



**STONEHILL**  
INTERNATIONAL SCHOOL

An Embassy Group Education Initiative

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# THE STONEHILL NEWSLETTER

The IB Learner Profile - Communicators, Principled,  
Knowledgeable and Open-minded

Volume 10, Issue 3, June 2021



INDIVIDUAL EXCELLENCE.  
COLLECTIVE PROGRESS.  
**Experience IB, The Stonehill Way**



## The IB Learner Profile – Communicators, Knowledgeable, Principled and Open-minded

Greetings!

Welcome to the final 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 Reflective, Inquirers, and Risk-Takers IB Learner Profile attributes. In this edition, we will look at the next four attributes - Communicators, Knowledgeable, Principled, and Open-Minded.

The IB Learner Profile attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. Focusing on these attributes helps us remember what we are trying to achieve with and for our students at Stonehill.

As Communicators, our students express themselves confidently and creatively in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups. Being Knowledgeable, they develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance. Being Principled, our learners act with integrity and honesty, with a strong sense of fairness and justice, and respect for people's dignity and rights everywhere. Being Open-minded, our students appreciate their own culture and learn to value the customs and traditions of others.



Knowledgeable Communicators  
at the DP Art Exhibition



Celebrating Open-mindedness at Host Culture Week

Let's examine how these four IB Learner Profile attributes are actualized in our teaching and learning at Stonehill.

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.



#### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### **Open-minded**

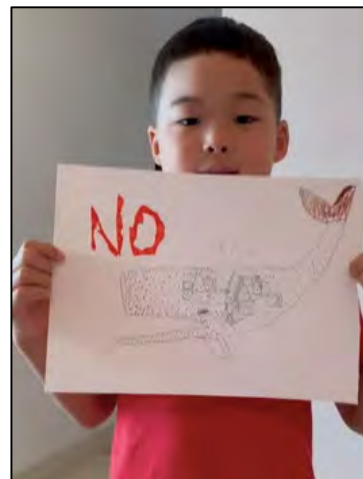
We critically appreciate our own culture and the personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

**Karen Crooke**

**Primary School Principal**

## Primary Years Programme (PYP) Focus

The P3 students demonstrated they were knowledgeable and good communicators through their actions for the unit of inquiry, "Sharing the Planet". They researched a self-chosen animal and made dioramas representing their habitat. Armed with knowledge, they independently thought about how they could be responsible in helping to care for living things and the environment. They were very creative and active in getting across their message to the wider community.



**Sylvia Gillett**

**P3 Learning leader and Homeroom Teacher**



## Primary Years Programme (PYP) Focus

This academic year has been extraordinary, challenging, innovative, mysterious, in short, it will be etched in our memories forever. Despite being an unusual year, we have seen our star performers meet a number of milestones.

We started the school year by creating essential agreements with the students and focused mainly on adapting to the new school routine. During our conversations with the parents, we stressed on the importance of making our learners independent and within a couple of months we could see the change. The students made their own time table, set up reminders for meetings and responded to the feedback in a timely manner. They wrote emails to the teacher directly to set up an appointment in case they had questions or if they wanted extra or more challenging tasks to complete. During the academic year, the students have been aware of their goals and most of them have been successful in accomplishing them. It is amazing that eight year olds can multi-task and have become more responsible with their learning.

For the students, this has been a year of learning. They have stayed committed, responded to change and have found ways to continuously improve themselves, making them confident, Principled and Knowledgeable Communicators.

**Hafsa Quadri**

**P6 Learning Leader and Homeroom Teacher**

### Communicators

After a year and more of remote and distance learning, the P5 students have begun acquiring skills that enable them to be independent learners, in charge of their own learning. During the “Who We Are” unit of inquiry, through their Wellbeing Journal, the learners chose the material they wanted to engage with, explored and researched areas of interest further, and finally explained their understanding through a format of their choice. They expressed their ideas clearly and logically, stated opinions respectfully and used a range of technologies and media to communicate.


### Knowledgeable

The unit on “Sharing the Planet” saw our young scientists from P5 discover new and strange living things. Like scientists, they named their creatures, classified them, observed them and created reports. In order to do this, they had to be knowledgeable about habitats, plant and animal adaptations and the symbiotic or parasitic relationships that existed amongst them.

**Leobearbat**  
The leobearbat is a mammal.  
It has a face of a bear, body of a leopard and the wings of a bat.  
Leobearbats can climb trees and can run fast because of their strong legs and tail.  
Also they can fly 1000 miles per hour.  
  
The leobearbat lives alone except when they have babies. They roar to protect their babies.  
  
The leobearbat lives in jungles and rainforests of South America.  
They are carnivores which means they eat meat like small birds, fish and mammals.  
  
The leobearbats migrate in groups because it is hard to find food in cold weather.  
They use their spots for camouflage which means to blend in to get unseen by prey and predators.



**RADOG**  
RADOG is a mammal.  
RADOGS have rabbit's head and dog's body.  
RADOGS live in the forest.  
They are omnivores. Omnivorous means that an animal that eats meat and vegetables or fruits.  
They eat fruits and small animal like mice and squirrel.  
They have big ears to hear well.  
RADOGS have fur because if it rain then it is cold so they will not be cold.  
When the baby grow their parents die.



### Open minded

The unit on “Where We Are in Place and Time” saw all the learners, adults and children, grapple with who or what an explorer is. “Can an animal be an explorer?” or “does it have to be a person?” “Do you have to travel to explore?” “If I sit with lego all day and explore all the different things I make, am I an explorer?” “Is Christiano Ronaldo an explorer?”

The discussions we had during zoom lessons and during collaboration meetings were mind boggling. It took us long but we arrived at a definition that worked for everyone. This was an enriching experience with many lessons to be learnt, but the most important learning was being open minded.

**Pareen Tankariwala**

**P5 Homeroom Teacher**

## Perspectives from the Secondary School

The IB divides its definition of 'Principled' into two halves: one half focuses on the importance of an individual acting with integrity and honesty and taking responsibility for their actions, while the other half addresses justice and respect for groups and communities. This requires a two-pronged approach from IB schools as they strive to develop this attribute in all its learners.



Firstly, there is a constant focus on academic honesty in all IB tasks. As many assessment tasks involve web-based research and digital collaboration, the risk of students plagiarizing or colluding on tasks is ever present. Teachers at Stonehill have developed ways to address this and to encourage students to approach tasks with integrity and honesty.

Two of the most common strategies involve students submitting each part of a larger task so that the teachers can monitor the progress of the whole project and engage in discussions with the students along the way. Furthermore, oral discussions (the viva voce) are often used towards the end of a project in order to ascertain whether or not the student has full comprehension of the work that has been submitted. These are time-consuming requirements; however, with the low teacher-student ratio and small class sizes, we are in a good position to ensure academic honesty with all of our students.

The second aspect of being 'Principled' is the encouragement to become more engaged in local communities and awareness projects. Students in international schools often live in social bubbles and it is vital for them to be given opportunities to see and work with people with vastly different life experiences. Although, this has been difficult during the pandemic, the students at Stonehill have been involved with old-age people's homes, local hospitals, beautification and environmental projects, the local government school, women's right organizations, gender-equality groups, and providing resources to underprivileged people. With two new service coordinators in place for the next academic year 2021-2022, we hope to provide our students with many more opportunities to engage with the local community.



It's not easy helping young people become more principled these days with a whole global economic model built on self-interest and often promoting narcissism. However, with these two approaches, we hope to instill in our students the importance of living life in a principled way so that they can become valuable global citizens in the future.

**Joe Lumsden**  
**Secondary School Principal**

## Middle Years Programme (MYP) Focus

### Raising an Open-minded Generation of Communicators

The IB is set to create a better world by creating an accepting and open-minded generation. The constant endeavour in the IB classrooms is to teach the students that people with different opinions can also be right. The students learn to critically appreciate their own culture and history, as well as other people's traditions and heritage.

The MYP classrooms focus on seeking and evaluating a range of views. For e.g., in the Language Acquisition classes, the English B curriculum allows students to learn about each other's cultures. The M1 students had a unit on "Making New Connections". The M3 and M4 students had units on "Travel through Writing", "Global Citizenship", "Traditions and Belief Systems" and the M5 students had units on "Cultural Identity". All these units connect each of the students to their own cultural backgrounds, adding a variety of learning experiences. The diversity and open-mindedness at Stonehill is an added catalyst to their learning curve.



The students slowly master communication skills by practising it in lessons through debates, dialogues and open-minded discussions. For e.g., the M4 students wrote persuasive speeches, tackling issues such as LGBTQ rights, animal rights, gender inequality in sport, pro-choice, child labour and racial stereotypes. The key Approach to Learning was communication and they presented powerful, emotive and engaging speeches.

"What is rejection? Being excluded? Being left out? No, it's being forced into the narrative that you are not enough. You were never enough, and you definitely aren't 'normal'. You are weird, unusual, and don't fit in. Nothing you say matters anymore because you are 'different'. The world is a cruel place, which is why over time, we have become separated. To focus, I would like to talk about the LGBTQ+ community and the burdens that come with being who you are." – Libby, M4.

As our students regularly reflect on the practices developed during their various learning experiences, they learn to communicate as open-minded individuals.



**Jitendra Pandey**  
MYP Coordinator



*Most people do not listen with the intent to understand; they listen with the intent to reply (Stephen Covey, 2004: 239)*



The list of skills that tops the survey for any hiring executives is oral and written communication and is often implied or explicitly identified in job descriptions.

In the DP, good communication skills are required not only to do well in different subject disciplines but also to build good interpersonal relationships with peers, teachers, parents and administrative staff. Good communication skills are correlated with self-efficacy, self-esteem and self-confidence.

The subject components are designed to help the students develop communication skills. Written assignments in English, the oral component in Language acquisition, group four project and investigation in the sciences, essays and case studies in individual and societies, portfolio in Mathematics and comparative studies and exhibitions in the Arts, ensure that the students' communication skills are sharpened.

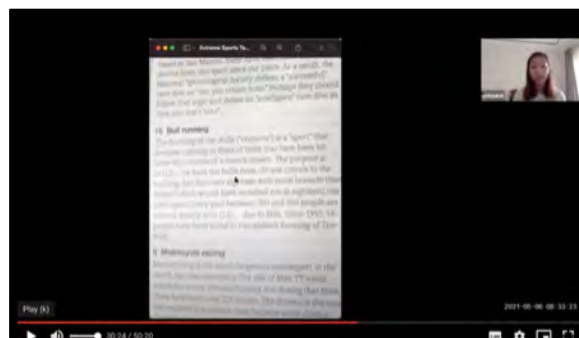
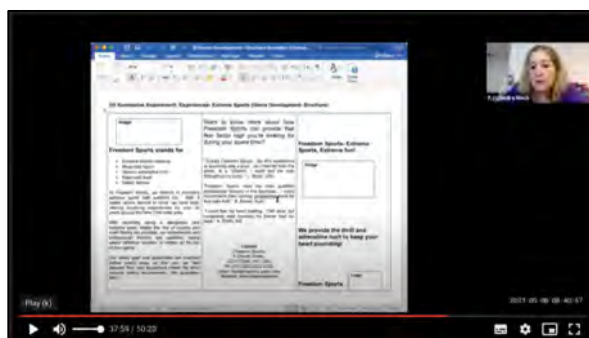
In addition to this, the three elements of the DP Core require students to communicate in a number of different ways. In Theory of Knowledge (TOK), the students tackle both, an essay and an oral presentation, and are required to formulate arguments clearly and coherently in both formats. In the Extended Essay, the students focus on the writing process from drafting to proofreading and in Creativity, Activity, Service (CAS), the students take service activities that require effective interaction and communication with members of the local community.

Here are examples from two subjects in the DP highlighting the development of communication skills.

## English B

Communication is one of the key Approaches to Learning (AtL) for English B in the IBDP. Communication can be oral or written. English B students are immersed in regular discussions to build their vocabulary and improve fluency. This skill development accumulates in the delivery of their Individual Oral Assessment (IOA) in their final year of secondary studies. Learning is spearheaded with presentations based on abstract concepts, statements or quotations. Using an argument backed with evidence from visual, audio and texts studied in class, the students learn to consolidate their thinking into meaningful and more importantly, convincing ideas.

Equally important in English B is written communication. The students in English B are still developing either bilingual or even multilingual skills, so they still need some support in this domain. One way of developing communication skills is through the Writer's Workshop, where students learn different genres in this course. The genres include film reviews, essays, blog entries, articles, brochures, guidelines, letters and emails (both formal and informal). The Writer's Workshop uses four distinctive steps to help build knowledge and practise writing skills. Firstly, the students discuss the purpose of the genre, then they review an example to note the conventions unique to that genre. Next, as a class, they jointly write a sample of the genre, where they provide feedback to each other on areas of improvement.



English B can be a struggle for students where English is not their first language, but through structured activities, they quickly gain confidence in their communication skills which boosts their self-esteem. As highlighted by Noam Chomsky, “Anyone in the position to overcome barriers of free thought and communication should do so.” Our goal in English B at Stonehill is to empower all the students so that they contribute their voice with confidence to our learning community.

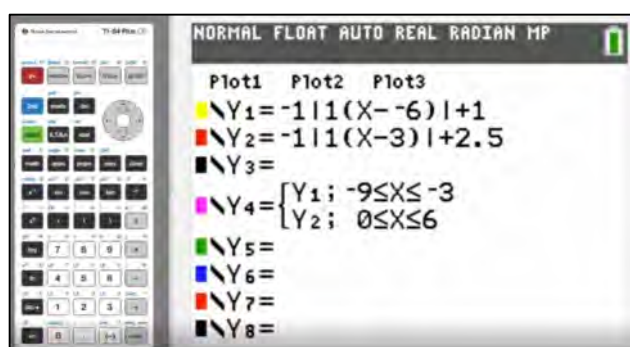
## Mathematics

As Galileo Galilei, the Italian astronomer, physicist and engineer said, “[The universe] cannot be read until we have learnt the language and become familiar with the characters in which it is written. It is written in mathematical language, and the letters are triangles, circles and other geometrical figures, without which means it is humanly impossible to comprehend a single word”.

The Stonehill DP Mathematics students learn to transform common realistic contexts into Mathematics, comment on the context, sketch or draw Mathematical diagrams, graphs or constructions both on paper and using technology like graphical display calculators and software like geogebra, desmos or autograph. The students record methods, solutions and conclusions using standardised notation. They ensure using appropriate notation and terminology while addressing problems and command terms.

Communicating and interpreting Mathematics help students navigate familiar and unfamiliar contexts, building on results and models in both real and abstract contexts.

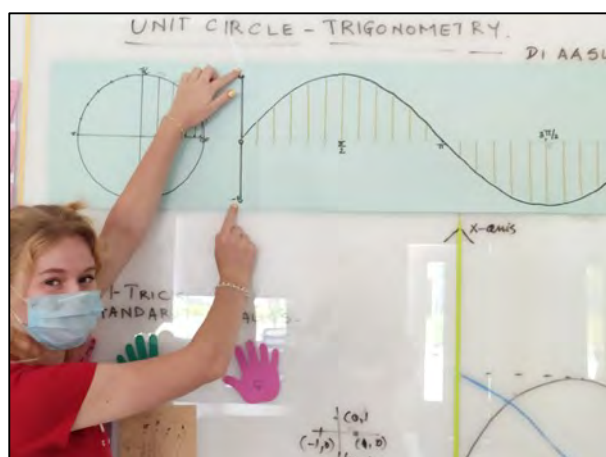
Mathematical communication is also an important criterion for assessment of a student’s Internal Assessment - the exploration in the DP. The students learn to focus on notations, symbols and terminology. Here is a sample of a student’s work showing how they communicate effectively through analytical and organised work.



Handwritten mathematical work showing various problems and solutions:

- Problem 1:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 2:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 3:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 4:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 5:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 6:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 7:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 8:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 9:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$
- Problem 10:  $f(x) = 2(x^2 - 1)$ ,  $g(x) = 3x^2 - 2x$ ,  $h(x) = 2x + 1$ ,  $k(x) = \frac{2x - 1}{x^2 + 1}$

A D1 student’s work is seen to depict information logically collaborating with peers to communicate with a variety of audiences. Real life applications of trigonometry are seen in the tidal waves and the ferris wheel.



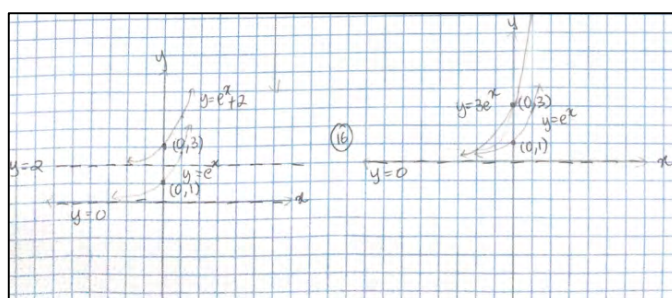
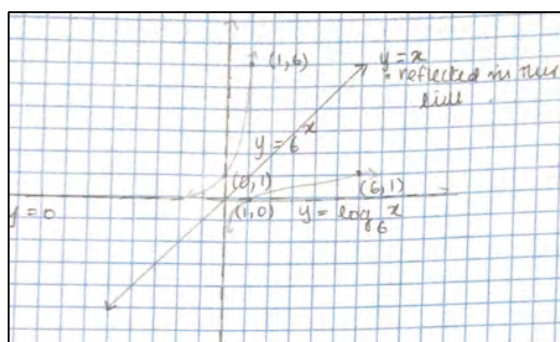


## Diploma Programme (DP) Focus

The students interpret and use effective modes of non-verbal communication to review functions and their transformations through Math Yoga as seen below.



A sample work below interprets transformations of logarithmic and exponential functions and understanding the concept of inverses by communicating through graphs.



These forms of constant interaction in any Mathematics classroom at Stonehill truly make Mathematics a language that expresses the spirit of communication.

**Manpreet Kaur**  
**DP Coordinator**

## Boarding Focus

Communicators, Principled, Knowledgeable, and Open-minded - these IB Learner Profile attributes support students to develop international-mindedness and create positive change. They begin to take ownership of their learning, making choices, voicing ideas and opinions, and reflecting on their development.

This year, restrictions have forced us to be creative with our activity options. Technology has been a powerful tool for enhancing learning and communication.



The students ran virtual sessions on fitness, leadership and challenging activities with the boarding community. The students also focused on the importance of being 'balanced', exercising their minds, bodies and souls with meditation, yoga and Zumba.

During distance learning, our students found a way to make music together. They worked collaboratively and took on new challenges by recording on their phones and working in isolation. It was a great opportunity for them to stay connected and try things they earlier may not have considered.

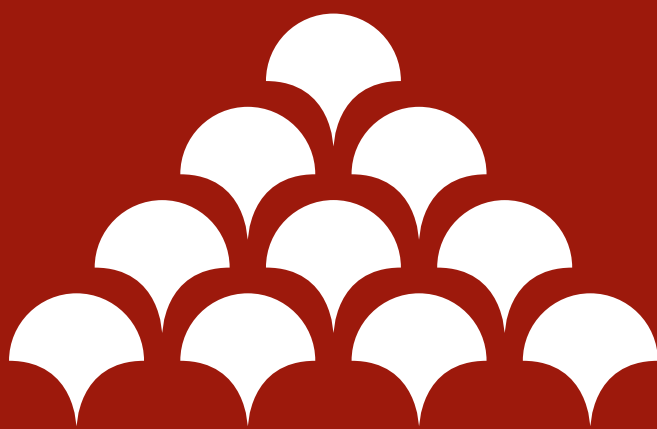
Online peer tutoring, amongst the boarders has helped the secondary students to explore knowledge beyond the school curriculum under the guidance of the older students.

During the nesting season in March, the boarders came up with a brilliant idea to design and build bird houses and place these around the campus. They investigated and collaborated as Mr. Mohammed Nassir, HoD Design guided them through the process. They turned their ideas into reality when they finally saw the birds nesting in the bird houses that they had built!



We believe lifelong learning is built upon curiosity, creativity, resilience and innovation. We continue to motivate our students to develop and apply each of the Learner Profile attributes in different contexts. Stonehill is proud of our Knowledgeable, Principled, and Open-Minded Communicators.

**Glen Johnson**  
**Head of Boarding**



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