



# Newsletter

“ A monthly look at the  
International Baccalaureate  
Program at the GHC TK-8  
Campus! ”

GHC Devonshire Campus August 2026 Issue #10



Welcome to a new school year—and to another year of learning, curiosity, and discovery through our IB programs! Whether your family is new to our school or has been part of our community for years, we are excited to share a little more about what makes learning at our school special.

As an IB World School, we believe that learning is about more than knowing the right answers. We want our students to ask thoughtful questions, make connections, explore different perspectives, and use what they learn to make a difference in their communities and the world around them.

In this newsletter, we'll introduce you to our IB coordinators, share some of the exciting ways our Primary Years Program (PYP) and Middle Years Program (MYP) are getting started, and give you a glimpse into the learning experiences your children will have this year. We hope this newsletter helps families see the IB program not simply as something students do at school, but as a way of thinking and learning that can extend far beyond the classroom. We're excited to learn, wonder, and grow together this year!

Sincerely, Ms. Housenick and Ms. Porter (IB Coordinators)

## Meet your Coordinators....



Lindsey Housenick



Contact your PYP Coordinator (Grades TK-5):  
[lindseyhousenick@ghctk12.com](mailto:lindseyhousenick@ghctk12.com)



Sarah Porter



Contact your MYP Coordinator (Grades 6-10):  
[sarahporter@ghctk12.com](mailto:sarahporter@ghctk12.com)



# BACK TO SCHOOL



## Primary Years Programme

The beginning of the school year is about much more than learning names, unpacking supplies, and getting settled into a new classroom. In our PYP classrooms, teachers intentionally make time for students to build a learning community together. Across our elementary program, classes are discussing what helps people feel safe, respected, and ready to learn; developing classroom agreements; and considering what each person can contribute to the community. This collaborative approach reflects an important PYP belief: students are active participants in shaping their learning environment.

These first few weeks are an important time for teaching the routines and procedures that help a classroom run smoothly. Rather than assuming students know what to do, teachers take time to model, practice, reflect, and revisit routines—from entering the classroom and transitioning between activities to using materials and collaborating with classmates. These routines are more than classroom management tools; they help students develop the Approaches to Learning (ATL) skills, particularly self-management, communication, and social skills. When students know what is expected and have opportunities to practice, valuable learning time is protected and students become increasingly confident and independent.



## Middle Years Programme

It is important to start the school year off right! In each year of the Middle School, teachers have planned to focus on some specific skills that will help students to be successful throughout the year.

In Grade 6, adjusting to Middle School schedules and practices is a big key to developing students' sense of security and belonging in their new environment. To help ease this transition, Grade 6 teachers are using consistent routines for the start and end of classes as well as expectations during class. Students will know what to expect and what is expected of them regardless of the class they are attending.

The focus in Grade 7 is on ensuring students remember to respect the school environment, other people and themselves. Through the lens of respect, students will be encouraged to take their learning seriously and consider the impacts of their choices through multiple perspectives.

Our Grade 8 teachers are emboldening students to take greater responsibility for own learning through developing a more independent approach to school in preparation for next year's transition to high school. Students are challenged to persevere and problem solve when facing difficulties as well as to plan in advance to reduce avoidable predicaments.

# IB WORDS YOU'LL HEAR THIS YEAR



## INQUIRY

Learning starts with questions and curiosity. Students explore, investigate, and discover ideas for themselves.



## LEARNER PROFILE

The qualities we hope our students develop as learners and people—such as inquirers, thinkers, communicators, and caring.



## ATL SKILLS

The skills students need to learn independently and successfully—including thinking, communication, research, social, and self-management skills.



## AGENCY

Students having voice, choice, and ownership in their learning. We empower students to take an active role in their learning journey.



## CONCEPTS

Big, transferable ideas—such as change, systems, communication, relationships, and perspective—that help students make connections across subjects and situations.



## ACTION

Using what we learn to make a positive difference. Action can be big or small—at school, at home, and in our community.



**PYP**

## PYP: PRIMARY YEARS PROGRAMME

Our programme for younger learners (TK–5). Students learn through inquiry and transdisciplinary learning—making connections across subjects to understand the world around them.



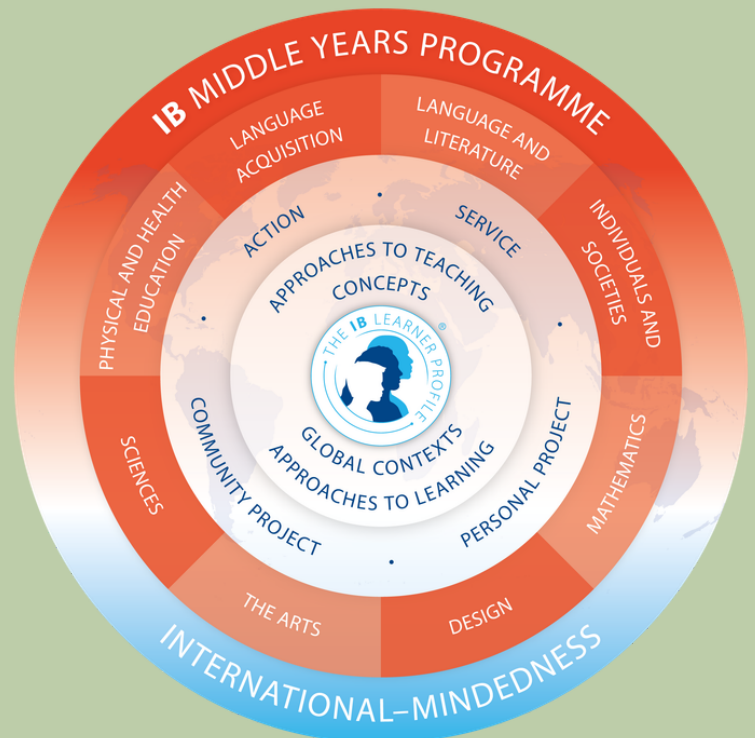
**MYP**

## MYP: MIDDLE YEARS PROGRAMME

Our programme for middle school students (6–8). Students engage in interdisciplinary learning, explore real-world issues, and build the skills and confidence to become independent learners.



The IB program includes a lot of specific vocabulary and acronyms! Check out this glossary above for some frequently used terms.



These wheels offer a visual representation of key components of our PYP and MYP programs.