



TISOL News



Thought for the week from - Vladimir Nabokov 1899–1977, Russian-American author

"I am sufficiently proud of my knowing something to be modest about my not knowing everything." -

Literacy Programme a Success at TISOL

The BLIP – Balanced Literacy Induction Programme – was conducted at TISOL during Week Two of this term.

The main focus of the program is the enhancement of teachers' practise to enable effective student learning of literacy skills and concepts.

Members of the IEA-CPD BLIP Team spent the week working with teachers both in their classrooms, and in after-school workshops.

Demonstration lessons were presented by the Facilitators. Teachers then followed-up by applying the techniques observed in class lessons.

A balanced literacy instruction model incorporates a range of approaches to the teaching of reading and writing, rather than relying on one specific method.

Children's literacy is developed through access to books and texts that contain rich and natural language. Understanding of the structure and content of a range of text types (including; stories, poetry, reports and information) is enhanced by way of supported and personal reading.

The Balance Literacy approach will be incorporated into a Literacy Learning and Teaching Policy being developed by the school.



Presentation and Thank You to the BLIP Facilitators Mrs. Julie Maclean and Mrs. Annie Kaila



TISOL Teachers in a BLIP Literacy Workshop.

TRUKAI FUN RUN T-SHIRTS PRESENTED

This year TISOL's Trukai Fun Run T-shirts have been sponsored by Boroko Motors. Mr. Peter Shepherd, Service Manager of Boroko Motors, Lae presented TISOL with 500 T-Shirts for the Trukai Fun Run at the School Assembly on Friday, 16th May.

The shirts allow the wearer to enter the Trukai Fun Run which will take place in Lae on Sunday, 20th July.



Details on how to obtain the Fun Run T-shirts will be announced shortly.



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Term Dates:

- > Term Two ends on Friday, 27th June
- > Term Three starts on Monday, 21st July

> Newsletter by Email

To be added to the email circulation list send an email to: mail@tisol.iea.ac.pg

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TISOL ECC News

TISOL Takes a Lead in Improving Early Childhood Education in Morobe Province

On Friday, 25th April Mrs. Fifita and Mrs. Pondros represented TISOL at a workshop hosted by the Department of Community Development and Child Welfare, along with over thirty other representatives from organizations concerned with the care and protection of children.

The gathering was organized in order to inform relevant stakeholders of the provisions of the new *Lukatim Pikinini Act* which outlines licensing requirements for all child care providers.

The TISOL Early Childhood Centre already complies with most of the requirements of the new Act.

TISOL has offered to facilitate future professional development workshops and discussion groups to support other early childhood care-providers in creating high-quality programs for young children throughout the Province.

Morobe is the first province in which the Department of Community Development is launching their National Early Childhood Care and Development Policy Handbook.

The IEA has contributed to this program through the expertise of Sharron Hales the Principal of Boroko East International School, during meetings in Port Moresby.



Programme Presenters from the National and Provincial Departments of Child Welfare and TISOL Representatives: Mrs. Joyce Pondros and Mrs. Nadia Fifita.



TISOL Early Childhood Centre celebrated Mother's Day on Friday, 9th May.

There was a good turn out from mothers (and a few fathers!) who were entertained by the ECC students with their singing. The Children also presented gifts to their mothers.

Mr. Dixon (not a mother as he was quick to point-out!) gave an informative description of the origins of Mother's Day celebrations.

The day was completed with a lunch which parents and children prepared and shared.



Programme Presenters from the National and Provincial Departments of Child Welfare were:

Provincial program Advisor: Amet Fongemale

Asia Pacific View on Early Childhood Care and Development First Assistant Secretary – Policy and Regulatory Services: Karen Haive

ECCD- Program Coordinator: Dominica Ma

Licensing of ECCD centers – Lukatim Pikinini Act – Director of Child Welfare: Isabel Salatiel

NCD Family and Welfare Services: Ronnie Mamia

P&F News

The next P&F meeting will be on Wednesday, 28th May from 1:30 to 2:30pm—in the School Library.

On the Agenda will be the prioritising of spending for funds raised through recent P&F projects.

Your ideas and contribution will be welcomed.

We are still seeking help with our Welcome to Lae project.

Offers of sponsorship or help to compile sections and articles are most welcome. Please contact me with questions or offers of assistance.

Clarissa Reilly
P&F, Chairman



Grade 3 students learning about Communication in Ancient Egypt



Mr. Peter Shepherd presenting Trukai Fun Run T-shirts to Senior TISOL students



The Arts involve the creation of objects or events that represent ideas or perceptions. They emerge from the fundamental human capacity for making sense of an experience by representing it in symbolic form. This includes processes which are descriptive, creative, expressive and aesthetic. All of these processes are fundamental to the arts in schools.

The Arts is a vital element of a balanced school curriculum, both of itself and as a vehicle for human growth and development. The study of the Arts in IEA schools involves experiences in Dramatic Arts, Dance, Music and Visual Arts. Each of these disciplines is unique in its own way, and learning about one does not substitute for learning in any other. However, the advantages accruing to learning in any of the arts are similar.



Dance

Movement is fundamental to human learning, and dance is a language of movement which helps to develop this way of learning. Through the study of dance, students explore the movement concepts of space, time and energy as they discover the body's movement potential. They use creativity, problem solving, critical thinking and group processes to create movement sequences. Students develop skills in choreography and dance technique.

Music

Creating and performing music also provides opportunities for the exploration and communication of thoughts and feelings. Music education enables students to interact with sound, creating order from apparent chaos through integration of the cognitive, psychomotor and affective domains.

Students explore the sounds they make themselves with and without instruments and the sounds which are produced within the environment. They investigate and develop systems of notation and work together in holistic ways to produce satisfying performances. Students develop skills in rhythm, composition, harmony and musical performance.

Dramatic Arts

Drama plays a major role in the lives of all human beings. Young children explore their world through make-believe and practice social skills through pretending. Drama, whether live, televised or at the cinema, is a major form of entertainment and social commentary in all societies. Study within the drama strand allows students to explore these ideas as both participants and audience. Students develop skills in writing, performing, staging, designing and directing drama in a variety of contexts.

Visual Arts

The visual arts provide a fundamental form of communication which transcends the need for spoken language and allows a depth of emotion often unavailable in other communication forms. Through their study students explore techniques and develop skills in the creation of two and three dimensional art works in a variety of contexts. Using these skills, students move towards a more complete expression of self. The visual arts include, among others, painting, drawing, weaving, carving, printing, sculpting and photography.