



2021-2022
March Edition

THE MAPLES MESSENGER

Celebrating Student Success!



Mr. Playford

10 Ways to Promote International-Mindedness

The Maples Academy is a recognized IB World School. As such it is our responsibility to promote international-mindedness through our curriculum, educational philosophy and community service.

The article below was originally published in 2017 by the *International Teacher Magazine* and written by Dr. Chris Muller, an independent educational consultant specializing in international education. Dr. Muller has served on many boards, including the Council of International Schools (CIS), the IB Heads Council, and the IB Regional Council.

A wonderful starting point

Students in today's international schools, growing up to be global leaders of the future, will require a remarkable insight into people and cultures across the world, and an unprecedented concern for the well-being of the world community. Around the world, many educational systems are gearing themselves toward catering to a greater global consciousness.

International schools represent a phenomenon that is able to take the lead in setting an example to educate students toward international-mindedness, through an education that reduces ethnocentrism, increases knowledge of other cultures, and promotes a concern for global environmental issues.

Towards international-mindedness

International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility to its members. It is an awareness of the inter-relatedness of all nations and peoples, and a recognition of the complexity of these relationships. Internationally-minded people appreciate and value the diversity of cultures in the world and make an effort to learn more about them.



They exhibit personal concern for people all around the world, and this manifests itself in a sense of moral responsibility to other people, and a commitment to the values of a community. They are aware of the long-term consequences of human behavior on the environment and on global society.

If parents, teachers and others involved in the educational process aim to educate students toward an internationally-minded approach to life, then we need to develop a more sophisticated view of what is going on in schools to support the process.

(Continued on page 2)

"An internationally minded person is open-minded about the common humanity of all people and accepts and respects other cultures and beliefs. The internationally minded person takes action through discussion and collaboration to help build a better and peaceful world."
(ibo.org)

DATES TO REMEMBER

March 25

International Day
PYP Report Cards

Friday, April 1

IB Assembly

April 6 - 7

Caribou Math Contest

Thursday, April 14

Spring/Easter Spirit Day

Friday, April 15

Good Friday
School Closed

Monday, April 18

Easter Monday
School Closed

Monday, May 1

IB Assembly

Friday, May 6

Inter-school Spelling Bee

May 11 - 12

Caribou Math Contest

Thursday, May 19

Disney Spirit day

Friday, May 20

PD Day
No School

Monday, May 23

Victoria Day
School Closed

(Continued from page 1)

By exploring the various dimensions of schools that may contribute toward promoting international-mindedness, the concept of educating toward this purpose will be clearer for other schools aiming to achieve such a goal. It will highlight attitudes of students related to their sense of connection to, interest in, and responsibility for, the global community and the behaviors associated with this perspective, thus directing toward the affective change that might result from practices in the classroom and the broader school environment.

This, in turn, would empower schools to reconsider how they cater to and recognize international learning. In the words of Bill Gates, founder of Microsoft, "I do think the 21st-century is about a more global view. Where you don't just think, yes my country is doing well, but you think about the world at large".

The role of schools

The following are selective aspects that require focus in a school striving to educate students towards international-mindedness and global citizenship.

Live the school's philosophy and values

An explicit and shared set of values, one that clarifies the context in which a school operates and subsequently sets out an appropriate vision, gives a framework from which all community members can receive guidance for their action. This is true for any school, but in international schools the desire to impart an ethic of an interconnected global society adds a unique element and must be reflected in practice. Missions and values are ethical statements, and if they are carried out in practice, the school is living up to the ethical standards that are essential to an education promoting international-mindedness.

Inform governance and management practices

A commitment by management and boards of international schools to the practical and philosophical demands of this particular type of education is critical to the success of its mission. This includes understanding of issues that transcend nationality, the priorities of other cultures, and the recognition of the reality of living in an interdependent world.

Infuse the curriculum

The process of encouraging international-mindedness requires a consciously constructed curriculum that guides teachers and students toward using the resources and diverse cultures at hand appropriately. The school philosophy must carry through into curriculum construction, assessment, standards, and benchmarks, to reflect international and multi-cultural perspectives.

Celebrate the school community

The cultural diversity of the school community needs to be explored, incorporated and celebrated at every opportunity. This means that students grow up in a setting where cultural diversity is the norm. Creating a school culture to reflect this norm is therefore critical. A school's involvement in the broader community has two dimensions. First, a school catering to a transient and diverse community needs to be a facility that gives opportunities and provides facilities for students and their families to interact on a level beyond the classroom. Second, the school needs to pave the way for students to discover and interact with the local host community, as well as share their personal cultural values.

Support families in transition

Schools need to recognize the significance of the phenomenon of families in transition. The issue of support and resources for transient students and their families, and an understanding of the concept of Third Culture Kids, is vital in the promotion of international-mindedness.

Enable linguistic fluency

Language learning is a tool to overcome cultural barriers. While languages offered in schools are usually market-driven, exposure to multiple languages can be incorporated into the program and curriculum in many creative ways.

Commit to service learning

A structured and diverse service learning program in schools develops empathy with the human condition and steers students away from a path of economic superiority and elitism. It leads to critical awareness and analytical discourse in all spheres of their academic pursuits.

Broaden teaching practice and professional development

Like in any educational institution, a successful program relies upon a strong backbone of professional development for its staff. Programs tailored to the philosophy of international education are becoming more readily available from organizations such as the IB, the Principals/Teachers/Counselors Training Center (PTC, TTC, CTC) and many others. Teaching practice in schools promoting international-mindedness requires a solid understanding of multiculturalism, multilingualism, cultural characteristics, transition issues, and international curricula.

Enrich student life

In fostering global awareness, schools need to create opportunities for students to explore their role and their understanding of global issues outside the classroom context. This can happen in the form of trips within the host city or country and internationally, as well as through targeted and relevant extra-curricular offerings that promote leadership and an international consciousness.

See education as the key

It is through educational experiences that students can develop a sense of international-mindedness, which gives them competences to exercise influence on problems facing the world.



The Grade 7-8 students have begun their study of Canadian History from the origins of the colony of New France to the rebellions of 1837 in Upper and Lower Canada. They have been exploring the reasons why settlers came to New France and are identifying the social, political, religious, and economic factors that shaped the colony. They are also analyzing the key characteristics of economic, political, and social life in New France (e.g., the seigneurial system; the roles of governor, bishop, and intendant). In the Spring, we are planning a field trip to Saint-Marie Among the Hurons and the Wye Marsh near Midland.

History COMES ALIVE

“Ontario’s first European Community, Sainte-Marie among the Hurons was the headquarters for the French Jesuit Mission to the Huron Wendat people. In 1639, the Jesuits, along with French lay workers, began construction of a fenced community that included barracks, a church, workshops, residences, and a sheltered area for Indigenous visitors.”

By 1648, Sainte-Marie was a wilderness home to 66 French men, representing one-fifth of the entire population of New France. Sainte-Marie’s brief history ended in 1649, when members of the mission community were forced to abandon and burn their home of nearly ten years. After extensive archaeological and historical research, Sainte-Marie among the Hurons is now recreated on its original site, where the mission’s compelling story is brought to life.”



*Sainte-Marie
among the Hurons*

UNIT OF INQUIRY



The grade 1/2 class explored Simple Machines! Students investigated screws, pulleys, inclined planes, wheel and axles, levers, and wedges! They did many hands-on activities and even got a visit from a scientist from the Canadian Museum of Science and Technology!



IN THE THIRD TERM...

In the third term our Kindergarten classes will continue to explore community members: the people who make up the community; the role of community members; and, global communities. Also, they will inquire about feelings in their "How we express ourselves" unit. They will ask why do people experience different feelings, how do our senses allow us to investigate our environment, and how do we feel about the changing seasons?

In grades 1 and 2, the students will continue exploring science related concepts with the "Strong and Stable Structures" unit. They will become architects and engineers as they learn all about a variety of structures including houses, skyscrapers, famous landmarks, and bridges and the materials used to build them.

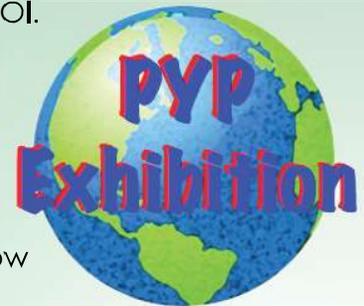
They will finish the year as biologists exploring a variety of endangered species from all over the world. Students will learn how and why species become endangered and what they can do to protect them.

In grades 3 and 4 the students will explore how through artistic expression of the arts they get and give a glimpse of the artist's mind in the "Arts Alive" unit. As well, they will evaluate how beliefs and values guide expression in the "World Religions" Unit of Inquiry.

The grades 5 and 6 students will study how biodiversity is critical to the health of our planet in their "Sharing the planet" UOI.

They will end the year with their "Exhibition" projects. Exhibition is the culmination of the Primary Years Programme and allows the students to demonstrate how their research, writing and presentation skills have developed.

The students choose their own Central Idea and develop the Lines of Inquiry for this unit in their groups.



IB AWARD WINNERS

Each month the teachers select one student from each classroom as the IB Award winner. The IB Programme stresses several attributes and attitudes that successful learners try to emulate. Congratulations to the students listed below.

January

Kindergarten One
Kindergarten Two
Grade One-Two
Grade Three-Four
Grade Five-Six
Grade Seven-Eight

Stokely D. - Risk Taker
Miles D. - Risk Taker
Maliya D. - Enthusiasm
Braxton S. - Enthusiasm
Alex D. - Risk Taker
Jack B. - Risk Taker

February

Kindergarten One
Kindergarten Two
Grade One-Two
Grade Three-Four
Grade Five-Six
Grade Seven-Eight

Akira N. - Cooperation
Zara M. - Open-Minded
Julia P. - Cooperation
Kayla T. - Creativity
Mila O. - Open-Minded
Kate D. - Open-Minded

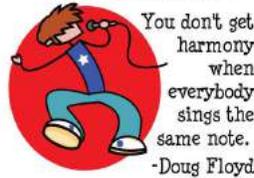
Risk-Taker

I am always doing that which I cannot do, in order that I may learn how to do it.
-Pablo Picasso



Enthusiasm
I am excited!

Open-minded



You don't get harmony when everybody sings the same note.
-Doug Floyd

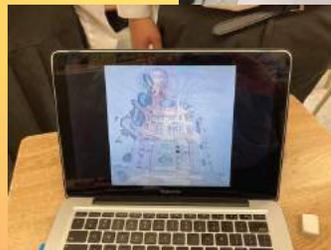


Creativity
I can make it better!



Cooperation
We work together and collaborate for everyone's benefit

Students in grade 8 French were proud to present their 'oeuvres d'Art', Each student played the role of a journalist invited to the exhibit. They described their art piece, introduced the theme and the different components of their work along with a short biography. Meanwhile, the grade 9 French traveled back in time to meet a famous character of their choice. Themes varied a lot this year and ranged from a former Olympic gymnast, a motocross champion, John Lennon, Amelia Earhart and Edwin Starr. They cleverly used their 5 senses to describe their new surroundings.



French



CORNER

WELCOME TO THE MAPLES



Welcome Mr. Ryan Mantle to the teaching staff of The Maples Academy. Mr. Mantle has assumed the position of Health and Physical Education teacher. Mr. Mantle has been familiar to the students in a supply capacity for a while now.

Ryan grew up in Orangeville playing a variety of sports, excelling in both soccer and hockey.

Mr. Mantle has an Honours BA in Physical and Health Education (2016) and has worked with children in a variety of settings including personal training.

Welcome Marina L. Reed (honB.A., M.A., B.Ed.) to The Maples as the new Visual Arts teachers for all grades. Marina grew up near Mono Mills. She has since lived and worked around the world as an educator, journalist, writer, and artist. She now lives in Orangeville, Ontario.

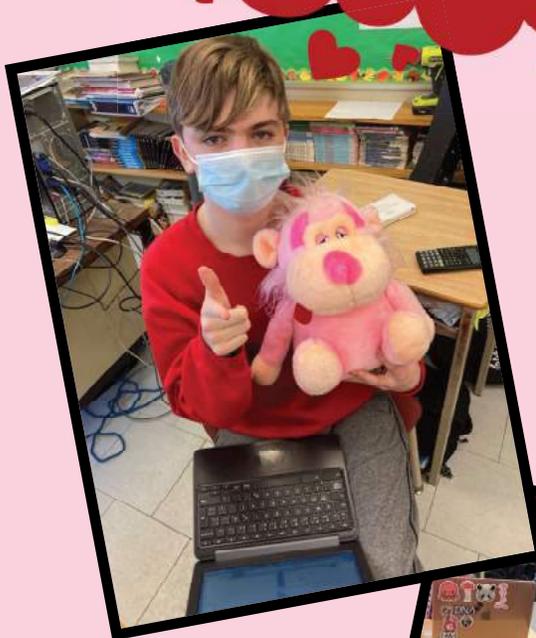
Marina is the author of ten books, fiction and nonfiction, as well as freelance articles and scripts for Canadian Broadcasting Corporation. She is currently working on a new crime fiction novel.

She studied art with Rhonda Abrams, Jeff Miller, Peter Reid, OAC. Marina works with a variety of mediums. She has designed website logos, covers for books, YouTube art and commissioned art pieces. She always has a new piece of art on her easel. Marina has taught art and literature in a variety of schools for a variety of age groups for over 25 years. She believes empowerment through the arts is the first step toward healing ourselves and our communities.





Valentine's Day



Upcoming Spirit Days	
April 14	Spring/Easter
May 19	Disney Day
June 17	Moustache/ Beard Day



PLAID DAY

On Friday, March 4, we celebrated "Plaid Day" at The Maples. To be precise, the pattern we know as plaid is actually called "tartan." Plaid as we know it, however, emerged in Scotland in the 1700s and grew to have political significance. In 1746 the wearing of tartan was actually banned in Scotland by the ruling English. Plaid hit the mainstream in North America in the 20th century and actually became a staple of "anti-establishment" wardrobe. Plaid was adopted by the Punk movement and the Grunge scene and even Judd Nelson's character in "The Breakfast Club" wore a plaid shirt.



PINK SHIRT DAY

The first Pink Shirt Day was established by Travis Price and David Shepherd of Berwick, Nova Scotia. In 2007, they bought and shared 50 pink shirts after Chuck McNeill — a male ninth-grader got bullied for wearing a pink shirt on the first day of school. Pink Shirt Day has grown to become an international event.



**STOP
BULLYING NOW!**

The staff of The Maples Academy recently had the opportunity to let off a bit of steam by throwing axes and knives for about 2 hours. It was a great team-building activity. Congratulations to Mr. Burke on being our top scorer.

Team Building



Just Pics...



...and Pics...



...and more Pics



**JUST
DANCE**



HEAD OF SCHOOL: Greg Playford
FOUNDER: Aaron Sawatsky
K1: C. Cuming
K2: K. Chambers
1-2: N. Watchurst
3-4: D. Deaken/E. Gault
5-6: V. Barton
7-8: G. Playford
Resource: E. Gault
French: J. Villeneuve
Art: M. Reed
Music: T. Reed
Gym: R. Mantle
Office: L. Burke



HOUSE Points Update



1,022,200



961,800



910,650

Our Family of Schools



St. Jude's Academy



The Maples Academy



Oakwood Academy