

MBIS NEWS

Issue 03 Volume 01 | October 2021

Value of the Month:
RESILIENCE



Message from the Head of School



Welcome to our third newsletter of the school year.

We are delighted with the progress our students are making, despite the period of online learning at the start of the term and the limitations we continue to face due to covid restrictions.

Our first experience of using our new Year 3-7 baseline assessments programme, InCAS, produced very encouraging results. InCAS helps teachers evaluate each student's strengths and weaknesses at the start of the year in reading, maths and non-verbal reasoning skills so that every child's learning needs can be supported. You can read more about this later in the newsletter.

In view of these results and the circumstances our students have faced, it seems particularly relevant that our new focus value this month is Resilience.

Being resilient is not easy. Life throws so many problems at us. But with a positive, 'can do' attitude, a lot of practice and good support from teachers and parents, children can learn that every setback, every mistake, every challenge is an opportunity to learn and grow. As Nelson Mandela famously said:

"Don't judge me by my successes, judge me by how many times I fell down and got back up again."




This is what learning is all about. Nobody is immune from setbacks or making mistakes. It's how we respond to them that sets the tone for our future success in life, work, study and relationships.

Please do read our tips for building resilience. If we as teachers and parents can help our children develop this important value, we are setting them up for life.

Warm regards,

Neil Amas
Head of School

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Value of the month

RESILIENCE

The definition of Resilience we are using at school is:

**Being able to bounce back
after setbacks.**

Resilience is not the simply ability to hold back the tears when you fall down. It is not feeling discouraged when things don't go your way and having the mental strength to bounce back after disappointment. Times of struggle and failure are precisely when the most learning occurs.

So what can we, as parents and teachers, do to build resilience in our kids?



HERE ARE 7 TIPS from latest research and what we are practising at school.

1) Hand over responsibility

Ask yourself (regularly!): “Am I doing things for my children that they can do for themselves?” Whether it’s making their bed or getting their own breakfast, when we jump in and do it for them, our children learn dependence, not independence.

2) Let them decide

Instead of “Go and have a shower now,” try: “Would you like to have a shower now or after dinner?” Having a say prepares children for making more important decisions as they get older.

3) Let them work it out

There are times when we have to step in when our children are arguing with each other, such as when it gets too hurtful. But let things run a little and they get the message that it is they who need to work it out. Likewise, when our little one is struggling to pump up her bicycle tyres, resist the temptation to grab the pump and say, “This is how you do it.” Instead ask, “can you think of another way to do it?” or a helpful, “have you tried holding the pump in your other hand?” gives her the opportunity to persevere.

4) Model the expected behaviour

When we calmly pick up the pieces after dropping a plate, or fix something we broke without making a fuss, our children will follow our example.

5) Validate feelings

If we tell a crying child, “Don’t cry, it’s only a scratch,” or, “Big boys don’t cry,” we are encouraging them to repress their feelings instead of deal with them. Calmly acknowledging feelings with, “Oh dear, I can see you are upset,” acknowledges feelings without denying or indulging and gives kids the space to manage themselves. The first step in dealing with emotions is to accept them.

6) Let them be bored!

How do we learn to deal with boredom unless we are given a chance to practise? Lots of organized activities or time on devices means less time for imaginative play, building the social skills children learn from unstructured play time with friends, or simply learning to deal with being bored!

7) Create a ‘Growth Mindset’

A ‘Growth Mindset’ is believing that we can improve. A ‘Fixed Mindset’ is the view that we can never get better at something. It is the difference between ‘I can’t do it’ and ‘I can’t do it, yet.’ Praising effort instead of outcome is the best way to encourage a growth mindset in our children.



คุณธรรมประจำเดือน

ความยืดหยุ่นและการปรับตัว

คำจำกัดความของ ความยืดหยุ่นและการปรับตัว ที่เราใช้ในโรงเรียนคือ

การกลับมาสู้อีกครั้ง หลังความล้มเหลว



ค ความยืดหยุ่นและการปรับตัวนั้นไม่ใช่ความสามารถทั่วไปเหมือนกับการกลิ้งน้ำตาเมื่อคุณหกล้ม หากต้องขยายความให้ชัดเจนมากขึ้น มันคือการไม่รู้สึกรำคาญใจของเราที่กำลังถูกบั่นทอนเมื่อสิ่งต่าง ๆ ไม่เป็นดั่งหวัง รวมถึงการมีจิตใจที่เข้มแข็งพอที่จะฮึดกลับมาพยายามใหม่อีกครั้ง นอกจากนี้ ความล้มเหลวก็มักจะเกิดขึ้นบ่อยที่สุดในระหว่างการเรียนรู้

แล้วพ่อแม่และผู้ปกครอง รวมถึงคุณครูพอจะช่วยสร้างความยืดหยุ่นและการปรับตัวแก่เด็ก ๆ ได้อย่างไรบ้าง?

เมริทตันขอแนะนำวิธีการส่งเสริมพฤติกรรม 7 บ่อยๆ จากผลงานวิจัยล่าสุดที่พวกเรา กำลังใช้ในการปฏิบัติที่โรงเรียน

1) มอบหมายความรับผิดชอบให้แก่เด็ก ๆ

ลองถามตนเอง (เป็นประจำ!) ว่า “เรากำลังทำสิ่งนี้ให้ลูกทั้ง ๆ ที่พวกเขาสามารถทำได้เองหรือไม่” ไม่ว่าจะเป็นการพับผ้าห่ม หรือการจัดหาอาหารมื้อเช้า ถ้าหากเรายื่นมือเข้าไปทำให้เด็ก ๆ อยู่เสมอ พวกเขาจะเรียนรู้การพึ่งพาผู้ใหญ่ แทนที่จะพึ่งพาตนเอง

2) ปล่อยให้ลูกตัดสินใจด้วยตนเอง

แทนที่จะสั่งว่า “ลูกไปอาบน้ำได้แล้ว” ลองเปลี่ยนเป็นถามพวกเขาว่า “ลูกอยากอาบน้ำตอนนี้ หรือหลังเสร็จมื้อเย็น” คูสิ เพราะการเกริ่นถามช่วยฝึกให้พวกเขากล้าตัดสินใจในสิ่งเล็ก ๆ เพื่อเตรียมตัวในการตัดสินใจในเรื่องที่ใหญ่กว่าเมื่อพวกเขาโตขึ้น

3) ปล่อยให้ลูกแก้ปัญหาด้วยตนเอง

ในบางครั้งผู้ใหญ่อาจต้องยื่นมือเข้าไปช่วยแก้ไขปัญหาลูกเมื่อเด็ก ๆ กำลังทะเลาะกัน โดยเฉพาะในสถานการณ์ที่กำลังเลยเถิดไปจนถึงขั้นที่มีการเจ็บตัวหรือการใช้ถ้อยคำรุนแรง แต่หากยังไม่ถึงขั้นนั้น ลองกระตุ้นให้พวกเขารู้ว่าจะต้องแก้ปัญหาด้วยตนเองให้ได้เสียก่อน อย่างเช่น เมื่อลูกของเรา กำลังมีปัญหาเกี่ยวกับการเติมลมยางรถจักรยาน ลองห้ามตัวเองจากการยื่นมือทำให้เขาดู แต่เปลี่ยนเป็นถามเขาว่า “ลูกลองหาวิธีอื่นได้ไหม” หรือให้ข้อเสนอแนะอย่าง “ลูกเคยลองถือที่ปั๊มลมด้วยมืออีกข้างหรือยัง” ด้วยวิธีนี้จะช่วยให้ลูก ๆ มีความอดทนและจะพยายามด้วยตนเองมากขึ้น

4) เป็นตัวอย่างในพฤติกรรมที่เราต้องการปลูกฝังให้กับเขา

เมื่อเราก้มลงหยิบเศษกระเบื้องของจานที่หล่นแตกด้วยท่าที่สงบนิ่ง หรือ ซ่อมแซมสิ่งของที่เรากำลังทำพังโดยปราศจากความหงุดหงิด หรือการโวยวาย เด็ก ๆ จะซึมซับและเลียนแบบพฤติกรรมของเรา



5) สำรวจความรู้สึก

หากเราบอกเด็กที่กำลังสะอึกสะอื้นว่า “อย่าร้องไห้สิ แค่แผลถลอกนิดเดียวเอง” หรือ “เป็นผู้ชายต้องไม่ร้องไห้” แสดงว่าเรากำลังสอนให้เด็ก ๆ เก็บกดความรู้สึกเหล่านั้นเอาไว้แทนที่จะน้อมรับและแก้ไขมัน ลองเปลี่ยนเป็นการรับรู้ความรู้สึกของพวกเขาด้วยการไม่ห้ามปรามหรือโอ้อวดจนเคยตัว โดยพูดว่า “พอรู้ล่ะว่าลูกกำลังหงุดหงิดอยู่” รวมถึงเว้นช่องว่างเอาไว้เพื่อเปิดโอกาสให้พวกเขาจัดการอารมณ์ด้วยตนเอง เพราะขั้นแรกของการรับมือกับอารมณ์คือการยอมรับการมีอยู่ของมัน

6) ปลอ่ยให้พวกเขาเปือ!

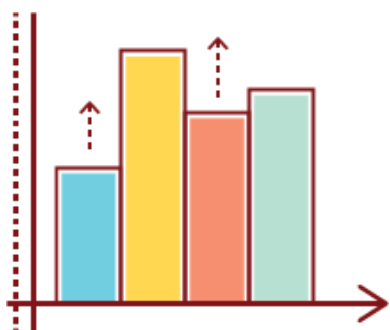
เราจะรับมือกับความเปือหน่วยได้อย่างไรหากเราไม่มีโอกาสได้ฝึกฝน? การมีกิจกรรมแน่นเอียดที่ถูกวางแผนมาอย่างดี หรือการใช้เวลาไปกับหน้าจอบของอุปกรณ์อิเล็กทรอนิกส์ หมายถึงการมีเวลาให้จินตนาการได้โลดแล่นเพียงน้อยนิด รวมถึงสูญเสียโอกาสในการสร้างทักษะทางสังคมที่เด็ก ๆ ควรเรียนรู้จากการเล่นโดยไม่มีแบบแผนกับเพื่อน ๆ ทั้งยังรวมถึงการลดโอกาสฝึกฝนทักษะในการรับมือกับความเปือหน่วยอีกด้วย!

7) สร้าง ‘ทัศนคติเชิงบวก’

‘ทัศนคติเชิงบวก’ คือการเป็นผู้มีความเชื่อมั่นว่า เราสามารถพัฒนาตนเองได้ ‘ทัศนคติเชิงลบหรือความคิดแบบตายตัว’ คือความคิดที่ว่า เราจะไม่มีวันพัฒนาตนเองและทักษะ ต่าง ๆ ให้ดีขึ้นได้ ซึ่งมันมีความแตกต่างระหว่างคำว่า ‘ฉันทำไม่ได้’ และ ‘ฉันยังทำไม่ได้’ การให้คุณค่าและความสำคัญกับความพยายามมากกว่าผลลัพธ์ที่ได้คือการสนับสนุน และส่งเสริมให้เด็ก ๆ เป็นผู้ที่มี ทัศนคติเชิงบวกนั่นเอง



InCAS Assessment



About InCAS

InCAS is a highly regarded assessment tool developed by the Cambridge Centre for Evaluation and Monitoring in the UK and is used by schools all over the world. Through an online, interactive test, it enables teachers to track the progress of their students over time by assessing skills in reading, spelling, maths and reasoning skills at the start of each school year. It provides data on each student's ability against an average age-based expectation garnered from InCAS schools in the UK. It also finds out about students' attitude towards school and different subjects.

We use InCAS for **Year 3-7 students only**. We do not consider this form of assessment to be appropriate or necessary for Year 1-2 students, for whom we have many other ways to monitor and evaluate progress.

Word of caution for parents!

The purpose of InCAS is to help teachers pinpoint and analyse each of their students' strengths and weaknesses so that we can give them the best possible academic support and help them reach their potential.

- It is not designed to compare students with each other. Our focus is on the individual child and their personal progress.
- It is a snapshot of learning at a specific time and should not be viewed as giving the whole picture of a student's ability and progress. It is indicative only. Not every student is good at tests or is in the right mood on the day of the test! The bigger picture is evaluated from ongoing observation and assessment by teachers throughout the year.

2021-22 Results

The results from our first ever InCAS assessments demonstrated that, at the start of this school year, for students in Year 3-7:

- In reading, 71% of our Year 3-7 students are at or above age-level expectations compared to InCAS-assessed students in the UK and a further 23% are very close (which means they can easily catch up).
- In maths and reasoning skills, 63% are at or above expectations and a further 17% are very close.
- 89% of our students love coming to school (scoring 4 or 5 out of 5) and the remaining 11% like coming to school (3/5). Not one student gave a negative score!
- Only 5 students out of the whole of Year 3-7 (46 children) gave a negative attitude score towards reading or maths. Understandably, these were all students who are struggling in those subjects and we will be giving them extra help over the rest of the year. Encouragingly, however, those 5 students all gave a positive score about school overall.

These are very encouraging results, especially in light of the disruptions students have faced in the last 18 months due to the pandemic. We will be working with parents to help the very small number of students who need extra help so that they catch up over the year.

International Day & Respect Celebration

On the 15th of October, Meritton's students joined International Day activities.



It was a different celebration to previous years because parents could not visit the school. However, we really appreciated your support from home. The pupils dressed up to represent the diversity of nations and some brought in international food prepared by their parents. On the day, children shared food, art, customs and knowledge about countries with other classes. We heard that some parents spend hours preparing outfits for their children — **thank you for your support!**





Reception class studied Egyptian culture. They made pyramid shapes from sand, painted a colourful necklace, and freely created shapes with brick stamping.





What are the first things that come to your mind when you think about France?

Year 3 learned the famous Can-Can dance with fun (and sweat!). They created the Eiffel Tower from popsicle sticks during Art class. Mr Chris also taught them to cook French toast and escargot (snail) with safety. The taste of garlic, butter, and escargot with bread was an exotic experience that our Year 3 students will never forget!





In a special Year 4-7 celebration of learning, students presented their research findings on culture and customs. At the end, they treated their peers and teachers to some traditional Thai dance!



Year 4 presented in groups representing China, Japan, and the Philippines. Each student brought food regarding their projects to share. They created information boards to show other classes and presented the cultures in the assembly hall.





Ecuador, Mexico, and Brazil were represented by our Year 5 students. They had fun making nacho chips and role playing how to respect different cultures in the assembly hall.





Year 6-7 demonstrated greetings from Egypt, Madagascar, Morocco, and Kenya, along with general information about the countries. They also brought African food to share with the classmates and teachers.



Exploring Respect: *People, Recycling and Nature*



Year 3 have been learning about the body's internal organs and each made a duplicate 'mini-me' so that they could learn how the human body functions. They also learned that while people may look different on the outside, we are all the same on the inside!



PEOPLE



RECYCLING



Using white colour stamped on black paper, Nursery students painted dandelions with recycled toilet rolls!





Year 4 wrote Haiku poetry in the theme of nature after learning about extreme examples of nature such as deep oceans, lonely tall trees, wide grass fields, endless deserts, huge glaciers and more!



NATURE

Year 6 Fire Experiments

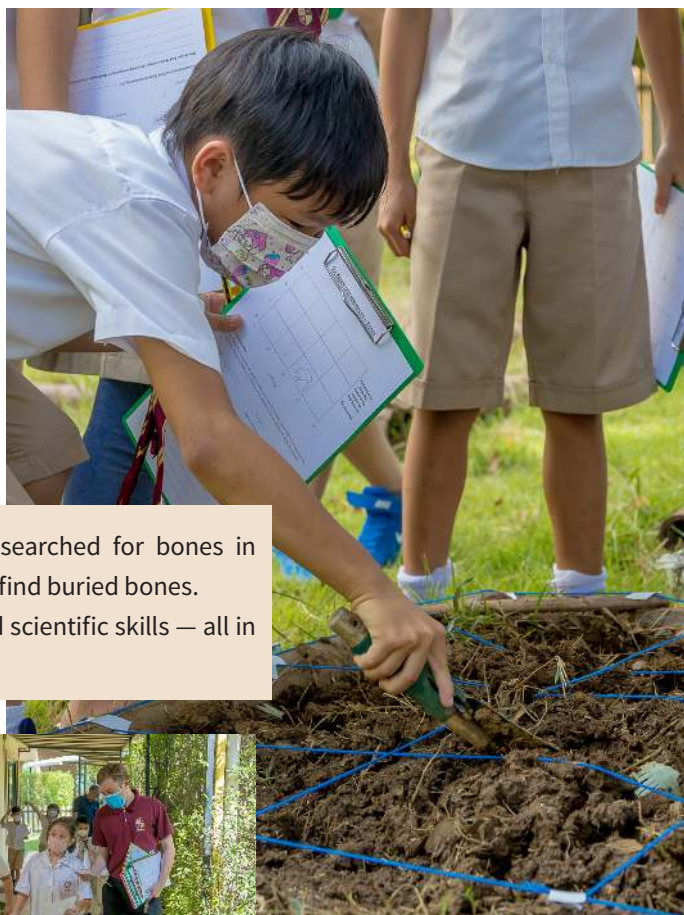


The sweet smell of sugar mixed with the sharp odour of fuel confronted the noses of our Year 6 students! After hypothesising, experimenting, failing and trying again, they were finally able to create the desired height and brightness of the flames.



Bone Hunt: Integrated Learning at Meritton!

During their Unit of Exploration, Year 4 students searched for bones in Meritton! The task was to use map grid references to find buried bones. A great way to learn geographic, critical thinking and scientific skills — all in one activity.



Meet MBIS TEACHERS



Liz
Reception
Homeroom Teacher



Raquel
Nursery
Homeroom Teacher



Gina
Art Teacher



Jimmy
Science, Maths,
and ICT Teacher



Film
Librarian



Craig
P.E. Teacher

Ms LIZ

“
Children should feel
comfortable
to express their
thoughts, opinions
and interests
without fear.
”

Reception Homeroom Teacher

Ms Liz grew up in Wellington, New Zealand and has a Bachelor of Physical Education and Post Graduate Diploma in Inclusive Education.

Ms Liz moved to Thailand in 2013 to live and work as a teacher. She has worked in Rayong and Chiang Mai teaching at a variety of levels, but specializing in Early Years.

“I really enjoy working at Meritton and the close relationship we have with our students’ families as they play such an important role in their child’s education. Building positive attitudes towards school and learning at an early age fosters a lifelong love of learning.

“I believe that the Early Years should be focused on students developing a passion for learning and making new discoveries. I encourage this by creating a safe and thought-provoking environment for them to develop their understanding of the world. It is essential that children feel comfortable to express their thoughts, opinions and interests without fear.”

Ms RAQUEL

“

It is
my personal mission
to help students feel
SUCCESSFUL.

”



Nursery Homeroom Teacher

Ms Raquel was born and raised in Oakland, California. She graduated from Sonoma State University with a BA degree in education and human development. She has been teaching for the past 6 years, the last 3 of which have been here at Meritton. Working with young learners is truly a passion of hers!

“By fostering play-based learning in the classroom, supported by the Early Years Framework Stages and Values-based Education, our goal is to create opportunities for students to grow and flourish socially, emotionally, and academically. It is my personal mission to help students feel successful, and to inspire an early love for learning. Nursery is a very special year, and I feel so fortunate to be a part of it!”

Ms GINA

“
**Having
A POSITIVE
ATTITUDE**
is the main
purpose
of my classroom
”

ART Teacher

Ms Gina is starting her second year at Meritton. She graduated from Chiangmai University with a degree in Fine Art.

“I grew up in Phuket with beautiful nature and that inspired me to become an artist. As an art teacher, I saw that students are put off Art lessons due to misunderstanding, bad experiences and a lack of confidence. I truly believe that this can be solved by using Values-based Education combined with the Art curriculum to help tune our students’ perspective in art and spark their imagination and knowledge.

“Encouraging my students to have a positive attitude is the main purpose of my classroom. I would like to educate them that Art is in our daily life, it is friendly to our mental health, inspires innovation and helps us to appreciate beauty in life.”

Mr JIMMY



“

My goal is to create an environment of **CURIOSITY.**

I want students to feel comfortable to question and guide the learning experience.

”

Science, Maths, and ICT Teacher

Mr Jimmy is from England and has been teaching for eight years. This will be his second year teaching at Meritton. He has a Bachelor of Science and a PGCEi from the University of Nottingham in the UK.

“Science has always been a passion of mine and I’m keen to share my fascination with the natural world. I use a hands-on approach to learning; students will be able to test hypotheses, design experiments and most importantly, make and reflect on their conclusions.

“Mathematics is another area I always loved at school and it has been given a considerable enhancement with the updated Cambridge curriculum. Using real world applications and experiences, I want to give students a sense of meaning to the skills they are developing.”

A self-confessed computer ‘nerd’, Mr Jimmy also has a lot of passion for electronics and his experience includes being the technical director of a music festival as well as composing his own electronic music!

Ms FILM



“
My students
will **GROW**
with every page
of the book
they open

”

Librarian

Ms Film graduated with bachelor's and master's degrees in Library and Information Science from Chiang Mai University. She has worked at different levels of library management and before coming to Meritton was the coordinator of a children's library.

“When children come to the library I like to integrate values into the stories I read. I aim to encourage imagination and a positive attitude in the library that students can apply in daily life.

“I am not just a librarian. I am a teacher who teaches my students about knowledge and morality from books. If they apply the virtue from the books they read, they will live happily.”

Ms Film's favourite quote is
'Don't go through life, grow through life' (Eric Butterworth).

Mr CRAIG

“

When a student learns a new skill and you can see they are proud and happy, it is a **GREAT FEELING!**

”

P.E. Teacher

Born in Scotland, then growing up in Asia and England, **Mr Craig** is a fully accredited English Football Association coach, as well as holding a bachelor's degree in teaching English.

Mr Craig ran his own football academy in the UK before moving to Bangkok, where he spent four years teaching multi-sport activities for leading international schools in Bangkok.

It's

“This will be my second year at the school, and I hope to build on the good work we achieved last year in the P.E. department. The school has invested in lots of new sports equipment which will not only help the students to learn new sports and develop their own skills but will also make P.E. lessons more fun and engaging.”



GET ACTIVE

with P.E. Teacher, Mr Craig!

EP.3



MERITTON
BRITISH INTERNATIONAL SCHOOL

EP.3
Get Active
with
PE Teacher Craig!

More fun exercises to do at home. During this period of staying in and increased screen time, it's super-important that we keep our bodies moving. PE teacher Mr Craig takes us through some more 5-minute routines to keep us fit and healthy.

Cambridge Assessment
International Education
Cambridge International School

VbE
Value-based Education
Learning, teaching and assessment

More fun exercises to do at home. It's super-important that we keep our bodies moving. P.E. teacher Mr Craig takes us through some more 5-minute routines to keep us fit and healthy.

Scan here
to watch on YouTube



Coming Up



We will start next month with Reading Week (1st - 5th of November), our annual celebration of reading. Reading is probably the most important skill your child will ever learn. Get ready for Reading Week - stock up with good books!

On Friday 12th, Meritton will join 'Students Values Conference Asia 2021', an online event showcasing students video presentations on values. Parents will be able to watch the event live or recorded through the VbE Youtube channel.

In the next week, students will participate in a Loy Krathong event at school, followed closely by a celebration of our value of the month, Resilience.

November 2021

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
Reading week						
8	9	10	11	12	13	14
				VbE Conference Asia		
15	16	17	18	19	20	21
				Loy Krathong & Value Celebration		
22	23	24	25	26	27	28
29	30					



PARTICIPATE WITH US!

Students' Values Conference Asia 2021



RESPECT

PATIENCE

KINDNESS

COOPERATION

RESILIENCE

GRATITUDE

RESPONSIBILITY

CONFIDENCE

COMPASSION

HONESTY

POSITIVE
ATTITUDE

HAPPINESS

12th November

How do values make the world a better place?

A collection of video clips made by students, for students



- Students aged between 8 - 14 years old
- Present in video format, up to 5 minutes

Email : asian_conference@valuesbasededucation.com

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