clean up a neighbourhood, supporting a worthy cause through fundraising, campaigning to change school policies, or promoting sensitive issues through advocacy.

The Six Transdisciplinary Themes

Each Unit of Inquiry aligns with one of the six IB Transdisciplinary Themes: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organise ourselves, and Sharing the planet.

These themes are broad, overarching ideas under which umbrellas the Units of Inquiry can be grouped. For example, a Grade 3 Unit of Inquiry that explores the human use of earth's resources (and the association that we sometimes see between resource overuse and natural disasters) will fall under the transdisciplinary theme of 'Sharing the Planet'.

The themes provide the framework for inquiry-based learning, encouraging students to explore real-world problems that go beyond traditional subject boundaries.

When planning a Unit at WIS, we deliberately try to strike a balance between making it relevant to our particular location and, at the same time, giving it a global breadth, ensuring that learning stays relevant to students' interests, to the Namibian environment, and to the broader global community they belong to.

PYP SPOTLIGHT: How it works

A Typical Day in an Inquiry-based Classroom

In one of our inquiry-based classrooms at WIS, you might see or hear:

Student-Led Discussions: Small mixed groups of students discussing ideas, sharing findings, and deciding on next steps.

Hands-On Investigation: Students carrying out physical experiments and investigations.

Reflection Journals: Students record what they learned, what surprised them, and what they still wonder about.

Public Sharing: Students presenting their work through posters, digital slideshows, or short performances (as an end-of-unit celebration, for example), where parents and teachers from the whole WIS community are invited to attend.

How Parents Can Nurture Agency at Home

Encourage Curiosity: When your child asks “why,” respond with another question (“What makes you think that?”) or suggest a simple experiment they could do, or research they could undertake, in order to answer the question.

Provide Resources: Especially books, appropriate digital resources and ‘human resources’ (IE: Let’s go and speak to the people that work in that field)

Celebrate Process Over Product: Praise effort, persistence, and the willingness to change one’s opinion (a very rare skill these days!).

Stay Connected: Encourage reflection at home by using conversation starters about the learning that went on in school.

Your involvement reinforces the message that learning is a continuous, collaborative adventure.

Final Thoughts

The PYP is more than a curriculum; it is a mindset that positions children as confident, capable, and compassionate learners. By prioritising inquiry, agency, and a mix of local relevance with global connection, we give our students the tools to navigate an ever-changing world, to ask the right questions, and to act on their findings.

Thank you for partnering with us on this journey. If you have any questions about a specific unit, would like suggestions for home activities, or simply wish to discuss how the PYP aligns with your child’s strengths and cultural background, please feel free to reach out.

PYP SPOTLIGHT: Rethinking Literacy in the IB Primary Years Programme

Rethinking Literacy.

At WIS, we strive to weave the teaching of Literacy into our Units of Inquiry, as Language is the tool through which students explore ideas, solve problems and share their findings.

In collaboration with our teachers, we look at a range of text types, and then we decide which is the one that speaks directly to the specific Unit of Inquiry.

For example, a 'How We Express Ourselves' Unit of Inquiry, looking at cultural diversity in Africa, will lend itself to texts such as poetry or song. A 'Sharing The Planet' Unit of Inquiry, looking at different ecosystems, will lend itself to information-type text, such as scientific reports.

While linking the writing and reading learning to the Units can be very effective, at WIS, we also adopt explicit instruction. After students have experienced a genre in context (for example, a persuasive piece of writing linked to a unit on money and markets), the teachers deconstruct and examine with the class the various elements of that genre, so that the learners can then recreate persuasive writing in other contexts.

This cross-curricular practice reinforces the idea that clear communication is essential in every field, and it gives students immediate relevance for their written work.

At times, we create entire discrete language units, when integrating language learning within the transdisciplinary units does not sufficiently address specific student needs or specific foundational skill development.

Literacy assessment in the PYP is continuous and collaborative. Peer conferences, teacher check-ins and self-reflection rubrics replace binary outcome tests. At WIS, feedback focuses on process (IE, "Your opening sentence pulls the reader in, now consider adding a vivid detail") rather than a single score, encouraging students to view writing as an evolving craft.

In conclusion, the PYP changes the usual script: language emerges from inquiry, genre study is purposeful, and assessment is an ongoing dialogue rather than a verdict. The result is a generation of readers and writers who see words as bridges to understanding, not merely rules to memorise.

Fabrizio Conti

PYP coordinator



PYP SPOTLIGHT: A Fresh Perspective on Mathematics in the IB Primary Years Programme

A Fresh Perspective on Mathematics.

Mathematics in the Primary Years Programme (PYP) is built on the belief that numbers are a language for investigating the world, not a set of abstract symbols to be memorised.

At WIS we feel our students need to have strong numeracy skills, so that they can feel confident using Maths when carrying out investigations, solving problems, manipulating data and connecting numbers to real life experiences. We also recognise that the learning of maths is incremental, whereby students progressively build on previous knowledge and understanding.

For these reasons, we promote the idea of 'number sense': this is defined as 'the intuitive understanding of numbers and their relationships, which allows for flexible thinking in real life situations'.

When children develop a good number sense, they become familiar with important concepts, such as quantity and comparison, and apply them in everyday life.

In order to achieve number sense, we follow a dual approach: we use Maths as a tool in our Units of Inquiry (for example for real world situation data collection), and we also create discreet Maths Units. These blocks of lessons/activities expose the children to specific mathematical areas and concepts in depth, and also create an opportunity for some mnemonic type learning.

Our teachers are very skilled at asking probing questions and using a variety of strategies to bring these concepts to life, through manipulatives, digital simulations, songs etc.

Since last year we have also incorporated a brief, daily Math review. This is a "Math Warm-Up", usually at the beginning of the day, which revisits a previously covered skill (mental multiplication, graph interpretation, shape/space vocabulary etc). This repetition aims at moving knowledge from short-term recall to long-term mastery, and it builds confidence as students see themselves progress.

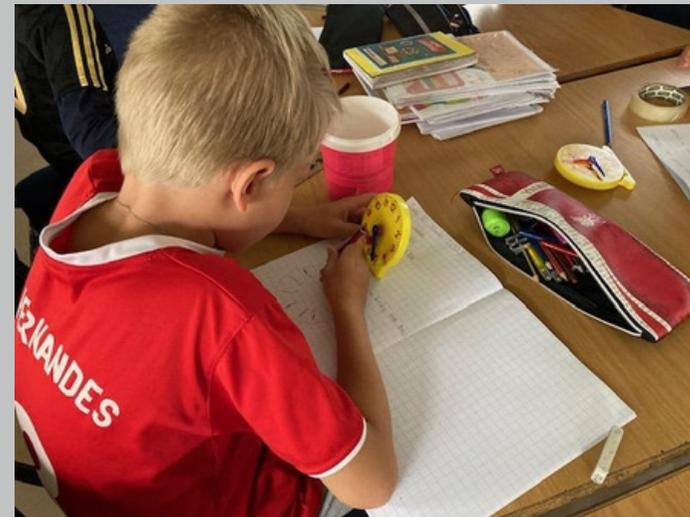
When Maths can be incorporated in the Unit of Inquiry, students utilise it to calculate percentages, collect and present data, manage money, understand time, estimate distances and much, much more. All authentic applications illustrate why mathematical thinking matters in real life.

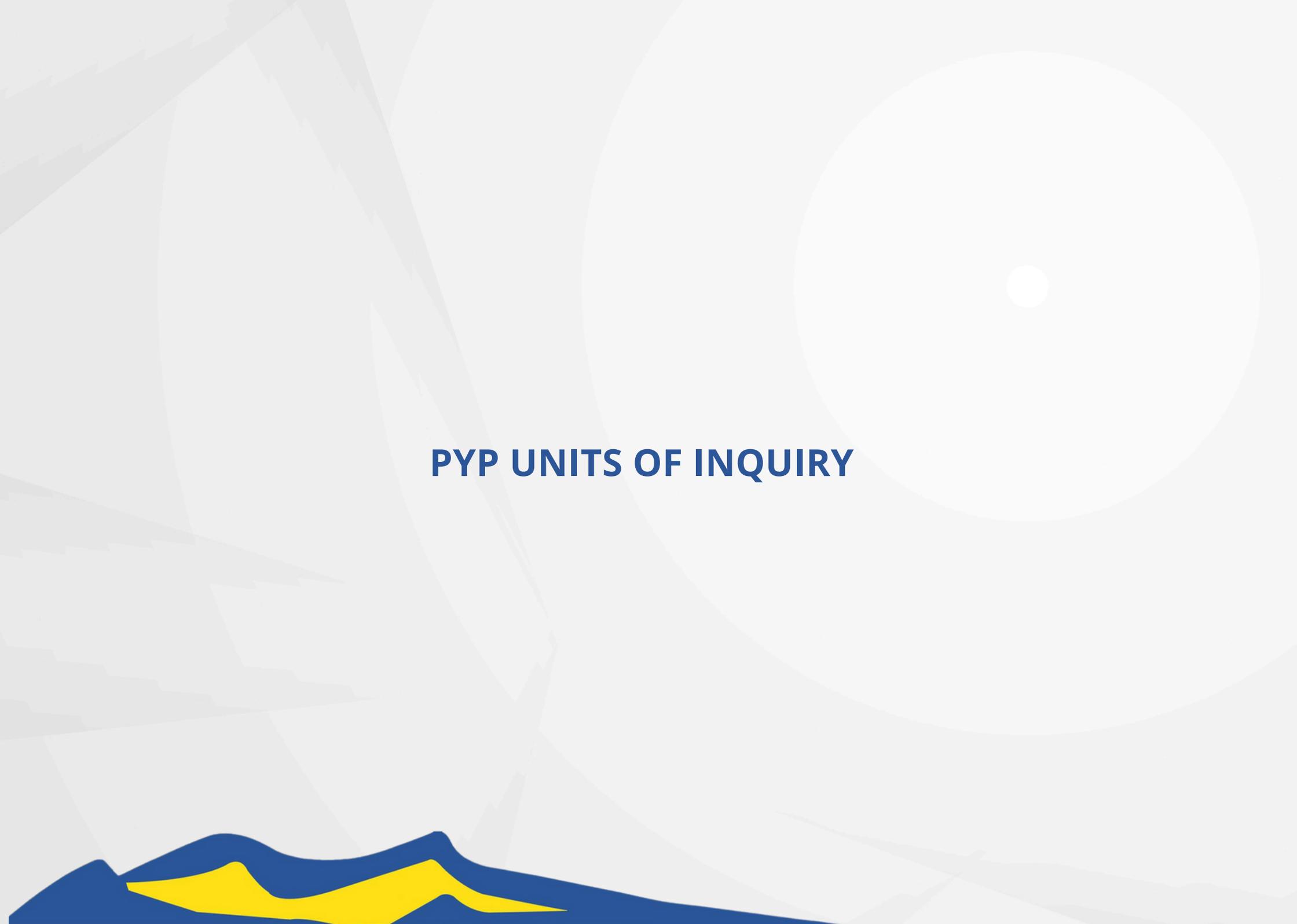
The Maths assessment in the PYP is formative: students record strategies, sketch solutions, and evaluate their reasoning in their own books. Teacher input focuses on growth ("Your next step is..."). Children are encouraged to share their thinking and methods, promoting a collaborative culture, where they see that there often are different ways of achieving the same outcome.

Our PYP Maths programme cultivates mathematically literate thinkers who can apply numbers to solve genuine problems.

Fabrizio Conti

PYP coordinator



The background features a large, semi-transparent white circle on the right side. On the left, there are several overlapping, semi-transparent grey geometric shapes, including triangles and polygons, creating a layered effect. At the bottom of the page, there is a stylized graphic of a mountain range with dark blue peaks and a yellow interior section.

PYP UNITS OF INQUIRY

KINDERGARTEN TEAM



Ekaterina Shino
Homeroom teacher

With 13 years as a Homeroom teacher at WIS, I thrive on creativity in my teaching. And enjoy developing a Reggio-inspired learning program for 3-4-year-olds. In my free time, I love reading books, playing the piano, and exploring Namibia, my second home for the past 20 years.



Ms Virginia
Educational Assistant

My name is Virginia Uapunduka. I am a long-standing member of the WIS community, with both my children and my grandson attending the school. I have been at WIS for 30 years, and during this time I have learned a great deal. Working in such a diverse environment has helped me grow, especially in supporting and understanding Early Years students

PYP UNITS OF INQUIRY: WHO WE ARE

During the first Unit of Inquiry, students had a chance to learn about themselves and others. What makes us the same and different and how we can contribute and help each other in the class with different skills and abilities.

Central Idea: Everyone's special characteristics contribute to making us special characteristics contribute to making us one of a kind

Approaches to learning skills:

Communication skills

Exchanging information

- Listening - I can listen to information
- Speaking - I can express my thoughts, feelings, and ideas using words and sentences
- Cooperating - I can learn cooperatively in a group
- Interpersonal relationships - I care, share, and help others and wait for my turn

Self-management skills

Self-regulation

Informed choices - I can complete my work independently.

An inquiry into:

- What are the things I am capable of doing?
- What are the activities that I can do best? How do I do it?
- How do I teach others to know what I know?

Learner Profile Attributes:

Caring

Students learnt to take care of themselves and others. They learnt to follow the class agreements to create a safe environment for all.

Open-minded

Students learned to explore and develop open-mindedness to gain new experiences. Students worked in large and small groups and also took on individual tasks.

Inquiries: Students will inquire into the things that make them individual and unique. This includes exploring physical characteristics, names, likes and dislikes, interests, and abilities. They will develop an understanding of some similarities and differences between people, which enables us to accept and celebrate a unique self.

Key Concepts

1. Form: Things that make me me.

This inquiry helps children explore their personal identity—their physical traits, emotions, preferences, family background, and cultural influences.

2. Function: Things that I can do and learn to do

Children investigate their current abilities (e.g., tying their shoes, drawing, sharing) and identify new skills they can develop (e.g., writing their name, problem-solving).

3. Responsibility: How I make a difference in the group.

Students explore how their actions affect others—whether in friendships, classrooms, or families. They learn about cooperation, kindness, and responsibility.



PYP UNITS OF INQUIRY: HOW WE EXPRESS OURSELVES

During this Unit, students learned that stories have essential elements that give them their structure. They also experienced presenting stories in different forms, like songs with actions and drama plays.

Central Idea: Stories can be created, interpreted and appreciated in different ways.

Approaches to learning skills:

Social skills: Interpersonal relationships

- Social and emotional intelligence
- Be respectful to others
- Listen closely to others
- Help others
- Play cooperatively in a group: sharing, taking turns

Self-management skills

Resilience - Show ability to adjust to new situations
 Perseverance - Manage own emotions
 Follow the directions of others
 Follow classroom routines

An inquiry into:

- How to construct an effective story
- Stories inform and entertain
- How stories can be created and shared

IB Learner Profile Attributes:

Communicator

Students understood and expressed their feelings about stories confidently and creatively using a variety of modes of communication.

Thinker

Students exercised initiative in applying thinking skills creatively to recognise different aspects of familiar stories.

Key Concepts

1. **Form:** With a focus on form, students understand that, like everything, a story too has a form with recognisable features that can be identified, described and categorised.
2. **Function:** With a focus on function, students will learn that different forms of art, dance and drama can express feelings and ideas to present or tell a story.
3. **Perspective:** With a focus on perspective, students will also be able to create their stories and share them through a different medium.

Student Reflection

Tendai - I learned that stories have characters. I like the story "Owl Babies". My favourite part is when Mommy came back.

Ritisha - I like to take part in a drama play "Owl Babies". I'm a baby in a story.



PRE-PRIMARY 1 TEAM



Luzaine Hoff- Pre-primary 1 Homeroom Teacher

I am delighted to introduce myself as the new teacher for your child in the upcoming school year. My name is Luzaine Hoff, and I am Namibian. With 17 years of experience in education. I believe that every child has the potential to succeed and thrive in a nurturing and supportive learning environment.

Throughout my journey as an educator, I have had the privilege of working with diverse groups of students, each with their own unique strengths, interests, and challenges. My teaching philosophy centres around fostering a love for learning, encouraging critical thinking, and promoting a growth mindset. I am dedicated to helping your child develop the necessary skills, knowledge, and confidence to excel academically and personally.



Esther Hango - Educational Assistant Teacher

Hello! My name is Esther Hango, and I am thrilled to be your child's teacher for Pre-Primary 1 this year. Originally from Namibia, I am excited to be part of the wonderful WIS team. I have a deep passion for nurturing young minds and am dedicated to creating a warm and supportive learning environment where every child can thrive. With over 21 years of experience in education,

I have had the joy of supporting and guiding our bright-eyed WIS learners. Each day in the classroom is an adventure filled with curiosity, discovery, and, of course, plenty of laughter. I look forward to partnering with you to make this year a memorable and enriching experience for your child. Together, we can inspire a love of learning that lasts a lifetime!

PYP UNITS OF INQUIRY: Who We Are

Unit 1 : Who we are

An inquiry into rights and responsibilities in the struggle to share finite resources with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution

Central Idea

Nurturing relationships within my community.

An Inquiry into

- Our bond with the world around us
- Importance of relationships
- Role and responsibility to maintain healthy relationships.

During The Unit

During this unit, students identified different relationships around them and their role in that relationship. They valued each member and understood that they have a vital role to play in a relationship. Students further showed empathy, compassion and respect towards the needs and feelings of others. **They** understand that people's choices have an impact on their relationships. They understood the importance of intellectual, physical and emotional balance to achieve personal well-being of all.

Learner Profile Attributes

Social Skills:

- Students developed their interpersonal relationships as they investigated different relationships they share within their community.
- Role-play and family visits helped students deepen their understanding of how different relationships are developed and maintained.

Communication Skills:

- Students made informed choices of how to communicate (listen/speak) within a variety of community choices to develop and maintain healthy relationships.

Self-management Skills:

- Students made choices and self-regulated to take responsibility for their actions and emotions.



PYP UNITS OF INQUIRY: Sharing the planet

Unit 2: Sharing the planet

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Central Idea

Human interaction with the natural world causes change.

Line of Inquiry :

- The natural world
- Human interaction with nature
- Changes people can make

During The Unit

Students understood that we can sort things by what makes them the same or different. They further explored how nature can help us make good choices. They understood that people are part of nature, and what we do can help or hurt the world around us.

Students drew pictures of an animal or plant showing what it does or how it lives. They showed and acted out a process in nature, like how flowers grow or how rain falls. Students watched and discussed things in nature, for example, how the weather changes or how animals behave.

Approaches to Learning

Thinking
Research
Communication

Learner Profile

Knowledgeable
Inquirers
Open-minded



PRE-PRIMARY 2 TEAM



Yvonne de Vos (PP 2A)

My name is Yvonne de Vos. This year with our curious 5-6-year-olds at WIS has been truly special!

I love seeing children explore, ask questions, and grow, and this amazing group inspires me every day. I believe in nurturing each child's curiosity, creativity, and love of learning, and even in just a few months, they've become such a special part of my life. I can't wait for all the learning adventures ahead!



Qaanita Coelho (PP 2B)

Hi, I'm Qaanita Coelho, and I've been at WIS for nearly 9 years. Teaching Pre-Primary 2/3 is a joy—my days are filled with curiosity, creativity, and lots of laughter.

I believe in fostering a love of learning in every child, helping them explore, create, and grow. I also just completed my BEdHons Degree (NQF 8) this year, which inspires me to keep developing as an educator. There's nothing more rewarding than seeing my students' learning come alive!



Hilma Sakaria EA (PP 2A)

I'm Hilma Sakaria, and I've proudly been part of WIS for five years.

For the past two years, I've enjoyed being an Educational Assistant in the Pre-Primary, encouraging curiosity, creativity, and a love of learning in every child. Each day is filled with laughter, exploration, and discovery, and I feel privileged to share these moments with the students. I'm excited to continue supporting their growth and seeing all the amazing things they will achieve!



Indonesia Garoes (PP 2B)

Hi, I'm Indonesia Garoes. I've worked with children for over five years, both as a nanny and a teaching assistant, supporting their growth and learning.

I love creating warm, fun, and curious learning spaces and helping every child build confidence and creativity. I recently had a baby and will be returning to school in January, excited to see my students again!

PYP UNITS OF INQUIRY: Who We Are

Under the theme of Who We Are, children asked questions and explored their own families as well as others'. They learned about family structures, such as nuclear, extended, and single-parent families, and examined how celebrations and cultural traditions strengthened family bonds. Through storytelling, sharing, and creative activities, students practised communication, critical thinking, and observation skills while developing respect for the diversity of family experiences.

Central Idea: Families help shape who we are through roles, responsibilities, and shared traditions.

Approaches to learning skills:

Students develop thinking and research skills as they gather and organise information about their families. They observe, document, and interpret details through drawing, charting, and emergent writing, fostering curiosity and understanding of how family life shapes identity.

An inquiry into:

- Features of a family that make it unique
- How a family works - roles and responsibilities within it
- Traditions and experiences that provide a sense of identity and belonging

During this unit, we inquired into:

During Term 1, our Pre-primary 2 students explored how families influence who we are. Through guided inquiries, children investigated the different roles family members played, the responsibilities they held, and the special traditions that created a sense of belonging. Students reflected on how these roles and traditions shaped their identities and helped them understand the diverse ways families function.

IB Learner Profile Attributes:

Open-minded: Students explored a variety of family structures and cultural traditions. They learned to appreciate that families can look different and that each family's experiences and ways of doing things are valuable.

Communicator: Students shared stories about their own families through presentations, storytelling, and creative projects. They practised organising their ideas, speaking clearly, and listening respectfully to others' experiences.

Inquirer: Students asked questions about family roles, responsibilities, and traditions. They investigated their own families and others', observed patterns, and recorded their findings, showing curiosity and a desire to understand how families shape who we are

Key Concepts

Function: Students explored the different roles family members played, such as caregivers or providers, and understood how these roles helped the family work smoothly. They also reflected on why family traditions and celebrations were important for togetherness and considered how these shaped their own identity.

Connection: Students investigated how family members were linked through relationships, such as parent-child and siblings. They explored their family origins and cultural backgrounds to see how these influenced their personal identity and their role within the family.

Responsibility: Students considered their own responsibilities within their family and examined how responsibilities at home connected to responsibilities in the classroom and wider community.

Students' reflections from this Unit of Inquiry:

At the end of the unit, our Pre-primary 2 students celebrated their learning by sharing what they had discovered about families with their parents. They explained the roles and responsibilities of family members, talked about their own family traditions, and reflected on how these shaped who they are. It was wonderful to see the children communicating their ideas confidently, showing pride in their learning, and listening to others' experiences during this special celebration.



PYP UNITS OF INQUIRY: Sharing the Planet

Under the theme Sharing the Planet, children investigated the relationships between living things and their surroundings. They learned that everything in nature is connected and that our actions can positively or negatively affect the environment. The theme encouraged children to think critically about how they can care for plants and, in turn, support the well-being of all living things.

Central Idea: The growth of plants is connected to how we care for our environment.

An inquiry into:

- *Observe the different parts of a plant: leaves, stems, and roots (and flower)*
- *What plants need to grow (Exploring basic needs for the survival of living things: soil, water, air, sunlight)*
- *How plants help living things (Understanding that plants provide food, oxygen, and habitats)*

Approaches to learning skills:

Students practised research and information literacy skills, observing plants using all their senses and recording findings through drawings, charts, and emergent writing. They developed thinking skills by analysing observations, forming conclusions, and evaluating strategies. Social and self-management skills were also strengthened as children listened to others, worked together, followed directions, and demonstrated perseverance while problem-solving.

Key Concepts

Function: Understanding what each part of a plant does and why it is important.

Connection: Exploring how plants, humans, and the environment rely on each other.

Form: Observing the different shapes and structures of plants and their components.

IB Learner Profile Attributes:

Inquirers: Children showed curiosity and a desire to ask questions about plants and the environment.

Knowledgeable: They gained understanding about plant growth, survival needs, and the connections between living things.

Communicators: Students shared observations, ideas, and discoveries effectively with their peers and teachers

Students' reflections from this Unit of Inquiry:

During term 2, we learned how plants grow and why we need to take care of the environment. We planted lettuce, tomatoes, beans, and watermelon seeds in our school garden and watered them every day. We did an experiment with petunia plants to see how water and sunlight help them grow. We also went on nature walks, looked at different plants, and recorded what we saw. We learned that plants give us food, oxygen, and homes for animals, and that we can help them by caring for our environment.



GRADE 1 TEAM



Sonandre Fick GRADE 1A

My name is Sonandre Fick, and I am 37 years old. With over 16 years of teaching experience at Windhoek International School, I am proud to call WIS my second home. Teaching has always been more than just a career for me — it's a calling. Each day, I am inspired by the curiosity, creativity, and joy that our young learners bring into the classroom. Watching them grow in confidence and understanding is what keeps my passion for education alive.

As a proud WIS parent of two wonderful children, I understand firsthand the importance of creating a nurturing, engaging, and supportive learning environment. My teaching philosophy is deeply rooted in family values — care, connection, and community. I believe that when children feel valued and loved, they thrive both academically and personally.

I feel truly grateful to be part of the WIS family, where learning is joyful, relationships are meaningful, and every child's potential is celebrated.

Beauty Tjikemba EA GRADE 1

My name is Beauty Tjikemba, I am a Namibian who is passionate about learning and teaching.

There is nothing that inspires me more than seeing students who are willing to learn and engage. And grade 1 A is just that. I am very sensitive towards each student's behavior and capability, therefore, with calmness and complete understanding, I support each (each child is unique) child to produce excellent works and become more and more encouraged to learn each day .

My joy comes from aiding my homeroom teacher(Mrs Sonandre) to produce outstanding academic results without tears.



Christelein Jarman GRADE 1B

My name is Christelien Jarman, and I am a dedicated and caring educator who is passionate about creating a positive, engaging, and supportive learning environment for young children. I enjoy helping students grow in confidence, develop new skills, and discover the joy of learning every day. Building strong relationships with my students and their families is something I truly value, and I strive to make every child feel seen, supported, and celebrated.

Auried Bock EA GRADE 1

My name is. Auried, a proud Namibian educator with over a decade of experience. For 10 wonderful years, I served as an assistant teacher at WIS, followed by an exciting year and a half teaching in a government school. This year, I have the pleasure of working alongside the inspiring Ms Christelien.

My passion for teaching was sparked when I began tutoring local children, fondly called "the Rocks," in my neighbourhood. Witnessing their curiosity and growth fueled my love for education and the joy of building meaningful connections with my students.

Beyond the classroom, I am an enthusiastic volleyball player and a baker who is always ready to whip up delicious treats or hit the court. I thrive on new challenges and eagerly embrace every opportunity for growth and adventure!



PYP UNITS OF INQUIRY: WHO WE ARE

Through the line of inquiry on the stages of human growth (Form), students learned how people change from infancy to adulthood. They compared the ways they have grown and reflected on how their needs, abilities, and responsibilities evolve over time.

Exploring how we learn and develop new skills (Function), students engaged in hands-on experiences to understand that learning takes practice, patience, and perseverance. They shared examples of new skills they have mastered and celebrated their personal growth.

Lastly, through the role of others in helping us grow (Responsibility), students recognized the importance of family, friends, and teachers in their development. They reflected on ways they can also support others and show appreciation for the people who help them learn.

This unit encouraged students to be reflective, caring, and balanced learners, understanding that growth is a lifelong journey supported by our community.

Central Idea:

People grow and change throughout their lives.

An inquiry into:

- Stages of human growth. (Form)
- How we learn and develop new skills. (Function)
- The role of others in helping us grow. (Responsibility)

IB Learner Profile Attributes:

Throughout this unit, our Grade 1 students demonstrated what it means to be true **inquirers, communicators, and reflective learners**. They asked thoughtful questions, shared their ideas confidently, and listened respectfully to others' perspectives. By reflecting on their own growth and learning experiences, they discovered more about themselves and how their actions can make a difference. Their curiosity, communication, and reflection made this unit a meaningful exploration of *Who We Are*.

Key Concepts

Function – Students inquired into how we learn and develop new skills. They discovered that learning takes time, practice, and perseverance. Through activities like tying shoelaces, writing letters, and learning new games, they explored how the brain and body work together and reflected on what it feels like to try, make mistakes, and improve. They learned that all learning has a purpose, a process, and a way of working.

Responsibility – Students explored how the people around us help us grow. They learned that their choices and actions affect themselves and others. Through discussions, stories, and role-play, they identified helpers such as parents, teachers, and friends, and considered ways to show gratitude and kindness. They also learned that they play an important role in their own growth by making caring, responsible choices each day.

Form – Students investigated the stages of human growth and how people change in size, abilities, and understanding over time. By comparing babies, children, and adults through discussions and timelines, they identified key features of each life stage. They learned that everyone grows at their own pace and in their own unique way, helping them better understand themselves and others.

Student Reflections

“I learned that I can do more things now because I’ve grown and practiced.” – Emma

“We learn new skills when we try again and again.” – Kai

“My family and teachers help me to grow, and I can help my friends too.” – Liya



PYP UNITS OF INQUIRY: How The World Works

In this exciting Unit of Inquiry, our Grade 1 students explored how light and sound help us understand and connect with the world around us. They investigated where light comes from, how shadows are formed, and how sound travels through different materials. Through hands-on experiments, observations, and discussions, students discovered that light and sound have unique properties and functions that can be observed, described, and tested. They became true inquirers as they asked questions like, “What happens when light is blocked?” and “How do instruments make sound?” As communicators, they shared their discoveries with peers and explained their thinking using drawings, models, and demonstrations. By being reflective, students learned how light and sound influence our daily lives and how we use them to see, hear, and stay safe. This unit sparked curiosity, wonder, and a deeper appreciation for the science in our everyday world.

Central Idea:

Light and sound help us understand and connect with the world around us.

An inquiry into:

- The properties of light and sound (form)
- How light and sound can be used (function)
- Our responsibility in protecting our senses and environment (responsibility)

Key Concepts

They investigated the function of light and sound, discovering how they travel, how shadows are formed, and how different materials affect sound. Through experiments, observations, and discussions, students learned that both light and sound have a purpose and a way of working that can be explored and tested.

Focusing on change, students observed how light and sound can be altered for example, how shadows grow and shrink or how sounds become louder or softer and reflected on the effects these changes have on the world. They also explored responsibility, learning to handle materials safely during experiments and to share their findings thoughtfully with others.

By asking questions, sharing ideas, and reflecting on their discoveries, students developed curiosity, communication skills, and an understanding of the ways light and sound impact daily life.

IB Learner Profile Attributes:

Communicator, Balanced Open-minded

Students Relections

“I learned that light travels in straight lines.” – India

“Sound is made when something vibrates.” – Ariel

“Shadows are made when light is blocked.” – Vigo

“Light can reflect, bend, and make colours.” – Joud

“We can use sound to send messages.” – Hazel



GRADE 2 TEAM

Debisa Cooper - GRADE 2A



My name is Debisa Cooper, and I am proud to call Namibia my home. I am currently in my 14th year at WIS, and this year I have the joy of teaching Grade 2. I am deeply committed to education, especially within the PYP, because I believe strongly in inquiry-based learning and the power of student agency. When students have the opportunity to explore, question, and make their own choices, they become more engaged and take true ownership of their learning — and that is where the most meaningful learning happens.

Debbie Carew - GRADE 2B



My name is Debbie Carew, and I am proud to call Namibia my home. This is my eighth year at WIS, and I am excited to be working with our Grade 2 learners this year.

Teaching brings me great joy, especially when I see students fully involved in their learning and developing skills that will benefit them long into the future. I am passionate about helping children make real-world connections, encouraging them to take meaningful action, and building their awareness of the Sustainable Development Goals (SDGs). I also enjoy exploring systems thinking with students to help them understand how different parts of our world are connected and how they can make a positive impact.

Nelson Gomachab - EA GRADE 2



My name is Nelson Gomachab, and I am truly enjoying my role as an Educational Assistant.

These past months have been filled with learning, growth, and wonderful connections with both students and staff. I've loved supporting the children in their education, watching their confidence grow, and being part of a team that values curiosity, kindness, and collaboration. Every day has reminded me why I chose WIS — the positive energy, the strong relationships, and the way everyone works together.

Outside of school, I still enjoy playing soccer, cycling around the city, and listening to music to unwind. Being at WIS has already taught me so much, and I am grateful for the guidance and support I've received from my colleagues. I look forward to continuing this journey, growing in my role, and contributing even more to our students' learning experiences.

PYP UNITS OF INQUIRY: How We Organise Ourselves

*An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; **how humans use their understanding of scientific principles**; and the **impact of scientific and technological advances on society and the environment.***

Central Idea: Many products go through various processes before reaching consumers.

Line of inquiry:

- Origins of products (Function)
- How products are processed and distributed (change)
- How people select the products they use (connection).

Approaches to Learning :

- Thinking skills
- Communication
- Research skill

During this unit, students explored the interconnectedness of human-made systems and communities, examining the structure and function of organisations, societal decision-making, economic activities, and their effects on both humankind and the environment.

Specifically, students focused on the process of transformation and gained an understanding of the production chain from field to table. They also explored the various ways in which food production and distribution systems differed globally.

Throughout the unit, students engaged in a variety of activities including field trips, research, hands-on projects, and classroom discussions. These activities enabled students to develop their understanding of production, consumption, distribution, and systems.

Additionally, students had the opportunity to examine the environmental and social impacts of different food production and distribution systems. They brainstormed strategies to make these systems more sustainable and explored their individual roles in shaping a sustainable future.

By the end of this unit, students possessed a deeper comprehension of the global food system and their capacity to contribute to a more sustainable future.



Student Reflections

- "I learned that products go through many steps before we can buy them. I didn't know things had to be grown, made in factories, and packed before they reach the shops."
- "Now, when I look at things at home, I wonder where they came from. I also check labels to see if the product is safe for animals or better for the environment."
- What I Want to Learn More About: "I want to learn more about how machines work in factories and how they help people. I also want to learn how we can make products that don't hurt the planet."

GRADE 3 TEAM



Beata Stephanus - GRADE 3A

My name is Beata Stephanus. I was born and raised in Poland. I have been living and teaching in Namibia for the past 20 years. This is my 14th year at WIS and 2nd year in Grade 3. I am passionate about education, particularly the PYP (Primary Years Programme), as I firmly believe in Inquiry-based learning and the value of student agency. We all know that students learn most effectively when they are actively involved in the learning process, allowing them to take ownership of their education.



Annemarie McNab - GRADE 3B

My name is Annemarie Mc Nab. I was born and raised on Namibian soil, surrounded by a family where the most influential adults were teachers—naturally guiding me toward the same path. After gaining diverse life experiences, I realised how much I value learning and sharing knowledge, which strengthened my passion for teaching. I am now in my fifth year at WIS and look forward to continuing to grow within this vibrant and supportive community.



Johanna Noabes - EA GRADE 3

My name is Johanna Noabes. I am Namibian, and was born in Windhoek, the capital of Namibia. My teaching journey began at WIS. I am passionate about my work as an Educational Assistant, and I love seeing students grow and experience new things. As an educator, I enjoy watching learners strive, improve, and gain confidence in their abilities. I am also a lifelong learner—enthusiastic about my field of teaching and always ready to embrace new knowledge and opportunities for growth.

PYP UNITS OF INQUIRY: WHO WE ARE

The "Who We Are" unit, focusing on the human body and healthy lifestyles, is an excellent opportunity for students to deepen their understanding of themselves. By exploring the various systems of the body and how they function, students gain insight into their physical health and well-being. This unit also emphasises the importance of making healthy lifestyle choices, encouraging students to reflect on their habits and how these choices impact their overall health.

Central Idea

Choosing healthy habits and knowing how our body systems work together help us stay healthy.

Lines of Inquiry:

- Functions of body systems
- Interconnectedness of systems.
- Healthy habits that support body systems
- The consequences of our choices

Key Concepts

Function: How does it work?

In our exploration of the human body, students learn about function—the purpose and role of different body parts and systems. Each system, from the circulatory to the digestive, has a specific function that contributes to our overall health.

Causation: Why is it like it is?

Causation is the exploration of why things are the way they are, emphasising that events and outcomes are not random—they are the result of specific causes and effects. Students learn that their choices, such as opting for healthy foods or developing good habits, lead to significant consequences for their well-being.

Responsibility: What is our responsibility?

Responsibility involves recognising that our choices and actions have consequences. Students learn that their decisions are shaped by their understanding of the world, and these choices can significantly impact themselves and others.

Approaches to Learning
Critical Thinking Skills
Information Literacy Skills:
Self-Management Skills:
Communication Skills:



Balanced

- Take time each day to exercise, read, and relax so your body and mind both stay healthy.
- Make good choices about food, sleep, and play to learn and grow well.
- Strike a balance between school work, fun activities, family time, and friendships.

Knowledgeable

- Ask questions and explore different subjects to build a wide range of knowledge.
- Connect what you learn in class to real-life situations in your community and the world.
- Share new ideas and facts with others to deepen everyone's understanding.

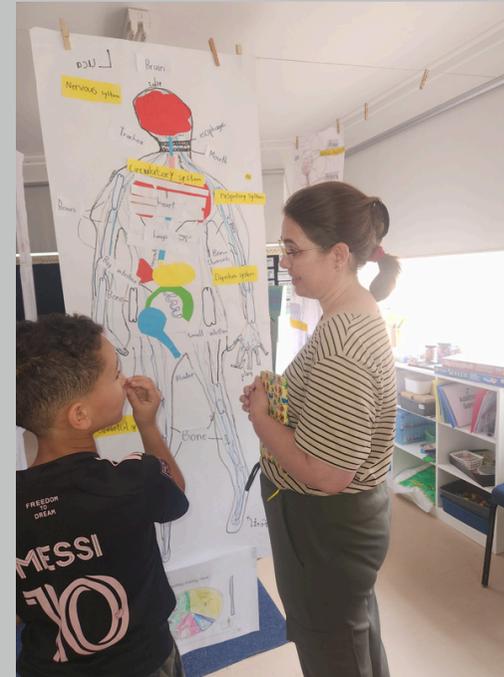
Thinkers

- Think carefully before making decisions, considering if they are fair and respectful.
- Be creative and try new ways to solve challenges, even if they are difficult.

PYP UNITS OF INQUIRY: WHO WE ARE

Student Reflection

- "I liked learning about the human body. Now I know where my organs are and what they do!"- Stefano
- "Writing my information report was fun. I learned how to write facts and use headings."- North
- "It was hard to remember all the body systems, but I kept trying and I did it!"- Jiwoo
- "Next time, I want to write more details and draw better pictures of the body"- Dantago



PYP UNITS OF INQUIRY: How We Organise Ourselves

Students learned about Earth's resources and how natural disasters impact communities and the environment. They explored different resources and examined real disaster case studies to understand causes, effects, and community responses. Through hands-on activities—such as creating emergency kits, family communication plans, and explanatory texts about a chosen disaster—students developed practical skills and a deeper understanding. The unit empowered them to think critically, stay prepared, and contribute to stronger, more resilient communities.

Central Idea

People depend on Earth's resources and address natural disasters.

An Inquiry into

1. What resources does the Earth provide, and how do people use them?
2. What are the causes and effects of natural disasters?
3. How do communities prepare for and respond to natural disasters?

Key Concepts

Change – How is it changing?

Students explored how natural disasters cause changes in communities and environments. They learned how these events reshape landscapes, affect people's lives, and impact economies, helping them think critically about resilience and adaptation.

Form – What is it like?

Students investigated different forms of Earth's resources—such as water, minerals, and forests—and how communities use them. By examining their characteristics, learners developed a stronger appreciation for the environment and its value.

Responsibility – What is our responsibility?

Students learned about the responsibilities communities have in preparing for and responding to natural disasters. They explored strategies like planning and resource management and discussed the importance of cooperation and individual action to ensure safety and resilience.

Learner Profile Attributes

Principled

Students learned the importance of acting with honesty, fairness, and respect when supporting others during natural disasters. They explored how responsible actions and cooperation help keep communities safe in challenging situations.

Inquirers

Students developed their curiosity by asking thoughtful questions about natural disasters and their effects on communities. They strengthened their research skills and investigated real-world events by following recent media reports.

Student Reflection

Zeake: "I learned how natural disasters can be a big catastrophe for people and animals. I contributed and participated with my group in researching natural disasters and natural resources. I want to know how the Earth reacts and when to make natural resources and disasters occur."

Ayana: "My favourite activity was the T chart in our unit of inquiry book where we were writing about the cause and effect of our natural disasters. And we could do another natural disaster like me my partner and did tornadoes. A question I still have is how does an avalanche happens and looks like."

Naomi: "My favourite activity was speed dating and the field trip because I learned something new and I got to share my ideas. I contributed to discussions, and why it belongs there. Questions I still have is can you find diamonds in sand? Did a volcanic eruption happen when dinosaurs were living?"

PYP UNITS OF INQUIRY: How We Organise Ourselves

ATL Skills

Research Skills

Students learned to find, organise, and evaluate information about natural disasters from reliable sources, including online media. They practised interpreting and synthesising information into formats like narratives, explanatory texts, and timelines, while also exploring different perspectives through media literacy.

Communication Skills

Students built reading skills by making inferences and drawing conclusions from disaster-related texts. In writing, they used suitable text types to share their findings and suggest ways communities can prepare for emergencies.

Thinking Skills

Students connected their understanding of natural disasters to learning in geography and science. They also used critical thinking to analyse disaster-response systems through models and simulations, exploring how different factors interact during emergencies.

Student Reflection

What was your favourite activity during this unit and why?

- “When I was looking for information about tsunamis, because it was interesting to me.” - Amos EAL student
- “My favourite activity was when we built shelters for disasters.” - Cairo
- “The research gave me knowledge about the disasters.” - Klara

How did you contribute to group discussions and projects?

- “I helped by giving information and helping with the planning of the projects.” - Klara

What is one of the new questions I have about Earth's resources or natural disasters?

“How strong are these natural disasters, and how do they detect how big they are?” - Sevastian



PYP UNITS OF INQUIRY: How the World Works

In this unit, students explored the fascinating topic of Earth's rotation and how it affects the day and night cycle. They learned that Earth spins around an imaginary line called an axis, taking about 24 hours to complete one full turn. Using globes and flashlights, they demonstrated how one side of Earth faces the Sun, creating daylight, while the other side remains in shadow, experiencing night. Students discussed how this rotation influenced their daily lives, such as when they eat, sleep, and go to school. They also considered how different cultures experience day and night differently based on their location. Through engaging activities, they developed a deeper understanding of the world around them and reflected on their own learning, identifying their strengths and areas for growth. This unit empowered students to see the connections between Earth's rotation and their everyday experiences.

Central Idea

Earth's rotation on its axis causes regular changes, including night and day.

Lines of Inquiry

1. Difference between rotation and revolution
2. Causes of the day and night cycle, and seasonal changes
3. The importance of Earth's rotation

Key Concepts

Function – How does it work?

Students explored the purpose of Earth's rotation. Using a globe and flashlight, they learned that Earth spins on its axis once every 24 hours, causing the cycle of day and night.

Connection – How is it connected to other things?

Students linked their understanding of rotation to everyday experiences. They demonstrated how the side of Earth facing the Sun has daylight while the opposite side experiences night, recognising how rotation connects to life around the world.

Causation – Why is it like it is?

Students examined the cause-and-effect relationship between Earth's rotation and the pattern of day and night. They discussed how this cycle influences daily routines—such as sleeping, eating, and going to school—and how different cultures experience day and night differently depending on location.

Learner Profile Attributes

Knowledgeable

- Developed a solid grasp of Earth's rotation and its effects on day and night.
- Explored knowledge across science, geography, and cultural studies.
- Connected learning to local and global significance, recognising cultural differences in day and night experiences.
- Linked classroom concepts to everyday life, enhancing understanding of the world around them

Reflective

- Thoughtfully considered the world and their own ideas and experiences.
- Worked to understand their strengths and weaknesses to support learning and personal development.
- Engaged in self-reflection to identify areas for growth and improvement.
- Used insights from their reflections to enhance their understanding of Earth's rotation and its impact on daily life.



PYP UNITS OF INQUIRY: How the World Works

ATL Skills

Thinking Skills

- Creative Thinking:
 - Generating Novel Ideas: Students used discussions and diagrams to brainstorm new ideas and inquiries about Earth's rotation and how it affects day and night.
- Critical Thinking:
 - Evaluating: They synthesised new understandings by identifying unique characteristics of Earth's rotation and recognising the relationships and connections between day length and seasonal changes.

Self-Management Skills

- Organization:
 - Students learned to use their time effectively and appropriately while planning both short- and long-term tasks related to studying Earth's rotation and the concept of day and night.

'Student Reflection

I learned that the Sun ☀️ is over 15000000 degrees in its core, that the Earth 🌍 has a total percentage of 71% of water and only 29% of land and that the Moon 🌕 takes 28 days to do 1 full orbit around the Earth.' -Stefano

As I reflect on Earth's relationship with the Sun, I realise how fascinating the seasons truly are. I have learned that the Earth revolves around the Sun, and this motion is significantly influenced by the Earth's tilt on its axis. This invisible axis runs through both the North and South Poles, creating a captivating dynamic.



GRADE 4 TEAM



Kaye van Rooi - GRADE 4A

My name is Ms. Kaye Van Rooi, and I am delighted to be a part of this wonderful school community. I was born and raised in South Africa.

I am married to my incredible husband, Reginald van Rooi, from Namibia, and we have two handsome boys, Landan and Zev, who bring immense joy to our lives.

Teaching is my passion. Building relationships with my students and getting to know them as individuals is at the heart of my teaching philosophy.



Sinead Cloete - GRADE 4B

Hi, I'm Ms. Sinead Cloete!

This year marks my eighth year teaching at WIS, and I've loved every moment of it. My path to teaching has been unique and adventurous.

After a year of exploring the globe, I decided to try something new and worked as an au pair in the United States for two years. That experience was life-changing, as it was where I discovered my passion for working with children. Inspired by this realisation, I decided to become a teacher—a decision that has been both rewarding and fulfilling.

Now, as I continue to grow as an educator, I'm excited for all the opportunities to learn alongside my students. I'm thrilled to keep growing, both personally and professionally, here at WIS.



Ingrid Ndisiro - EA GRADE 4A

My name is Ms. Kaye Van Rooi, and I am delighted to be a part of this wonderful school community. I was born and raised in South Africa.

I am married to my incredible husband, Reginald van Rooi, from Namibia, and we have two handsome boys, Landan and Zev, who bring immense joy to our lives.

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Gerson Kastoor - EA GRADE 4B

My name is Ms. Kaye Van Rooi, and I am delighted to be a part of this wonderful school community. I was born and raised in South Africa.

I am married to my incredible husband, Reginald van Rooi, from Namibia, and we have two handsome boys, Landan and Zev, who bring immense joy to our lives.

Teaching is my passion. Building relationships with my students and getting to know them as individuals is at the heart of my teaching philosophy.

PYP UNITS OF INQUIRY: Who We Are

Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.

Central Idea

Taking care of our emotional and spiritual connections is crucial for our well-being.

During The Unit

We examined the vital link between emotional connections and mental health, focusing on how feelings of belonging and support enhance well-being. We investigated the role of nurturing personal relationships in fostering emotional resilience and explored how individual values and beliefs shape these dynamics. Through discussions and activities, students gained insights into these interconnected themes and their significance for emotional health.

Approaches to Learning

- Research Skills
- Thinking Skills
- Social Skills

Learner Profile

- Balanced,
- Open Minded
- Principled

An Inquiry into

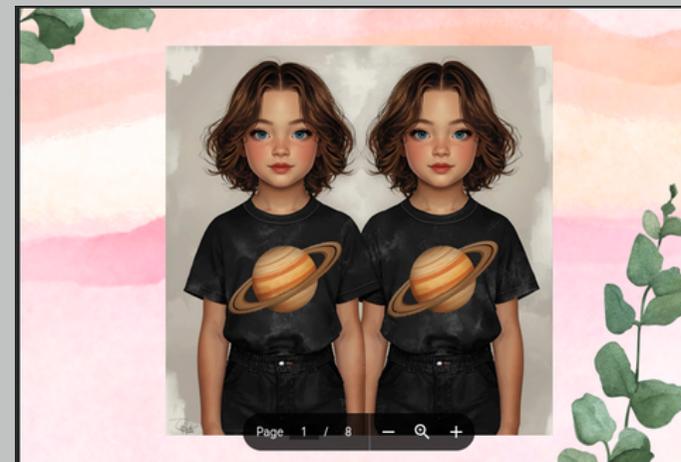
- Examining how feelings of belonging and support affect mental health.
- Investigating how investing in personal relationships fosters emotional well-being.
- Examining how personal values and beliefs influence relationship dynamics.
- Understanding how life experiences shape individuals' abilities to form connections and build resilience.

Student Reflection

Alyssa: "I believe we listened well, and learning about emotions helped us understand how much people care about us and the people around them."

Twapewa: "I think Unit 1: Who We Are was fun because we learned how to manage our feelings, and we also got to create AI models and write narrative stories that helped us be creative."

John-Louis: "I really enjoyed Unit 1: Who We Are because we explored different feelings and did many fun activities."



PYP UNITS OF INQUIRY: HOW WE EXPRESS OURSELVES

HOW WE EXPRESS OURSELVES

An inquiry into how we discover and express ideas, feelings, nature, culture, beliefs, and values; how we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea

People use stories, art, and traditions to express identity and share culture in West Africa.

During This Unit

In this unit, students are exploring how people around the world express their ideas, beliefs, and identities through music, dance, storytelling, and art. We are currently focusing on cultural expression in West Africa, giving students the chance to discover new perspectives, appreciate diversity, and reflect on how expression connects us as human beings.

Approaches to Learning

- Research skills
- Critical thinking
- Communication
- Open-minded
- Risk-taker

Learner Profile Attributes

- Communicator
- Research
- Risk-Taker



An Inquiry into

- Exploring the different forms of culture in West Africa.
- The role of symbols, patterns, and music in communicating ideas.
- Why it's important to keep cultural expressions alive across generations.

Student Reflection

- "I learned that people can express themselves by using art, fashion and music. Through these expressions, people are communicating." Zeake
- "One form of art that inspired me was the masks we designed from Liberia." Mia
- "I can express my ideas and feelings through art, music, and writing. Sometimes I listen to music at home and I love writing about how I feel. Art expresses my creativity." Dani



GRADE 5 TEAM



Jennifer Heal - GRADE 5

My name is Jennifer Heal, and I come to Namibia after 16 years in Malaysia and 18 months in France.

I believe in fostering curiosity through inquiry-based learning. I look forward to focusing on the United Nations Sustainable Development Goals when we begin the Grade 5 PYP Exhibition in a few months. With a passion for student-centered learning, I enjoy creating activities that encourage critical thinking and real-world problem-solving.



Danielle Henry - GRADE 5B

My name is Danielle Henry, and I come to Namibia after teaching internationally, in Egypt for 3 years and South Africa for 11 years.

I am passionate about inquiry-based education and believe that children need to be at the centre of their learning journey. The “why” is an integral part of my teaching philosophy, and I feel that students are more engaged in their learning when they recognise the real-life implications of what they are studying or learning. I also believe that classrooms need to be safe spaces, where we can make mistakes and then learn from them. I want the students in my class to feel heard, respected and valued.



Brandon Majiedt- EA GRADE 5

My name is Brandon Majiedt and I am the Educational Assistant for Grade 5A and 5B. As a proud WIS alumnus, I've been part of this wonderful community for many years — first as a student, and now as a staff member. For about four years I have had the privilege of working here, supporting students in their learning journey. I believe strongly in building warm, respectful relationships with my students to foster a supportive, engaging, and inclusive learning atmosphere. My aim has always been to be the teacher I needed when I was a student — someone who listens, encourages, and believes in every child's potential. I am committed to helping our learners grow not only academically, but also as caring, independent, and globally minded individuals — reflecting the spirit of WIS's mission to develop “Internationally-minded independent thinkers.” I am grateful to be part of a team that encourages every child to discover, explore, and thrive each day.

PYP UNITS OF INQUIRY: Who We Are (Leadership)

Unit 1: WHO WE ARE (LEADERSHIP)

By examining historic and contemporary leaders, students can understand what it means to be a good leader, and can try to emulate those qualities in our daily lives, while teaching lessons to younger students. The lessons focused on friendship and resilience.

Central Idea:

Leadership is about inspiring and guiding others to work together towards a common goal.

During The Unit

Grade 5 students explored the characteristics and traits that define a good leader. They studied influential leaders from the past and present, analysing the qualities that made these individuals impactful. Students also reflected on leaders in their own lives, considering how these figures inspired and influenced them.

Approaches to Learning

- Communication skills: Students had to learn to prepare their lessons and to speak much louder than they thought in order to be heard by all the younger students.
- Social skills: There were many group activities in this unit, so students had to practice their collaboration skills.

Learner Profiles

Principled, communicators, reflective, open-minded

An Inquiry into:

- The actions and impact of historical and contemporary leaders, considering what made their leadership significant.
- The qualities that define an effective leader and how these traits positively impact others.
- Take on a leadership role by guiding a small group of peers in discussions about values such as honesty, friendship, and resilience.

Student reflections from this unit

During this unit, the students' reflections include:

- 'I didn't know I could teach smaller kids!'
- 'The little kids are noisy.'
- 'The small kids don't do what you tell them.'
- 'The little kids don't listen.'



PYP UNITS OF INQUIRY: How the World Works (What's the Matter?)

Unit 5: How the World Works (What's the Matter?)

Investigating the three main states of matter and how things can change from one state to another. The students learned about the scientific method while conducting experiments. When it was not possible to do physical experiments, they were able to view state-of-matter changes by viewing and manipulating a digital model of particles.

Central Idea

By learning about matter, we can better understand the world and discover new things through science.

During This Unit

This unit, Grade 5 students learned about solids, liquids, and gases, including their properties and characteristics. Through studying matter, they gained a deeper understanding of the world and its impact on both natural and human-made objects.

The unit focused on how the properties of matter define its states, how these properties influence their uses, and the role of matter in daily life. Students also explored the effects of chemical reactions, connecting these concepts to real-world applications and their everyday experiences.

Approaches to Learning

Research skills: Students had to observe and notice changes in the different experiments.
Thinking skills: Students had to reflect on their experiments and connect their results with their new understandings.

Learner Profile Attributes

Inquirer: Students developed their curiosity by asking questions about the properties and behaviour of solids, liquids, and gases, and investigating how matter interacts in the world around them.

Knowledgeable: Students deepened their understanding of solids, liquids, and gases by exploring their properties, states, and real-world applications.

Thinker: Students evaluate their learning by connecting their understanding of matter to its impact on daily life and the environment

An Inquiry into:

- Defining the states of matter
- The changes in the states of matter during a chemical reaction
- How the changes between states of matter impact our everyday lives

Student reflections from this unit

During this unit, the students' reflections include:

- 'Can we do more experiments?'
- 'Why didn't some of the experiments work as we had hoped?'
- 'I didn't know there was so much science happening around me.'



PYP UNITS OF INQUIRY: Sharing the Planet (Desert Survivors)

Unit : Sharing the planet (Desert Survivors)

Sharing the Planet focuses on understanding how people, plants, animals, and the environment are interconnected. Students explore issues like resource sharing, sustainability, conflict resolution, and the responsibilities involved in living in harmony with others and the natural world.

Central Idea

Living things adapt to their environments to survive.

Lines of Inquiry

- The features that allow living things to survive in desert environments.
- The similarities and differences between organisms from different environments.

Desert Survivors Unit Description:

In this unit, Grade 5 students learned how plants and animals adapt to desert life. They planned and conducted investigations that modelled real-life scenarios, organised data using tables and graphs, and reflected on ways to improve their scientific methods. To conclude the unit, students communicated their findings clearly through detailed science reports and annotated diagrams, showcasing their understanding of desert ecosystems and the adaptations that enable survival in harsh environments.

Learner Profile

Inquirer: Students asked thoughtful questions about desert ecosystems and explored how adaptations support survival.

Thinker: They applied critical thinking to analyse data, draw conclusions, and understand the functions of various adaptations.

Communicator: Students presented their findings through science reports, graphs, and annotated diagrams.

Approaches to Teaching and Learning:

- Communication skills: Students had to present information in a variety of ways (written, graphs, annotated diagrams)
- Critical thinking: Students had to analyse results and data to form conclusions.

Student reflections from this unit

During this unit, the students' reflections include:

- "It was interesting to see how different environments change the way plants look and grow."
- "I enjoyed comparing desert plants and water plants. They look so different because they survive in different ways!"
- 'Plants are actually really clever.'



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SPECIALIST SPOTLIGHT

PYP Art Newsletter – The World as We See It

Art lessons in Semester 1 have been engaging, challenging, and full of creative exploration. Students have been investigating how artists observe, interpret, and represent the world around them. Through hands-on projects, thoughtful discussions, and plenty of joyful creativity, our young artists have been developing their skills, confidence, and personal voices.

Early Years students explored their five senses, created self-portraits and collages, and learned about artists Paul Klee and Laurel Burch.

In Grade 1, students studied Romero Britto and created vibrant artworks of their favourite toys.

Grade 2 students had fun experimenting with warm and cool colours through their cheerful gecko artworks.

Grade 3 students participated in the Ootiboo Monster Competition, where they designed their own “caring monsters” to celebrate empathy and kindness.

In Grade 4, students enjoyed painting their favourite treats, inspired by the colourful style of Wayne Thiebaud.

Grade 5 students ventured into the fantastical world of insects, supersizing their drawings to explore detail, texture, and imagination.

Across the school, all students are currently creating portraits of animals from the SPCA in preparation for a local fundraising exhibition in June at the Bellhaus Gallery. You can also enjoy our students’ artwork at the WIZART Gallery, where pieces will be displayed until the end of Term 2.

Ms Mandy & Ms Tisha
PYP Art Teachers



FLEXIBLE LEARNING PATHWAY and LEARNING ENRICHMENT DEPARTMENT

We are excited to announce that WIS has opened a Flexible Learning Pathway (FLP), which has welcomed its first four students as of October 1, 2025.

Each child in the FLP brings a unique learning profile, and though they each have distinct diagnoses, they share a common need for a personalized educational pathway that supports their academic, social, and emotional development. The FLP is designed specifically for children with severe to profound diagnoses who may struggle to reach their full potential in a mainstream classroom. Our approach goes beyond basic scaffolding and differentiated content; it lays the groundwork for each child's growth from their first day until adulthood.

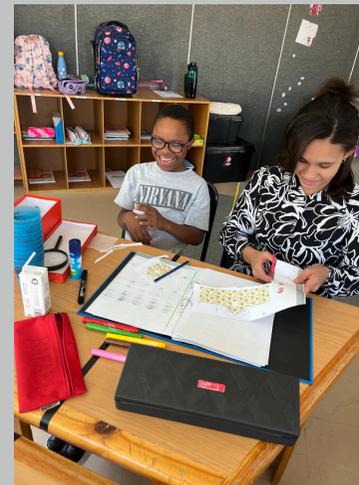
The camaraderie among the students is evident, as they enjoy each other's company and interactions. They've affectionately dubbed themselves "THE FLP SQUAD," embodying a sense of teamwork and support. Observations within the class are taken seriously, recognizing that each interaction can lead to meaningful future opportunities.

The FLP prioritizes not only fun and play but also a comprehensive lesson plan tailored to meet each child's individual needs. Every child receives the support necessary to remain focused and make consistent progress. We emphasize the importance of emotional well-being as a foundation for learning and development. Our goal is to help each student build trust in themselves as they navigate their educational journey.

Running parallel with the FLP, WIS continues to provide the Learning Enrichment program, which offers scaffolding and differentiated content for students with mild to moderate learning difficulties. Support is available both within the classroom and through withdrawal sessions, designed to meet students where they are and to help them build knowledge and understanding from their current level onward. As we move into the next semester, the FLP and LED teams look forward to continuing our work with our remarkable students, fostering an environment where they feel secure and empowered to grow.

Wishing you all a wonderful December!

Ms Tanya-May, Ms Hannah, Ms Jennifer, Ms Shume
The LED Team



LANGUAGE LEARNING IN A PYP PRIMARY SCHOOL: BUILDING BRIDGES THROUGH PORTUGUESE, FRENCH, AND GERMAN

Pre-Primary – Grade 5

Dear Parents and Families,

At our school, we believe that learning an additional language is an essential part of developing internationally minded, confident, and open-minded learners. Our PYP Foreign Language Program is designed to nurture curiosity for global cultures, build strong communication skills, and help students grow as capable multilingual speakers.

From the earliest years, our students begin their language-learning journey by experiencing both Portuguese and French foreign language lessons. These languages provide rich opportunities to explore diverse cultures, develop social communication skills, and build foundational literacy in another language. Starting in Grade 2, students then choose to further learn either Portuguese or French. In grade 3, students then have the opportunity to learn German.

Our program uses the Common European Framework of Reference for Languages (**CEFR**) to guide teaching, learning, and assessment. The CEFR provides clear benchmarks that describe what learners can do in listening, speaking, reading, and writing at each stage.

In the PYP, our focus is on helping students work toward early proficiency levels, such as:

- **Pre-A1 / A1:** understanding simple phrases, responding to greetings, expressing basic needs
- **A2:** using familiar vocabulary, describing daily routines, expressing simple ideas in short sentences

Using the CEFR ensures consistency, transparency, and international alignment in our language program.

A strong foundation in one's mother tongue is essential—and we fully support and value the development of home languages. However, we encourage students who already speak Portuguese, French, or German at home to choose a different language at school. Here's why:



FOREIGN LANGUAGES - FRENCH, PORTUGUESE AND GERMAN

- **Broader Linguistic Growth**
- Learning a new language challenges students in unique ways and helps them develop new communication strategies.
- **Expanding Global Competence**
- A second or third foreign language provides students with deeper cultural understanding and greater ability to interact across cultures.
- **Enhanced Academic Skills**
- Research shows that learning additional languages strengthens reading, vocabulary, and overall literacy—even in the mother tongue.
- **Supporting International Mindedness**
- Exposure to new languages fosters empathy, appreciation of diversity, and an open-minded worldview—core values of the IB PYP.

Language learning is one of the best workouts for a young brain! Studies show that multilingual children benefit in the following ways:

Cognitive Benefits

- Stronger memory and attention skills
- Better problem-solving abilities
- Enhanced creativity and flexible thinking
- Improved listening and concentration

Academic Benefits

- Stronger literacy skills across all languages
- Better ability to transfer knowledge between subjects
- Increased confidence in communication

Long-term Advantages

- Greater adaptability in multilingual environments
- A powerful foundation for future academic and career opportunities

Multilingualism is truly a gift that lasts a lifetime!

If you have any questions about the language program or need support choosing the best option for your child, please feel free to reach out.

Warm regards,

Ms Jacky, Ms Stephanie & Ms Thrive
The PYP Foreign Language Team

PRIMARY MUSIC AT WIS

Celebrating Our Musical Journey So Far

Our Primary musicians have had a creative and exciting start to the academic year. Each grade level has completed two units, exploring rhythm, movement, culture, and expression through voice and instruments. Here is a look at what each grade has worked on so far:

Pre-Primary & Kindergarten Units

Unit 1: Move, Play, Belong

- Developing personal expression through music
- Responding to music using scarves, movement, and percussion

Unit 2: Songs Around the World

- A Celebration of Nursery Rhymes
- Exploring nursery rhymes and folk songs from different cultures
- Singing, moving, and keeping a steady beat through playful musical activities

Pre-Primary 2

Unit 1: Musical Me

- Exploring music through play, movement, and imagination
- Building community and confidence through shared musical experiences

Unit 2: Songs Around the World

- A Celebration of Nursery Rhymes
- Singing rhymes from different cultures
- Learning steady beat through actions, movement, and simple instruments

Grade 1 & 2

Unit 1: Feel the Beat

- Both grades explored steady beat through movement, clapping, and percussion.
- Students practised keeping rhythm in songs and games, building strong ensemble skills.

Unit 2: Songs Around the World – A Celebration of Nursery Rhymes

- Both grades sang and played songs from different cultures, using percussion and instruments.

Grade 2

- Also began learning the recorder, starting with basic technique and simple melodies.
- Emphasis was on rhythm, melody, and musical expression through singing, instruments, and storytelling.

Upper Primary Units

Grade 3

Unit 1: Discovering Our Voices

- Building vocal confidence and technique
- Exploring the voice as an expressive instrument

Unit 2: Songs Around the World

- A Celebration of Nursery Rhymes
- Reimagining nursery rhymes through singing, movement, and instrument play
- Understanding how songs reflect culture and community

Grade 4

Unit 1: Feel the Beat

- Strengthening rhythmic skills using marimbas and percussion
- Ensemble work focusing on teamwork and musical timing

Unit 2: Express Yourself – West African Sounds

- Exploring West African rhythms, stories, and musical traditions
- Playing marimba and percussion patterns inspired by African music

Grade 5

Unit 1: Feel the Beat

- Deepening understanding of beat through movement, drums, and ensemble work

Unit 2: Exploring Sounds from Around the World

- Learning how different cultures use music to express identity
- Listening, creating, and performing global rhythms and patterns



PRIMARY MUSIC AT WIS

Violin Club Highlights 🎻

Students in the Violin Club have been exploring technique, posture, and ensemble playing.

They are developing confidence in performing short pieces and learning how to play together as a small orchestra.

Lower Primary Concert – November

Our PP–Grade 2 students shone beautifully at the Lower Primary Concert.

Their performances highlighted:

Strong steady beat

Confident singing

Creative movement

Songs and rhymes connected to their units

It was a vibrant celebration of musical learning and joy.



Looking Ahead – Upper Primary Concert

Grades 3–5 will soon begin preparing for the Upper Primary Concert, where they will showcase:

Vocal ensemble work

Marimba and percussion ensemble skills

Rhythmic and cultural music from their units

More information will be shared with families.

♥ Thank You for Your Support

Thank you for celebrating and supporting your children as they explore music with curiosity, confidence, and creativity.

We are excited for more musical moments as the semester continues.



Ms Michelle du Preez
Primary Music Specialist



PHYSICAL EDUCATION

Unit 1: Building Strong Bodies

Central idea:

Developing a solid foundation of gross motor skills enhances our overall well-being.

Approaches to learning:

Thinking, Self-Management, and Social Skills

An inquiry into:

Building strength, coordination, and balance through physical movement

Practicing locomotor skills in structured activities

The role of physical activity in promoting a healthy lifestyle

This semester began with students diving into the "Building Strong Bodies" unit, where the focus was on discovering what our bodies can do. From our youngest learners exploring movement through play, to our older students refining technique and body control, everyone embraced the challenge of strengthening both mind and body.

Through activities like circuit stations, movement games, and balance challenges, students developed agility, rhythm, and spatial awareness. More importantly, they learned to recognize how physical activity supports their overall health and energy levels — building the understanding that movement is not just exercise, but a lifelong expression of confidence and joy.

The unit encouraged curiosity about how the human body works and inspired students to take ownership of their own physical growth, setting the tone for an active and positive year ahead.

Learner Profile focus:

Risk-Taker: Students took on new physical challenges with determination, demonstrating courage as they explored the limits of their bodies' capabilities.

Reflective: They considered their personal strengths and areas for growth, setting small goals to improve their balance, coordination, and endurance.

Unit 2: Learning Through Cooperation & Developing Teamwork

Central idea:

Collaboration and teamwork are essential for achieving common goals.

Approaches to learning:

Social Skills, Communication, and Thinking

An inquiry into:

Building trust and cooperation within a team

How communication and active listening strengthen teamwork

Problem-solving strategies in group activities

In the Learning Through Cooperation unit, students discovered that working together can make physical activities not only more successful — but also more enjoyable. The emphasis was on learning how to be a good teammate: listening, sharing ideas, supporting others, and resolving small challenges respectfully.

Through team relays, cooperative games, and creative group challenges, learners experienced how communication and empathy contribute to collective success. Whether passing a baton, strategizing in a game, or helping a classmate master a new skill, students learned that every voice and effort matters.

The unit nurtured a culture of respect and inclusion, where students began to see teamwork not just as a skill for sport, but as an important life skill that helps them connect meaningfully with others.

Learner Profile focus:

Caring: Students showed kindness and encouragement, celebrating each other's successes and supporting peers through challenges.

Communicators: They became more confident in expressing ideas, offering feedback, and listening with empathy during group tasks.

These units have equipped our students with foundational skills for physical and social growth, emphasizing the importance of staying active, collaborating, and supporting one another in all aspects of life.

PHYSICAL EDUCATION



Ms Nhadia Gora & Mr Daniel Shilomboleni
PYP PE Teachers



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EVENTS

PRIMARY SPORTS DAYS 2025 — FUN, FITNESS, AND TEAM SPIRIT IN ACTION!

The energy, excitement, and team spirit were at an all-time high as our Primary School students took to the field for two incredible Sports Days last week!

On **Thursday, 9 October**, our **Lower Primary students** (Kindergarten to Grade 2) kicked off the fun with a morning filled with laughter, energy, and enthusiasm. From teamwork games to relay races and skill challenges, our youngest athletes showcased everything they've learned throughout the term — and they did it with huge smiles and plenty of house spirit!

Friday, **10 October**, saw the **Upper Primary students** bring the intensity with our inaugural **WIS-ROX** event — a child-friendly take on the trending global HYROX fitness competition. Students from Grades 3 to 5 took on a series of strength, endurance, and teamwork challenges, cheering one another on through every station. It was inspiring to see the determination, camaraderie, and encouragement on display throughout the morning.

Both days truly embodied the heart behind our PE programme — building teamwork, confidence, and lifelong love for movement!

Congratulations to all our students for giving their very best — you made your houses proud!

👉 Thank You

A heartfelt thank you to all our staff for your hard work, dedication, and positive energy in making both days such a success. Your enthusiasm and teamwork made everything run seamlessly.

A special thank you to our parents and guardians who came out to cheer, support, and celebrate our students — your presence means the world to them (and to us!).

An extra shout-out goes to the parents who donated delicious refreshments and to those who helped with the sales at our fundraising stall. Thanks to your generosity and support, we raised N\$3,285, which will go toward enhancing our sports facilities and equipment.

🏆 House Standings

Lower Primary

- 1 1st Place: Cheetahs – 102
- 2 2nd Place: Leopards – 90
- 3 3rd Place: Lions – 86
- 4 4th Place: Caracals – 85

Upper Primary

- 1 1st Place: Cheetahs – 350
- 2 2nd Place: Caracals – 347
- 3 3rd Place: Leopards – 315
- 4 4th Place: Lions – 310

🏆 Overall Primary House Standings

- 1 1st Place: Cheetahs – 452
- 2 2nd Place: Caracals – 432
- 3 3rd Place: Leopards – 405
- 4 4th Place: Lions – 396



HIGHLIGHTS FROM THE SPORTS DEPARTMENT: SEMESTER IN REVIEW

As the semester draws to a close, we reflect on the fantastic sporting events that brought our Windhoek International School community together. From exciting competitions to skill-building activities, our students showed remarkable participation, spirit, and enthusiasm.

WIS Inter-house Swimming Gala (13 September 2025)

The Dolphins Pool came alive with WIS excitement as the entire primary joined in for this year's Interhouse Swimming Gala! From our enthusiastic Kindergarten students to our skilled secondary student lifeguards and competitors, the day was filled with cheers, splashes, and house spirit at its best.

Each race brought incredible energy, determination, and teamwork — a true celebration of our students' courage and sportsmanship. The competition was fierce, but friendly, and the stands echoed with chants of encouragement as swimmers gave their all for their houses.

After a thrilling morning of races, the final results were:

- 1 1st Place: Leopards – 193 points
- 2 2nd Place: Caracals – 181 points
- 3 3rd Place: Lions – 142 points
- 4 4th Place: Cheetahs – 117 points



A huge thank you to every student who participated, our energetic supporters who brought the spirit, and our incredible secondary student lifeguards for keeping everyone safe. This year's gala truly showed what it means to be part of the WIS community — cheering one another on, giving our best, and having fun together!

HIGHLIGHTS FROM THE SPORTS DEPARTMENT: SEMESTER IN REVIEW

WIS Family Fun Day (3 October 2025)

Family, friendship, and fun were once again at the heart of our much-loved **WIS Family Fun Day!** The event brought together students, parents, and staff for an unforgettable afternoon of energy, laughter, and community spirit.

From the start, the school grounds buzzed with excitement — children raced between games, families teamed up for friendly competitions, and the air was filled with music and laughter. Our younger students and their families enjoyed fun and competitive games like **Pirate Ball, Banana Touch, and Bean Bag Cornhole**, while the older students gave their all in the **Interhouse Games**, showing incredible teamwork and enthusiasm.

The entertainment didn't stop there! With **jumping castles, water slides**, and an amazing live performance by **The Ells**, there was something for everyone to enjoy. Families gathered under gazebos, shared good food, and soaked up the relaxed, festive atmosphere as the sun went down.

A heartfelt thank you to everyone who joined in, supported, volunteered, and helped make this day such a success. The WIS Family Fun Day truly captured the spirit of our community — where laughter, connection, and celebration bring us all together.

Pupkewitz Interschools Swimming Gala (24 & 25 October 2025)

Three of our primary school students – Caleb Slinger, Dani McNamara, and Mia Winter – proudly represented WIS at this prestigious event. Their dedication and determination shone brightly as they competed with swimmers from across the region. Well done to these young athletes for their stellar efforts!



Learn2Skate Weeks (29 September - 2 October & 24 - 27 November)

To wrap up an already active semester, students were thrilled to participate in our Skate Weeks in partnership with DTS. For many, this experience was a highlight of the term! The gym was filled with laughter, determination, and a wonderful spirit of perseverance as students learned to balance, glide, and move confidently on wheels.

Across all grades, the progress was remarkable — from tentative first-time skaters to students confidently mastering turns and controlled stops. Skate Week once again reminded us that learning through movement can be both challenging and joyful. We're incredibly grateful for our ongoing partnership with DTS and look forward to continuing this exciting experience next year.

A Special Shout-out to Our Primary Students & Parents

We want to give a huge round of applause to our Primary students for their incredible participation and enthusiasm throughout our sporting events this semester. Whether you were in the pool giving it your all, cheering from the sidelines, or simply showing up with big smiles and positive energy, you made every moment brighter! Your teamwork, determination, and school spirit truly made us proud.

A heartfelt thank you also goes out to our wonderful parents for your continued support — from cheering in the stands to helping behind the scenes. Your encouragement and presence make all the difference and remind us how special the WIS community truly is. Here's to a successful semester of sports and an even more exciting one ahead in 2026!



🏆 Highlights from the Sports Department: Semester in Review 🏆



Highlights from the Sports Department: Semester in Review



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FEATURED ARTICLES

English as an Additional Language



EAL - Where the secondary students become leaders... and the primary students become fearless. AND Where Funny Sayings Become Teachable Moments



"Miss, how do you say Relax' in Afrikaans again?"

"Ahh, yes... 'on-span!'"



"Rafa! Ontspan," I remind him.

Close enough. We celebrate the effort! "Ontspan... which sounds like a fancy perfume name."



"Moi!" Hello in Finnish, "Mool" - Beautiful in Afrikaans



"Goodbye, see you tomorrow" "au revoir à demain"

"au revoir professeur:"



Whether it's beginner levels or fluent speakers from all parts of the world, our room becomes a little multilingual village—full of curiosity, confidence-building, and usually, some accidental comedy.

THE Buzzword-
"ROKU NANA" 6 - 7



"roku and shichi!"



"No, no! It's Roku nana!"



"Danke"

If you ever walk past the EAL room on a busy school day, you might hear something that sounds like English... or Afrikaans... or Chinese... or maybe even Japanese...Finnish—followed by loud laughter and enthusiastic voices. That's normal. In fact, that's our everyday soundtrack.

We don't just sit at desks. Our learning is active, creative, and collaborative. From shopping scenes to restaurant dialogues, students practise real conversations, role-plays on West African cultures, dancing, and expressing art through movements and festivals around the world. Word Bingo is a favourite. The competition is real. Even the most shy students suddenly become bold when they're one square away from shouting:

"BINGO!"
Or sometimes...
"BIN-GOOO?"
(We celebrate pronunciation attempts too!)

Our goal is always the same: to help students become confident, joyful communicators—in English and beyond.

If you ever wonder what's happening behind our door, it's simple: Learning is happening. Confidence is growing. And someone is definitely shouting a word in Japanese or Afrikaans.

Ich habe keine Lust...



"What does that mean Ms Deidre?"



"Ole hyvä ja pakkaa, sinun täytyy mennä"- "please pack up you need to go"



Out of the blue someone will start to sing

There, on the spot, a mini new English-German lesson is born.



Deidre Smith
Madelein Ockhuizen

EAL Team

Student Representative Council

The Student Representative Council

The new Student Representative Council (SRC) representatives were voted in at the beginning of the year by their peers in Grade 3, 4 and 5. The Grade 5 classes nominated 2 councillors per class, while the Grade 3s and 4s nominated one per class. The SRC in the Primary Years Programme (PYP) schools plays a very important role that supports the core philosophy of the PYP. The main aspects of this role are:

Voice and Agency for Learners

The SRC gathers ideas, concerns, and suggestions from classmates and brings them to teachers and administrators, ensuring that students have a genuine say in school life.

Leadership Development

By organizing activities, leading meetings, and communicating with their classmates and WIS staff, students develop many skills: communication, collaboration, problem-solving and responsibility, all key attributes of an IB learner.

The SRC members also act as ambassadors for the school's six principles (purpose, people, excellence, ownership, creativity and sustainability) and act as role models for the other students.

Community Engagement & Service

The council often initiates or coordinates service-learning projects that align with the PYP's emphasis on action. These projects can range from environmental campaigns (e.g., recycling drives) to local community outreach (e.g., visits to senior homes). In fact, as I write this, this year's SRC are in the process of planning a visit to our local seniors' home to bring gifts to the residents and to entertain them with some poems and songs.

The SRC also helps organize multicultural events, assemblies or fairs that showcase the diversity of the school community, reinforcing the PYP's focus on international mindedness.

I have noted the enthusiasm from our current SRC members during our weekly meetings and I can see that they are committed and energetic. They are very excited about promoting a positive school climate, and about being involved in a number of initiatives around the school and the community. Ms Annemarie and Ms Debbie, who are leading the SRC, are also very impressed with the quality and the energy of our new members. Watch this space!

Fabrizio Conti
PYP coordinator



AFTER SCHOOL CARE

Aftercare has been running smoothly, and it's been wonderful to see students settling into a calm and positive end-of-day routine. The children are enjoying their time together, sharing a healthy lunch, chatting with friends, and engaging in a range of relaxed, play-based activities. Our aftercare environment is intentionally designed to feel welcoming and peaceful, giving students the space to unwind, connect, and recharge after a busy school day. We are delighted to see how happy and comfortable they are, and we look forward to continuing to support them in a safe, nurturing, and enjoyable setting.



AFTER SCHOOL CARE

We also provide a supportive space for students who wish to complete their homework during aftercare. Our environment is calm, structured, and supervised, allowing children to focus while still feeling relaxed. Staff are available to offer gentle guidance when needed, and students are encouraged to work at their own pace. Whether they choose to finish homework, read quietly, or enjoy a peaceful workspace, our goal is to make aftercare a comfortable and productive place for every child.

