



SECONDARY NEWSLETTER

Issue No.355

1st December 2017

SCHOOL DIRECTOR'S MESSAGE

Spaghetti Learning!

There may be a temptation as you read this to suspect that the long term has finally begin to take its toll on my sanity but hopefully if you persist through to the end some sense may emerge from the apparent chaos.....!

As parents, of course, we are all teachers and I suspect if you all thought about it for a little while, you might realise that actually a significant part of what you do at your work or elsewhere in your daily lives, also involves teaching. For this reason, I want to share with you a seminal moment for me that occurred in the unpromising context of watching my son eat his spaghetti! As so often in life, my learning came from my mistakes.....

So, there I was watching Columba eating his spaghetti of a Tuesday evening. He was struggling, as all children do, with those straggly pieces hanging from his mouth and deploying the suction technique so beloved of children of his age. Now this is a risky approach! It will almost certainly result in a bolognaise sauce-coloured chin at the end of the meal but can also cause splatters of the aforementioned sauce to be projected to the far corners of the table (and most certainly onto any white shirts within range!) as each piece of spaghetti friskily flicks its tail before conjoining its fate with its predecessors.....I wasn't happy...! "Bite it off!" I said..."You're supposed to bite off the ends; don't suck them- it's rude!"

Reflecting afterwards, I realized to my shame, that this was a pretty poor effort for someone who has been a teacher for 26 years and a father for 15.

So where did I go wrong and what can I learn from it?

Context, Motivation and Objectives

It is really important that as teachers we give a context for learning and if at all possible show the practical benefits of applying the new skill or understanding. The best I could muster was, "It's rude," which is more likely to cause offence and possibly even set up an emotional roadblock to the learning. I should have spent some time persuading Columba how useful the new skill I was about to teach him would be, how often he could use it in his life and what the benefits would be for him (and those sat nearby!). I should also have foreshadowed the learning by explaining briefly what I was going to teach him. By doing so, I would automatically cause his brain reflect on his own technique; he would almost certainly then go on to try to both predict, and evaluate, my technique, as I explained it and he tried it, thereby deepening and consolidating his learning.

IN THIS ISSUE:	PAGE
School Director	1-2
Music Dynamics	3
PTA	4

UPCOMING EVENTS

4th Dec	House Colour Day
	Y9 Options Evening
8th Dec	Secondary Music
	Recital
13th Dec	Music Concert
15th Dec	House Amazing race
15th Dec	End of Term 1
16th Dec	2 nd tracking reports, half year reports
	examination timetables all uploaded to parent portal
4th Jan	Start of Term 2
8th Jan	House colour day
11th Jan	House swimming gala
18th Jan	ISSAK Swimming gala @ KISU
26th Jan	Liberation day-PH
3rd Feb	Half year reports for Y7,8, 9, 10 & DP1 up loaded on parent portal
5th Feb	House Colour Day
6th Feb	Secondary House Basketball

Modelling

Obvious! I should have *shown* Columba how to eat spaghetti politely. "Watch me do it, Columba and then you give it a try," or something similar should have been what I said. By taking this approach I would be requiring him to observe carefully and, more importantly, critically, and also involving him in learning experientially, greatly increasing, by both means, the chances of creating deep and sustainable learning.

Planning

Had I done even the merest amount of planning (i.e. engaged brain before mouth!), I would have avoided all of the previous errors, as well as adding great value to my actual instruction of Columba. You see, *we don't "bite it"!* I rehearsed the technique afterwards and realized that what I was actually doing was using my tongue to press the spaghetti strands against my top teeth (my "incisors", if we want to add value by incorporating technical terms!). If one bites, one has, of course, to open one's mouth which, as we know, is not considered good manners and in any case results in several of the pieces of spaghetti falling out of one's mouth and down onto the plate (or worse!) below.

While we will often manage to avoid the first two areas of mistakes, so often, as teachers, we are guilty of this last, of not critically and analytically deconstructing the learning we are about to lead and thinking about what are the really important, or especially challenging, parts of the learning (and then designing our approach to teaching these with particular care).

So my intervention with Columba should have been rather more like this:

"Today, we are going to continue looking at the area of table manners. Now, in your life, Columba, you are going to be faced with the challenge of eating a bowl of spaghetti many, many times. Wouldn't it be great if you could learn a technique for doing this tricky task that was efficient and that didn't cause any mess or embarrassment?"

Well, I am going to show you how you can use your tongue and the sharp teeth at the top of your mouth (your incisors) to do just that. Now watch carefully as I eat a forkful of spaghetti and tell me what you notice about the technique I use."

So, in conclusion, life may not be a bowl of pasta....but maybe learning is!

Regards

Steve Lang

School Director

Music Recitals

Our Secondary School recital is scheduled for 8th December 2017 at 5.30 pm. The event will take place in the Music room and all performers are expected to be at the venue not later than 5:15pm, dressed in black and white or black. The recital will feature all students involved in the Private Music Program and more, performing individually on their respective instruments including piano, voice, classical guitar, electric guitar, bass guitar, modern drums, African drums, flute, recorder, violin, clarinet, saxophone, trumpet and African Xylophone.



December Music Concert

Our December Music Concert will take place on the 13 December 2017 in the school auditorium starting at exactly 6pm. The concert will feature all music students performing both African and western music pieces in groups big and small. Performers are expected to be at the venue not later than 5.45pm dressed in black and white or black.

Associated Board of the Royal School of Music Examination; 2018

KISU is a centre of the International Music Examinations of the Associated Board of the Royal Schools of Music. Students that take lessons on individual instruments are presented with the opportunity to take an examination conducted by an international assessor from England. Should you wish to have your child examined under this scheme, please let me know so that we start working towards that as per the syllabus.

Dr. Benon Kigozi

Head of Music



Dear All,

What a quiet week we have had with all the secondary students out on their Outdoor Ed trips. We do hope a lot has been learnt and a great sense of responsibility has been developed by all the children and at the same time we hope they had so much fun.

When we returned at the beginning of this academic year, December seemed a long way off and here we are getting towards the end of our term 1. A lot has happened this term in all aspects including sports events, productions, family events and all these have greatly brought us together as one big family. I do thank you all who have helped all the new families that joined us at the beginning of the academic year to settle within the KISU community and Uganda as a whole.

During the 2 productions left this term, I request parents to join us at the PTA stand as always.

Upcoming Events

Thursday 7th December

KS1 Christmas Production (PTA Stand)

Wednesday 13th December

Secondary Music Concert (PTA Stand)

Some Photos From The Teacher appreciation Luncheon

Thank you.

Julia Karungi Kimbaleeba

PTA Chairperson

