



STONEHILL
INTERNATIONAL SCHOOL

An Embassy Group Education Initiative

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THE STONEHILL NEWSLETTER

The IB Learner Profile - Reflective,
Inquirers and Risk Takers.

Volume 10, Issue 2, March 2021



M5 student, shot at Sasihithlu beach in Mulki, Mangalore, Trips Week 2020.

**INDIVIDUAL EXCELLENCE.
COLLECTIVE PROGRESS.**

Experience IB, The Stonehill Way



The IB Learner Profile – Reflective, Inquirers and Risk Takers

Greetings!

Welcome to the second edition of the Triannual Newsletter for this academic year. The IB Learner Profile is the continuing theme from the previous edition, where we looked at Thinkers, Caring and Balanced IB Learner Profile attributes. In this edition, we will look at the next three attributes - Reflective, Inquirers and Risk Takers.



Being Reflective, Stonehill students give thoughtful consideration to their learning and experience. They assess their strengths and limitations in a constructive manner. As Risk-takers, they explore new ideas and strategies with courage. They are brave and confidently articulate their beliefs. Stonehill learners strive to be Inquirers. They develop their natural curiosity through inquiry and research. They actively enjoy learning and we hope this love of learning will continue throughout their lives.



Let's take a look at how these three Learner Profile attributes are incorporated into teaching and learning at Stonehill.

Yours Sincerely,

Dr. Brian Brumsickle
Head of School

Perspectives from the Primary School

The IB Learner Profile

When the Primary Years Programme (PYP) was being developed by a group of international teachers, they discussed the attributes of someone who was internationally minded. This led to the Learner Profile (LP). In addition to the profile, they also developed a set of attitudes that worked alongside it to better enhance the attributes of learners. The LP was adopted by the Middle Years Programme (MYP) and the Diploma Program (DP) around 2005. In the LP review, a group of us worked to rewrite the LP descriptors to include the PYP attitudes. Now, the International Baccalaureate (IB) continuum of programmes pays homage to the LP with the infused PYP attitudes as a way to build international mindedness in all our students.



Inquirers, Risk-takers and Reflective Learners

Inquirers

We nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Reflective Learners

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Karen Crooke
Primary School Principal

Primary Years Programme Focus

Superheroes

When COVID-19 shook the world, Stonehill quickly adapted to virtual learning. I was wondering how this would work for children with special needs as socialization is an important aspect of schooling for them. It was not an easy transition for the learners and the teachers. Surprisingly, our learners proved that they are risk-takers and inquirers.



They created their work station and designed their time table in a very organised way. Like little scientists, they went around their garden researching and recording their observations. They ran around their house to find objects to graph and solve mathematics problems. They learned to empathise and care about life around them. Perseverance and grit were the two big takeaways.

On Zoom, we created breakout rooms to socialise. It helped the newbies connect with each other. They played games online and this became an excellent platform to share their creativity. They are real inquirers as they connected their learning experience to real-life situations and reflected on what they have learnt. These reflections show their confidence and interest in learning. My learners are superheroes as they can overcome any situation, with support from their teachers and parents.



Anuradha Nigaleri
Learning Support Teacher

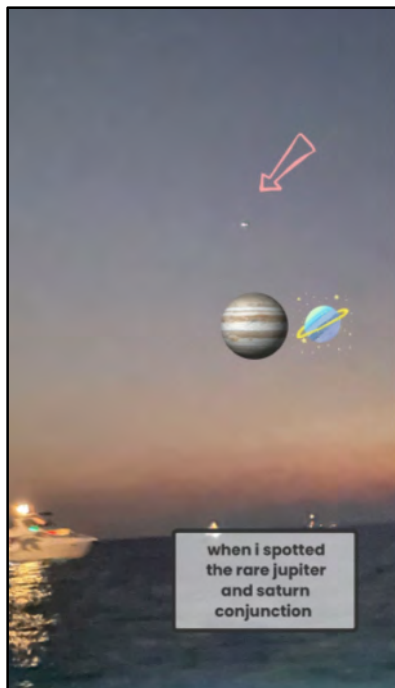
Our Risk-takers, Inquirers and Reflective Young Learners

Our youngest learners have been striving to demonstrate attributes of being risk-takers, inquirers and reflective learners.

Their risk-taking skills are evident through many personalised experiences. One such example is when one of our learners decided to experiment with smoke. He came up with his own innovative idea of creating smoke. He equipped himself with the resources around whilst exploring new ideas. It led him to find out how he can make smoke and how it behaves when you move it around and pour it out.



Our learners have been nurturing their curiosity, exploring and discovering the world around them and developing skills for inquiry. Here is one moment when a learner witnessed a very rare phenomenon when Jupiter and Saturn came together and another instance where he spotted a shooting star. He had been researching planets and solar systems with enthusiasm. He is a motivated learner.



The learners have been resilient and involved in self care. They have been making choices and taking thoughtful actions. They demonstrated the attribute of being reflective learners through understanding their strengths and weaknesses. They are not only aware of their own feelings and emotions but also of the people around them.

This learner is making choices and helping his mother choose vegetables, supporting his learning and personal development.



Ranjeeta Rai
P1/ P2 Homeroom Teacher

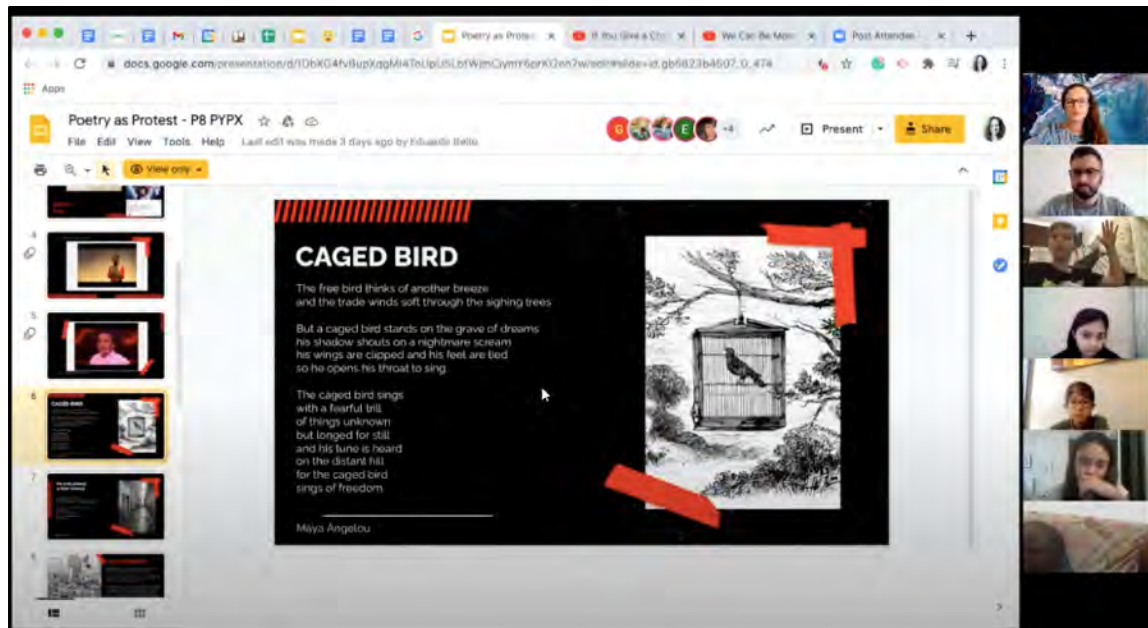
We Should All Be Risk-Takers



Being a risk-taker often means looking into the future with fearless eyes. We tend to visualize risk-taking as a physical movement; jumping high, mixing colors without fearing the final blend, or something as simple as trying a piece of fruit for the first time. In depth, being a risk-taker goes beyond the action itself; it refers to the mindset we have when making these decisions.

Our students should take risks thinking consciously of the outcomes, analyzing the possibilities and the various results they can obtain when they make the jump. And yet, they should not be bound by the aftermath, right? How then, can we find the perfect balance?

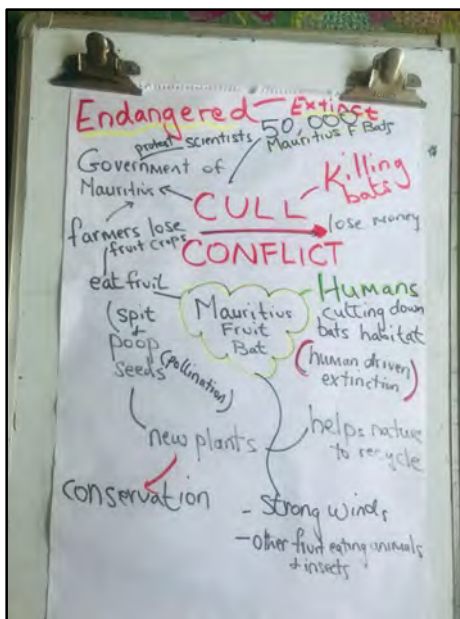
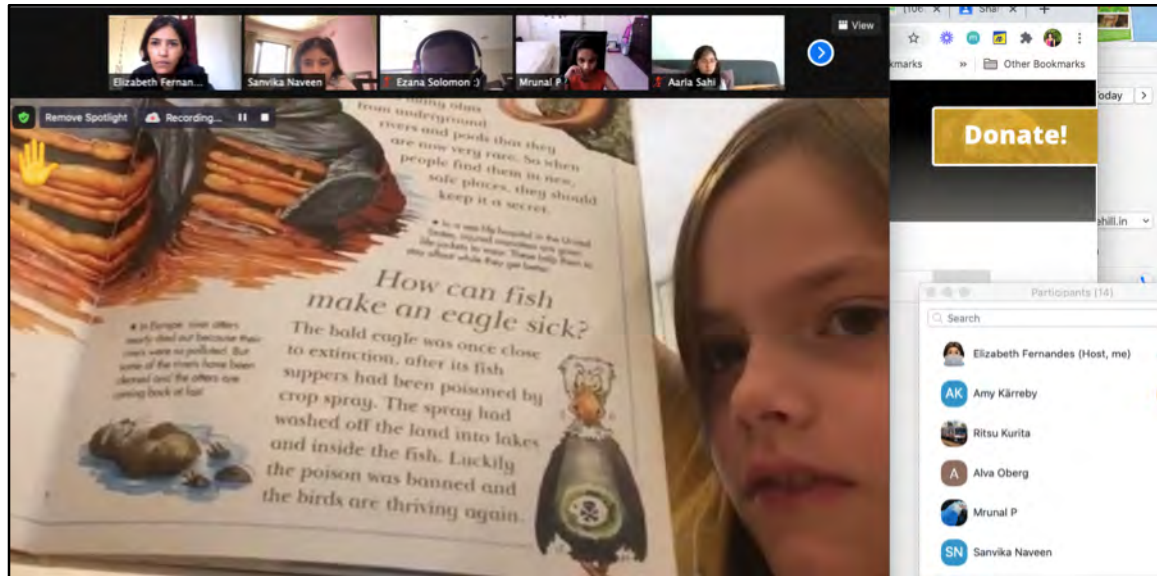
As PYP teachers, it is our job to foster a risk-taking culture in (and outside) of our classrooms. We need to remind our students of the importance of “knowing what we do not know”, and also encourage them to feel the joy of making mistakes. There is great value in failure, and there is a simple way of sharing this with our learners: Sharing our stories of failures with them. When the science experiment does not go as we planned, when the thinking routine does not spark the best conversations in the group, when we do not get the math problem right... Share! There is power in vulnerability, and our students appreciate it when they see it in their teachers.



When the community fosters this mindset, we develop a culture of conscious thinkers, and we erase the stigma attached to failure. Offering students the space to make mistakes and embrace them, while nurturing their thinking skills. This undoubtedly shapes the path to strengthening resilient minds that will shape the future with innovation. Isn't that the perfect balance?

Eduardo Bello
PYP Spanish Teacher

Sharing the Planet



Driving inquiry into peaceful and conflicting relationships in nature and mankind's interaction with nature, through the key concepts of Adaptation and Extinction, brought out wonderful discussions in our P5 lessons.




We took up the study of the Mauritius Fruit Bat and the layers of conflict resulting from its current human driven extinction. We read about how the bats eat the fruit and 'spit and poop the seeds' resulting in pollination, seed dispersal and natural recycling.

We then watched and talked about the culling of the bats and its subsequent impact on the fruit farmers, the government of Mauritius, the scientists suing the government and the fragile conservation effort in Mauritius.

These ardent discussions led to recent news articles of conflict faced in parts of India and Karnataka, by elephants and big cats, when they come in contact with humans due to habitat loss. Each learner is now inquiring into the positive or negative conflict faced by their chosen living thing within its habitat, as they continue to work on their Sharing the Planet learning journeys. The seeds of action have been sown!

Elisabeth (Lisa) Fernandes
P5 Homeroom Teacher

The Learner Profile Attributes of Inquirer, Risk-taker and Reflective Across PYP

| <p style="text-align: center;"><u>Inquirer</u></p>  | <p style="text-align: center;"><u>Risk-taker</u></p>  | <p style="text-align: center;"><u>Reflective</u></p>  |
|--|--|--|
| <p>P1/P2 Sharing the planet: Communities work when people work together.</p> <p>I ask or express through play questions. I know how to inquire independently and with others.</p> | <p>P1/P2 How we express ourselves: Creative projects allow people to express individual thoughts and ideas.</p> <p>I am not afraid to try something new.</p> | <p>P1/P2 Who we are: Selfcare contributes to wellbeing.</p> <p>I reflect on my learning by asking questions such as:</p> <ul style="list-style-type: none"> • What did I learn today? • What can I already do? • What will I work on next? |
| <p>P3 Sharing the planet: Living things adapt to meet their needs within different environments.</p> <p>I use all my senses to find and notice details in the environment around me.</p> | <p>P3 How we express ourselves: Exploration through tinkering, designing and engineering spark new discoveries.</p> <p>I understand that failure is an essential part of success and I can learn from failure.</p> | <p>P3 Who we are: Communities create a sense of belonging.</p> <p>I understand that I am part of a community where everyone has their own strengths and weaknesses. I can identify my strengths and my areas for improvement.</p> |
| <p>P4 How the world works: Noticing and analysing patterns help us interpret cycles within our environment.</p> <p>I look for patterns wherever I go and wonder how patterns can be interpreted, extended and created.</p> | <p>P4 How we organize ourselves: Individuals and communities respond to challenges by adopting an innovation mindset.</p> <p>I can determine what does and doesn't work and use that information to find a new solution.</p> | <p>P4 Who we are: Understanding self helps build relationships.</p> <p>I reflect on my own emotions which helps me to regulate my behaviour.</p> |
| <p>P5 Where we are in place and time: Exploration leads to discovery and develops a new understanding.</p> <p>I nurture my curiosity, wonder and ask questions. I can record my observations by drawing, note taking, charting, tallying, writing statements and annotating images.</p> | <p>P5 How the world works: People apply their understanding of forces and mechanics to solve problems efficiently.</p> <p>I independently and collaboratively look at problems and identify innovative ways to try to solve them.</p> | <p>P5 How we express ourselves: By exploring a variety of media artists develop personal aesthetic ways of expressing themselves.</p> <p>I reflect and act on the responses to my creative work.</p> |
| <p>P6 Where we are in place and time: Evidence from the past connects to present day societies.</p> <p>I develop skills for inquiry and research. I gather information from a variety of primary and secondary sources.</p> | <p>P6 Sharing the planet: Water sustainability depends on effective conservation and distribution processes.</p> <p>I have the confidence to explore new ideas and innovative strategies. I can stand up for the things I believe in.</p> | <p>P6 How the world works: Changes on Earth challenge human survival.</p> <p>I look for ways to act on climate change. I reflect on what I can do individually and together to help with the problem.</p> |


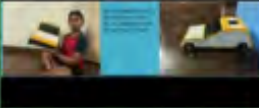
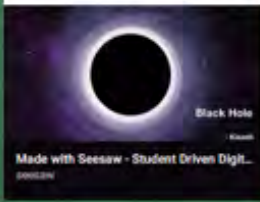
| | | |
|--|--|---|
| <p>P7 How the world works: Space exploration redesigns advancements on society and on the environment.</p> <p>I learn with enthusiasm and sustain my love of learning throughout life. I can work independently or collaboratively to uncover new understandings. I know I might not always be right.</p> | <p>P7 Sharing the planet: Conservation validates human dependence on resources.</p> <p>I look for resourceful solutions to local and global problems. I can build on other's ideas to further innovation.</p> | <p>P7 How we express ourselves: Creativity through media skills amplifies communication.</p> <p>I understand that reflection provides opportunities to extend my creative thinking. I can record my thinking and reflection processes.</p> |
| <p>P8 How the world works: Properties and changing states of materials determine their uses.</p> <p>I ask or design relevant questions of interest that can be researched and I outline a plan for finding necessary information. I have tools and skills to find the answers to problems.</p> | <p>P8 Who we are: Transformative stages experienced throughout life help to develop one's sense of self.</p> <p>I am resourceful and resilient in the face of challenges and change. I can approach uncertainty with forethought and determination.</p> | <p>P8 How we organize ourselves: Individuals and communities respond to challenges by adopting an innovation mindset.</p> <p>I am a self-regulated learner. I understand that I am responsible for my own growth. I consider new skills, techniques and strategies for effective learning.</p> |

The 10 attributes of the Learner Profile for IB schools have been designed to help students succeed in becoming lifelong learners and globally minded citizens. A key aspect of the Learner Profile is to extend learning and fuel thirst for education beyond the classroom. As a way of celebrating the Learner Profile at Stonehill we have created 'LEARNER PROFILE SHOUT-OUTS'. We encourage any member of our learning community to contribute and show appreciation when they observe an attribute of the Learner Profile in practice. The teachers can acknowledge an attribute of any learner. The students can write about their parents, teachers or peers. The parents are highly encouraged to contribute with examples of demonstrating the learner profile at home.

Zita Joyce • 28 • 28

The Learner Profile Shout-Outs

Stonehill learning community (students, staff, parents) shouts-out for CELEBRATING the learner profile

| Inquirer | Risk taker | Reflective | Knowledgeable | Open minded |
|---|---|---|--|---|
| <p>Grace - PM</p> <p>You inquired about a provocation we (PM Teachers) had, we broke down the process and we are so proud to see you create your version of it.</p>  | <p>The P1/P2 Team</p> <p>I'm always grateful for working with such a forward thinking team who are willing to try new things and not worry if it doesn't all go perfectly. We learn together along the way and I just love that. Thank you for being genuine risk takers :) From Honor xxx</p> <p>P8G Hyeonjun</p> <p>For the Wellness Calendar hasn't missed a day since it has started. Even when there is something on there that he may not be interested</p> | <p>Shankar P8M</p> <p>Shankar is always very reflective in the projects that he's doing. He thinks often about how he can improve his building projects so they can be even better. This was evident in his Sharing the Planet project as well. (Ms. Monica)</p>  | <p>Kiaash - PR</p> <p>Kiaash's presentation on black hole</p>  <p>Mai P8M</p> <p>After researching about human rights, Mai really wanted others to know about the difference between</p> | <p>Simon and Cornelius (P7A & P7P)</p> <p>Simon and Cornelius, you are open minded to participate in all PE tasks set to you.</p> <p>Pavlo P7A</p> <p>You are always ready to actively participate in PE activities.</p> <p>Aimee P4I & Amelie P8M</p> <p>How you have embraced the 12 days to fitness and part of the</p> |

Zita Joyce
PYP coordinator

Perspectives from the Secondary School

Reflection – The Vital Skill That Students Love to Hate



The IB is often found guilty by sarcastic teenagers of trying to cause ‘death by reflection’. The students often resent the fact that they are asked to reflect on their learning after every experience, especially when (a) reflection tasks take time and don’t seem to carry much weight in final assessment calculations, and (b) the quality of the reflection often depends on a student’s writing ability rather than depth of reflection. It’s very difficult for students who are still in the process of learning the language to reflect on the development of their metacognitive skills – they simply don’t have the vocabulary to do this effectively.

The worst reflection tasks that IB teachers force the students to do involve vaguely telling the students to write a reflection on their learning. There is no purpose or direction to such tasks, and the students simply play the game of guessing what the teacher wants to read. Many students will freely admit that they simply make their reflections up.

Yet reflecting on our learning is one of the most important skills we can develop as learners. If we don’t reflect on our experiences, we don’t grow as learners.

So how to do it effectively? Here are some good ideas that have worked for teachers in various departments.

When a class completes a test, the teacher can quickly indicate on the test which questions were answered correctly and which were not. The students are then asked to focus on the key errors that they made, find the right answers (perhaps from a colleague) and briefly explain why they had made the mistake in the original test. The explanation is evidence that effective reflection has taken place.

In bigger projects, the teachers will often return a student’s work with comments but no criterion scores. The students then need to read the comments along with the assessment criterion descriptors and grade themselves. They then take their self-awarded grade to the teacher to see if there is an agreement (there always is!). This way, the student has carefully examined their own work alongside the feedback from the teacher.

The teachers are also encouraged to provide the students with specific questions in reflection activities to avoid vague generalizations. Rather than asking ‘What did you learn from this experience?’, a CAS-related reflection question

might be, “What aspects of leadership do you think this activity helped you develop? Give specific examples.” or “What helped or prevented the group from working collaboratively throughout the project?”

Providing a specific focus and combining reflection tasks with regular assessment tasks are the ways forward in helping students develop these vital skills.

Joe Lumsden
Secondary School Principal

Middle Years Programme Focus

Raising a Resilient Generation

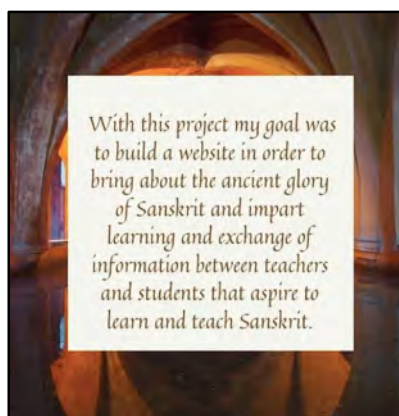
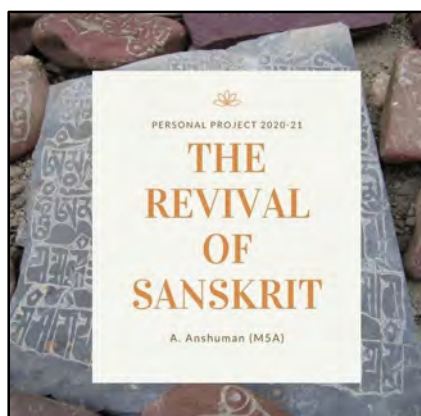
The one thing that the pandemic has taught us is how important it is to be resilient in the face of adversity. Many of us suffered during the lockdowns because we were not resilient enough. But imagine a world where everyone grows up learning this life skill. We all have grown up listening to stories on the importance of failure, whether it was Edison’s light bulb or Walt Disney’s rejection. What was not highlighted or celebrated in these stories was the forethought and determination that these individuals demonstrated.



In the MYP classrooms, venturing into the unknown or unfamiliar territory is a day to day business, whether it is exploring mathematical skills, learning about things independently or testing out new innovative strategies in a design class. Our students slowly develop risk-taking attributes by practising it every day in their classroom or outside the classroom in their day to day transactions.

They say glossophobia or the fear of public speaking is the number one fear, outranking the fear of death. Our MYP students are not afraid to stand up and speak. They slowly master the skills by practising it in every single lesson. It requires resilience and courage and every lesson gives them an opportunity to take this risk and overcome this fear and grow into confident communicators.

The impact of these minuscule endeavours, at the classroom level, can be witnessed in the personal inquiries that the MYP students venture into with the Personal Project. The students do not know whether they will be successful, they do not know if their ideas will work, but they persist. As a result of this risk-taking, we see some wonderful projects, whether it is an app to help the elderly, a website fighting to save Sanskrit or a student creating affordable detergents.



The biggest fear that an artist sometimes has is his audience but our MYP students are open to feedback and improving their skills. They dare to imagine the unimaginable, becoming agents of change, by slowly reforming themselves through the fire of resilience.

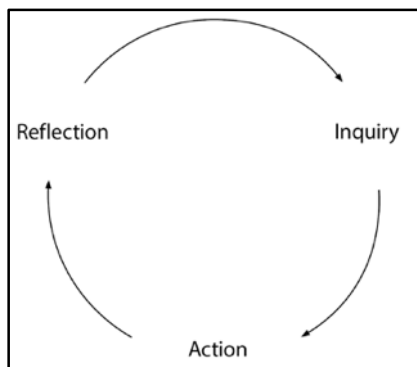
To find more about the personal project visit our Instagram page: @mypprojectsstonehill

Jitendra Pandey
MYP Coordinator

Diploma Programme Focus

“Inquiry” is one of the attributes of the IB learner profile. In the Diploma Programme, Inquiry includes the development of the students’ natural curiosity and the development of the skills needed to enable them to become self-dependent lifelong learners.

One of the most important considerations for DP teachers is to design teaching practices for effective inquiry-based learning. This is challenging given the quantity of content in each subject area that needs to be completed to meet the requirements for the final written examination.



In the Diploma Programme, the inquiry learning cycle is followed to ensure that there is a high degree of interaction between the students and the teacher, and also between the students themselves. The students have to complete an Internal Assessment in each of their subjects. Investigations in the Sciences, commentaries in Economics, essays in History, case studies in Business and projects and explorations in Maths, provide students opportunities to engage in inquiry. They find the relevant information and construct their own understandings.

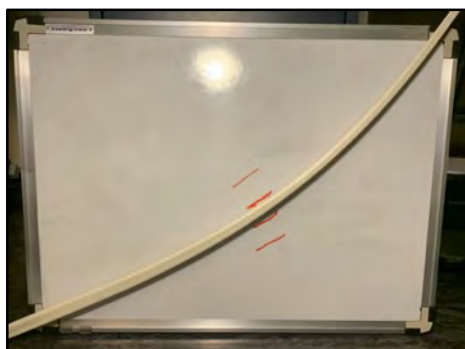
In the process of completing their investigations, TOK presentations and extended essays, the students are exposed to inquiry-based approaches, experiential learning and problem based learning. The use of Visible Thinking routines (Harvard Graduate School of Education Project Zero, Visible Thinking) is followed particularly in the Sciences, Theory of Knowledge, English Language and Literature and English Language Acquisition.

The DP classes are often interactive. The teachers promote questions, set challenges and clear measurable objectives. The students are placed in small groups, enabling them to find subject based resources. There is a shift in some of the responsibility of learning from the teachers to the students. The students can be seen reflecting on their learning and making an action plan for the same. Here are examples from Physics and History.

Physics is about questioning, studying, probing nature. You probe, and, if you're lucky, you get strange clues - Lene Hau

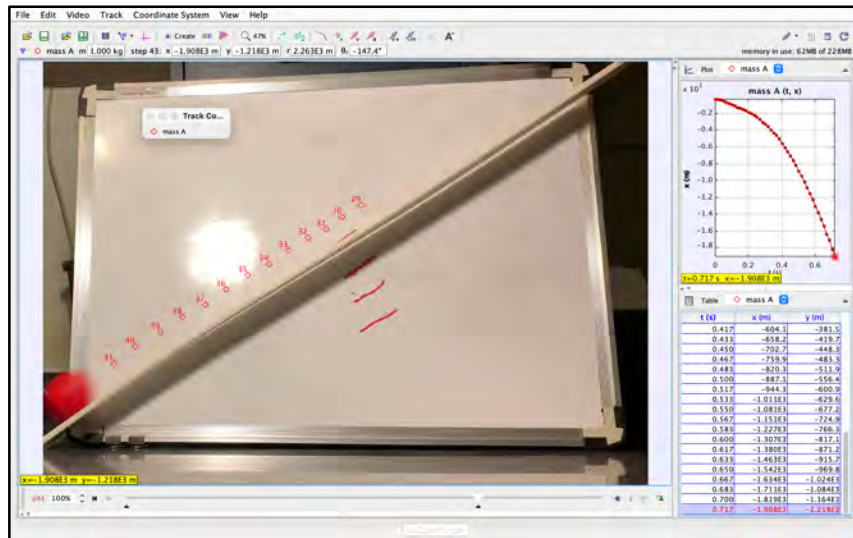
Shashank, a D2 student was intrigued with ‘fidget spinners.’ His interest in these ‘little toys’ made him investigate a classic physics problem of the double pendulum. He created a model of the double pendulum from the broken parts of a fidget spinner and investigated different factors affecting its motion. His inquiry led him into another phenomenon called ‘chaos.’ The chaos theory is used in multiple disciplines like sociology, anthropology, economics and even the pandemic crisis management. Shashank, in the course of the investigation, found that an innocent looking ‘double fidget spinner’ can demonstrate a rather complex motion under certain conditions.

Have you ever made a ‘necklace’ by putting beads through a string? Have you ever seen someone doing it? This problem, commonly known as, ‘Beads on a wire’ has another rather fancy name, ‘The Brachistochrone Problem’.



This was Melle Bosgraaf’s topic of inquiry for his Extended Essay. Melle is trying to find the shape of the curve down, from which a bead sliding from rest and accelerated by gravity, will slip from one point to another, in the least time.

He used objects like small ball bearings and made them slide through electrical cable covers to find the path of ‘least time’.



History is an exploratory subject that fosters a sense of inquiry. The students in History get an opportunity to work with a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past when they complete their Extended Essay and their Historical Investigation in the subject.

Neil Sairam's Extended Essay on Stalin examined the question, "To what extent did the failure to release Lenin's Testament in 1923 contribute to Stalin's rise to power?"



His fascination and interest in Russian History led him to investigate and inquire how an uncharismatic person such as Joseph Stalin could rise to power and become one of the most brutal dictators of the 20th Century. His thorough research, analysis, and writing, led him to conclude that the failure to release Lenin's Testament in 1923 was a fortunate political advantage. It didn't immensely strengthen Stalin's popularity. What spurred Stalin into power was not a power vacuum following Lenin's death but calculated planning and manipulation.

Manpreet Kaur
DP Coordinator

Boarding Focus

Risk taker is one of the attributes of the IB Learner Profile and the students are encouraged and guided to be confident in taking risks. At Stonehill Boarding, we have created an atmosphere for our boarders where they are encouraged to step out of their comfort zone to face challenges and discover the potential within them. We present opportunities for students to test their boundaries in a safe, structured and supportive environment. We organise weekend activities that teach boarders important lessons outside the classroom.

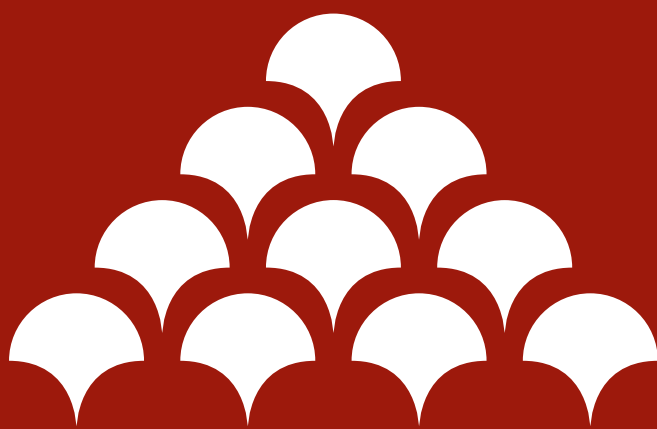


Living away from home is already a risk. Making the choice to take that leap shows students value experience. The boarding programme encourages every boarder to pursue new interests and activities.



They explore innovative ideas and strategies that help them develop critical thinking and self-management skills. We teach them that failure is a learning experience and the ability to take risks is an important trait to cultivate. Developing this trait enables them to build resilience to face life's challenges in the future.

Glen Johnson
Head of Boarding



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