



THE INFORMER

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A QUALITY AND AFFORDABLE EDUCATION THAT MAKES A DIFFERENCE



GIVE YOUR CHILD THE BEST OPPORTUNITIES AND CONFIDENCE TO SUCCEED



IEA CPD VISITS KOROBORO

Ms. Judith Taune Note:

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Ms. Taune Deputy Principal Of KBIS Boro Campus



KOROBORO INTERNATIONAL SCHOOL

"SUCCESS...Being Your Own Best"



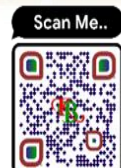
Quality Education

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Success...Being Your Own Best



Owned And Operated



KOROBORO INTERNATIONAL SCHOOL MS. TAUNE

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School Events @ #KB the best school ever – Highlights of the Parent Information Evening



Learning is always meaningful, purposeful and fun at KoroBoro International School. This week on Tuesday 14 and Wednesday 15 February, Parent Orientation Evening was held at each campus respectively whereby parents were all invited to attend these very interesting, informative and engaging sessions with each grade level.

It started off with a whole group session with the School Principal Mr O'Sullivan and the Deputy principals of each campus. Then the parents moved into different year levels to be with their child/children's teachers.



It was very exciting to see a great turn out from parents. Great feedback from parents as well of the evening which turned out to be very successful.



To conclude, on behalf of the staff and Senior Leadership team, I'd like to say thank you to each and every parent for choosing KoroBoro as your child's school. Thank you for your continuous support and we look forward to working with you all in partnership to guide and educate your child/children on their learning journey for 2023 and beyond.





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In this sessions, the parents were informed of the following

- curriculum overviews that were going to be taught during the course of the term for each grade level. That is an outline of all the different subject areas such as English, Maths and Inquiry Learning and of course the Specialist classes
- Positive Behaviour for Learning (PBL) which is a programme where students are taught to be respectful and responsible, to set smart goals for themselves to achieve. In addition, they co-construct with their teacher routines and procedures of different learning areas within their classrooms to be more organised and self-directing.
- Communication – home link books and home tasks, class tag, emails etc
- Assessment – the different assessment tools and strategies used in assessing the progress of students



Special Visitors from IEA

Apart from the POE, last week we had the new Director of Education Cherie Litwiller and two new CPD advisor, Julie McLaren and Dessie Loniu who visited our school. The Grade 6 student leaders took them on a tour around the school. It was very exciting to have them visit each of our campus. They had an opportunity to meet all the teaching staff as well. The staff at KB are very excited and looking forward to working with them all this year.



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PREP LP

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Establishing A Positive Learning Culture is very important for me. Once a Positive Learning Culture is established at the beginning of the year, I am more focused on my teaching and learning for the whole year. My students are well aware of the class expectations and there is order in the room as well. This also promotes easy flow of movement between the intervals of activities and minimizes behavior issues in the room. This year, I have introduced the Class Signal applying the Analogy of the 'Traffic Lights' used on the road.

Red Light means STOP! The Orange Light means Slow down and pack away, while the Green Light means GO! We are into the 4th week of Term 1, and applying this class signal has helped the students in the class to be responsible and respectful which are the two expectations at our school.



Red Light-STOP! Signal

Once the Red Light is signaled, the students stop what they are doing, fold their arms and wait for the next instruction.



Orange Light- Slow Down Signal

When the Orange Light is displayed, students slowly pack away, tuck in their chairs and get ready to move to the mat.



Green Light- GO! Move Signal

As soon as the Green Light is raised, the best group standing is called, and the students move to the mat following one direction in an orderly fashion.



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GR 1RD

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In the early stages of beginning reading, children need to understand the one-to-one match between spoken and printed words. The Gr 1RD students are displaying one-to-one skills by using popsicle sticks to match spoken and printed words.



EA providing Intense coaching for a small group of students on letter sounds during literacy station work.



The Gr 1RD students are collaborating with their talk partner using an “Inside – Outside’ semi-circle in a Maths lesson.

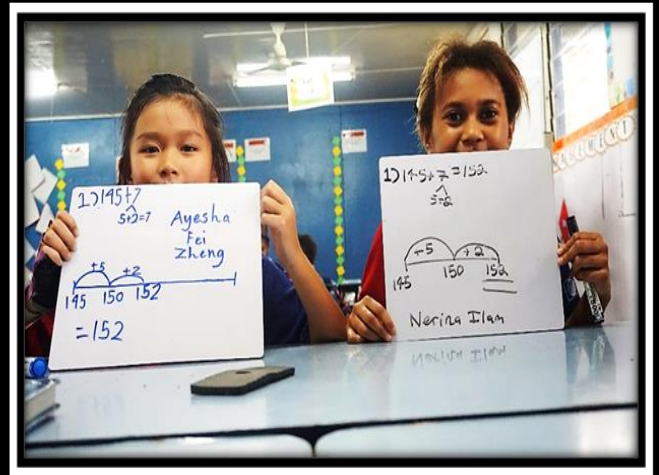


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GR 4MG

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In 4MG class, in our Mathematics lessons so far this term, we have been learning to use mental strategies to add and subtract. As shown in the picture below, the most efficient strategy that is used to add in this lesson is the bridging through multiples of 10 and 100.



Read to Self or Free Reading is one of the activities that we do in our literacy stations. This is a good time to put into practice the comprehension strategies that we have covered in reading over the week which is beneficial to our reading progress.

Our understanding of concepts covered in mathematics is further enhanced by working on activities from the Grade 4 Targeting Mental Math's Resource book during catch up times.



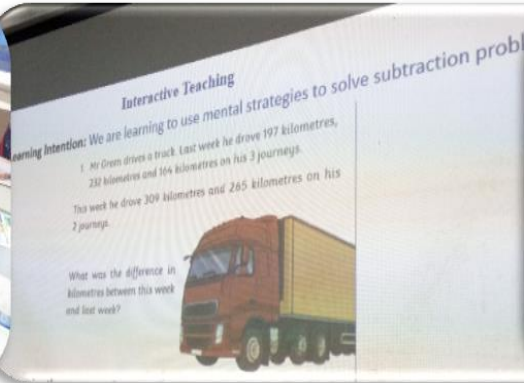


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GR 6MP

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Math is the problem, thinking is the Solution



Solving Math problems involving addition and subtraction using mental strategies were so much fun for the sixth graders in 6MP class this week. The Math Thinking Routine was very helpful to the students when solving Math problems. Each step guided the problem solving process and that made it more interesting for them.

"Using the Math Thinking Routine makes solving Math problems easier".

Charles Ali

"The Math thinking routine helps me understand the process involved in problem solving".

Seranah Avei

I can solve any problem just by following these steps.

Wavuri Mao

Here are their views about the Math Thinking Routine

"The Math thinking routine helps me understand that it is very important to read and understand the problems before solving it"

Tangham Andoi

"By sharing my jottings with my talk partner, I am able to identify my errors and correct them".

Azrael Naing

"Comparing strategies gives me new ideas on the different strategies that can be used to solve the same problem".

Warwick Kirriwom





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BORO ICT

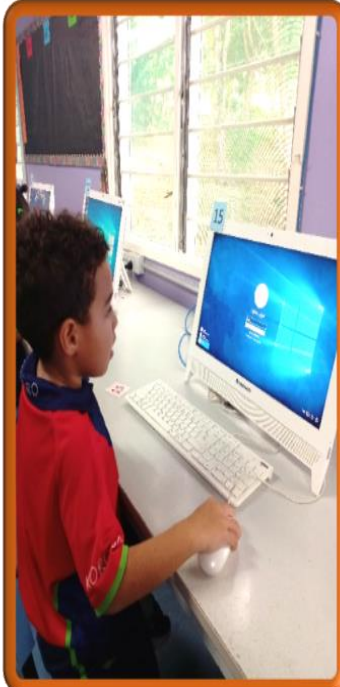
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ICT at the Boro Campus

Wow!! We are already into the 4th week of school. ICT here at the Boro campus commenced in Week 2 of this term. In the first 2 weeks, students were learning about “Establishing a positive Learning Culture” in the classrooms which is also discussed in our ICT Lab Expectations. Each student from Prep to Grade 2 brainstormed and wrote down what it would look like, and sound like during the ICT lesson.



Learning how to sign in and sign out.



Basic keyboard skills: identifying different characters on the keyboard.

Saving their first Power Point Presentation.



This term the students will learn basic keyboarding skills, mouse control and creating Power Point presentations. Prep students have been busy learning how to sign in and sign out as this term is their first computer experience. Grade 1 students are still working on mouse control which is a difficult skill for most students. As for the Grade 2 students, they are learning keyboard skills and creating Power Point Presentations.



KOROBORO INTERNATIONAL SCHOOL

Teachers Induction Programme

IMPORTANT DATES FOR YOUR CALENDAR

Week 4

- 13/02: ECA Begins
- 14/02: Parent Infor Evening – Koro Campus
- 15/02: Parent Infor Evening – Boro Campus
- 17/02: The Informer #2 Sent Home

Week 5

- 24/02: Public Holiday – Remembering Late Chief

Week 6

- 03/03: GR6 & SRC LEADERSHIP ASSEMBLY
- 03/03: Welcome Back BBQ for Koro Campus from 5pm onwards (Time TBC)
- 03/03: The Informer #3 Sent Home

Week 7

- 09/03: KB Inter-house Swimming Carnival @ TAIC

Week 8

- 17/03: The Informer #4 sent home

Week 10

- 27/03: ECA catch-up sessions
- 30/03: Inter-school Junior Swimming carnival @ TEMIS
- 30/03: Transitional Reports & Student's Self-Assessment sent home
- 30/03: Social Club Fundraising – Bingo Night @ Yacht Club (Time TBC)
- 31/03: Inter-school Intermediate and Senior Swimming Carnival @ TEMIS
- 31/03: The Informer #5 sent home
- 31/03: Term 1 Ends



KoroBoro International School



TIP

The IEA's Teacher Induction Programme, colloquially known as the TIP, was established in 1999, by our Centre for Professional Development (CPD) to cater for the ongoing need to train, up-skill and mentor qualified Papua New Guinean teachers who are new to the IEA. Almost all teachers in the IEA have graduated from this one-year full-time programme, which is now a formal qualification: A Diploma in International Education.

This last fortnight, our school welcomed 16 inductees (students of the TIP) to observe English and Maths lessons. The purpose was to enable the TIP students to contextualise some of their training so far, and so see examples of outstanding learning and teaching and positive behaviour for learning. They were very inspired by what they saw:

The teacher has given me some great ideas on how to teach Maths. Her classroom management skills and student behaviour reflected all 5 IEA key outcomes. Thumbs up to Koroboro International School!

The class behaviour management was excellent, and the learning environment was very conducive and inclusive. All the students in the class had the opportunity to learn.

I was just telling my friends when we walked out of the classroom that, I can't wait to be teaching in one of those classrooms.

I'm so excited to see IEA pedagogies that are learnt at CPD being used effectively in the classrooms.

The teacher reinforced my drive and motivation to be an IEA Teacher.



In Week 7 some of the inductees will be joining our classes on placement. Hosting inductees on placement is enriching for the students, inductees, teacher mentors and the wider school community.

In particular, our students benefit from a greater variety of teaching, learning and co-curricular experiences through the structured participation of inductees in the school. Furthermore, the school gains access to a variety of newer approaches to teaching and learning through its engagement with inductees and the Centre for Professional Development.

<https://www.koroboro.iea.ac.pg/> Phone: 322 1900/ 322 1901

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