



Change in Time

Please note that next Wednesday, November 1, Sudan will fall back one hour in time. School hours will remain the same and school will begin at 8:00 am that day



HALLOWEEN IS COMING!

Superintendent's Message

ASAP – Second Quarter

Signup for our second quarter ASAP (After School Activity Program) will begin on Thursday, October 26th at 4:00 pm. To access the signup lists, please go to the following link:

Elementary School:

<http://www.signupgenius.com/go/5080845afab2aa0f58-es2nd>

MS/HS School:

<http://www.signupgenius.com/go/5080845afab2aa0f58-middlehigh1>

If you do not have an email address or if you have changed it, please contact the KAS office to update it. If you have any questions about the program, please contact Mr. Breyon Burrell, our ASAP Coordinator.

Parent Seminars

Today's seminar was an excellent presentation by our Middle School/High School Principal, Susan Boutros on the Accreditation process that we are going through with the Council of International Schools and the Middle States Association. Thank you to all who attended.

On Thursday, November 23, Douglas Dworak, our high school counselor and Nicole Stacey our elementary counselor and student services coordinator will present the next parent seminar titled, "**Counseling Our Students.**" Parents will want to attend this seminar to learn about the counseling services we provide for students at KAS. Both Nicole and Doug have several years experience with counseling students at international schools. The seminar will begin around 8:15 after the elementary assembly and will be held in the KAS Library.

KAS Board of Governors

Our School Board will hold its next meeting this Sunday at KAS. Information about the Board, meeting dates, School Board Policies, and minutes from general meetings can be accessed on the KAS website. www.krtams.org

Communication with parents will be increasingly done by email and phone. Please make sure we have your current phone numbers and email addresses.

Steve Alexander

KAS Superintendent

HALLOWEEN BAKE SALE



The PTA is proud to announce the Halloween Bake Sale as its first event of this academic year, which will take place on Tuesday October 31st during lunchtime. The proceeds from this event will go towards helping children in need. The Early childhood and Elementary students will be helping our cause by bringing in food donations from home to be sold at the bake sale. Therefore a big thank you goes out to all the parents and guardians who will help make the bake sale a huge success.

Happy Halloween!

PROFESSIONAL DEVELOPMENT

One of the first questions I was asked as a candidate for a teaching position at KAS referenced the extent of my own professional development. As an experienced teacher, this impressed me as the field of education is a dynamic one, ever-changing to meet the needs of our students as well as employ new resources and technologies to enhance student learning. Professional development conferences allow teachers to do both, and schools that value professional development, as KAS does, attract teachers who not only love teaching, but also love to learn.

This year, I was able to attend an International Rubicon Conference in Africa where I met and shared ideas with other international teachers across Europe, the Middle East, and Africa. As a presenter at the conference, I learned a great deal about my teaching by tracing the path of my own learning to share with the teachers who attended my presentation on Inquiry Research. In addition, I had my first experience writing and sharing my first blog, published here and on the Atlas Rubicon site.



<https://www.rubicon.com/inquiry-based-research/>

Inquiry Based Research Supports Student Achievement

Reading a stack of essays with similar topics and watching students plod through research assignments dutifully to the end – knowing they've lost interest in their topic much earlier – can be disheartening for both teacher and student. Picture your students fully engaged throughout the research process, asking for permission to extend their learning beyond the actual parameters of the assignment while you look forward to a research assignment deadline. You fluff the pillows up on your bed the night papers are due, and get ready to snuggle into your first round of reading student papers purely for enjoyment.

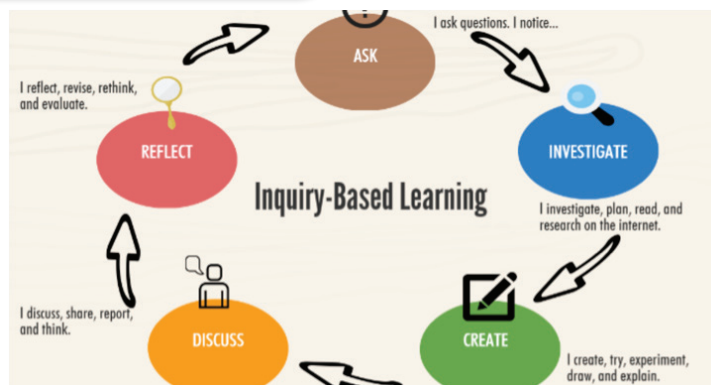
Why Inquiry?

It took some time for me to realize that I was beginning to dread each research assignment deadline. As much as I wanted students to choose their own topics for research, I realized they tended to select the more standard topics for research within each study, often knowing the intended outcome of their research before even beginning. I was interested in finding an approach focused more on the actual research "process," feeling a good product would be a natural result. My goal was to develop a clear path for my students to follow when exploring and learning new ideas across the content. I loved research, and wanted my students to love it too.

"Inquiry learning is a student-centered approach, it allows the teacher to engage, motivate and challenge students in active learning, whereby they discover meaning of newly attained knowledge and increase their deep understanding of encountering problems, topics, or issues that are solved through a systematic method of collecting and analyzing information."

Inquiry Based Research Process

I had been using both the inquiry approach and primary source analysis, independently of each other in my history classrooms for some time when I



decided to try a more systematic approach of research by combining both methods. I tried this with my oldest group of high school students knowing that prior to this, independent primary sources analyzed by the small class typically left my students searching for more answers.

In this case, I encouraged each student in the class to have their own question for a single source I selected for analysis. I continued to guide students throughout the process of asking and answering their own questions with each developing a different string of primary sources (path) to draw their own conclusions by gaining entirely different understandings.

Primary Source Analysis

The analysis of primary sources allows students to take on the role of a historian by using evidence that has been left behind to interpret the meaning of an actual event in history. While classroom texts are considered secondary sources, they can include good background information for students to access primary sources in their research. Relevant historical documents and records are often referenced for further investigation and research across the curriculum in secondary source student textbooks.

Primary Sources include:

- journals
- letters
- novels
- artwork
- photographs
- news articles
- court case records
- music
- biographies
- artifacts

I observed students throughout this process become more actively engaged and independent. I could see students were motivated to find their own answers, and gain deeper understandings of the content. They were open to new ideas about research realizing results were not meant to be predetermined, right or wrong, and that a lot of satisfaction was to be gained from following their own path of discovery.

Related Resources

- Document Analysis Worksheets
- Inquiry-Based Learning
- 10 Benefits Of Inquiry-Based Learning
- Resources and Downloads to Facilitate Inquiry-Based Learning

Charlene Joyce has worked in a variety of different educational settings including private schools, public schools, and charter schools. She has worked at grade levels 3-12 as a classroom teacher and at the university level as a clinical supervisor. Charlene has over 30 years of experience teaching in areas of special education, language arts and the social sciences where she has crafted her teaching.

Charlene Joyce
Social Studies Teacher

Diving Into Diversity

We hear the word, "multiculturalism" thrown around a great deal these days. At a glance, it sounds like a glossed-over Benetton ad campaign where people acknowledge the most visible examples of diversity in our society, but fail to take into account what falls behind the surface. It is necessary for us as educators and global citizens to not simply superficially embrace the idea of multiculturalism, but to dig in and explore specifically how one's cultural identity shapes us as teachers and learners, and how we can give voice and esteem to each of these cultural identities. In his article "Daring the Imagination: Unlocking Voices of Dissent and Possibility in Teaching," Michael O'Loughlin advocates for students to be given access to the "culture of power." I agree that is crucial for students to be exposed to and understand the mechanisms of the dominant culture, so that they are afforded the opportunities that rest within this culture. Is it right that there is a "culture of power"? There are many things that are unfair and biased within our society and world, but not everyone has the time, desire or ability to alter these disadvantages. However, opportunities arise for change within this system once people are given access to the dominant culture, and education on how to alter and amend popular opinion.

It is important that by giving students access to this "culture of power," that teachers do not lose sight of his or her students' own worthy and distinct cultures. As O'Loughlin stated, there is only two choices that students can make when they are forced to learn something that does not recognize or honor their culture: to experience a loss of self or to deliberately not-learn. Both of these decisions are extremely detrimental to the students' psyche and learning processes. Educators need to find ways to give value to the voices and experiences of their students, while creating a safe climate in which students can examine their beliefs in context with the dominant culture, making decisions for themselves as to what to believe, neither restricted by the dominant culture or bound to their home culture. If educators are able to provide this kind of classroom environment, true multiculturalism can be developed and lived, where nobody's experiences or beliefs are devalued, but a great understanding and respect is born among many cultures.

If the statistics in Takaki's article "A Different Mirror" are correct, that by 2050 there will be no visible majority, multiculturalism is not something to absent-mindedly tuck into a curriculum, but a key facet of our young people's education. We are compelled to not only understand that "culturally different" should not be linked to being "culturally disadvantaged," but vigilantly seek ways to find strength in a collaborative coexistence.

Miriam Easterling
Kindergarten Teacher

ARE YOU READY FOR A SPOOKY AFTERNOON!

This Tuesday, October 31 the elementary school will be celebrating Halloween! We have costume contests, music, games, and more. We will celebrate after lunch from 1:15 until the end of the day. We would love to invite parents to come and enjoy the celebration with us.



Sarah Boyer
Pre-Kindergarten Teacher



Saying of the Week

To **Keep It Up** means to persevere at a task and a person should carry on in the same manner. But what is 'it' - and why should it be 'up'? The origin for this can be found in the Victorian penchant for playing badminton in the gardens of country houses during summer months. Quite simply the shuttlecock needed to be kept up and the phrase 'keep it up' was frequently shouted during rallies.

Minette van der Bijl
High School English Department