

HEATHFIELD Times

The Official Newsletter of Heathfield International School

Headmasters Headlines 2nd October 2018

Screen time

As a headmaster, as well as a parent, I have watched with fascination as our young people have grown up with electronic devices in a way that we never had the opportunity to. While we use our devices to communicate, access social media and play the odd game; our young people are using them far more fluidly and sophisticatedly than the majority of us could ever dream of, often in a language, that at times, is completely alien to us.

The leaps and bounds that technology has taken in the last 20 years, particularly with respect to mobile technology, has been quite breathtaking at times. If we think back to 18 years ago, when the greatest excitement we had with our mobile phones was trying to get a high score on Snake, our introduction to mobile devices is very different to that of our children where they can socialise within an augmented reality.

I often hear from parents that they are worried about the amount of screen time their child has and that they do not have strategies to manage their child's screen time.

This worry often puts parents off the idea of mobile technology being used in education, as the only experience they have, is of their child playing games or chatting to their friends through instant messaging. The benefits of being able to make instant video documentaries, access online interactive quizzes, or review presentations and notes from their lessons are lost in the concern that they use their devices too much outside of school.

France recently banned all mobile phones in school, which created a mixed response across the country; some were focused simply on the logistics of what to do with the estimated 8 million phones that students would need to be stored each day; others were concerned that French students aren't being taught responsible use of technology in school.



It raises an interesting question for parents and schools; Who is responsible for teaching our children responsible use of their mobile devices?

It is my opinion is that we are both responsible; at school, we can manage the amount of time students spend on devices; we ensure that the user is focused and has an educational purpose and we can develop educational use of devices within an educational setting.

Outside of school, it is the responsibility of the parents to educate and manage their child's screen time.

There are many simple applications which can be used to set rules for how long a device can connect to the internet and which applications can be used. I use "Ourpact", but there are many others available such as Screentime or Family Time or Screenlock that all serve the same purpose.

I read recently about a family who bought a timed safe for their living room in which they put their devices each evening between 5pm and 8pm to ensure that they all spend device free time together as a family.

Setting household rules is another suggested way to enforce device free times:

- No devices at the dinner table or when out for meals.
- Electronic-free periods of time - Friday night is family night
- No devices one hour before bedtime.

Ultimately it comes down to being firm and fair with our children, to ensure they understand the rules are in place for all our benefit, not just to reduce their access to their favourite games or chat applications.



David Aitchison

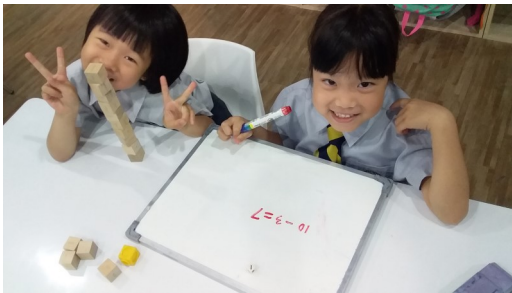
Headmaster

Heathfield International School

Primary —Year 1B Class

It has been an action packed start to the term for Year 1, in what has been a fun and stimulating environment. Children have displayed a real enthusiasm for learning and have already started to produce some high quality work. I am particularly impressed with how students have demonstrated a great teamwork ethic through collaborative learning, which has led to some fascinating group discussions on the carpet.

In English, we have been focusing on the the story of Red Riding Hood. Students have had to listen carefully to the events of the story and put the sequences of the story in the correct order. Students then had to write each part of the story in their own unique style, which led to some fantastic creative and independent writing. Finally the whole class worked together in creating a script for the story. They then acted out the script in groups though the use of finger puppets, which proved a great success in stimulating students' imaginations and bringing the story to life.



In Numeracy students have focused on the basic addition and subtraction of small numbers. The use of concrete representations such as blocks, counters and giant dice have helped to further enhance their learning. We are now currently focusing on the counting, grouping and ordering of objects and are encouraging critical thinking by challenging students with a variety of varied fluency and reasoning questions.

Also, for this half of the term, our Geography topic has been based around 'Where we live'. Students used prepositions to direct their classmates on a classroom trail. We also went on an exploration of the school playground so that students could then create a bird's eye map of our playground and label each area. We are now looking at Thailand and where it lies in South East Asia in comparison to its neighboring countries, through the use of cardinal directions.

Finally, in Science we have been exploring the different parts of the body and how people develop and change as they grow old older. Students have been particularly engaged recently as we have started exploring 'our senses'. Students conducted a taste experiment in which they sampled foods of contrasting taste, before placing them in to different categories such as salty, sweet, sour and bitter.

I am very excited about the students continued progress and look forward to the rest of the term.

Secondary—Math

It has been a busy first three weeks of the school year in secondary mathematics. Most students have been studying Algebra topics including simultaneous equations, quadratics, graphs of lines and curves, calculus and kinematics. Here are two questions from past papers:

- 17 Solve the equation $5x^2 + 8x - 23 = 0$
Show your working clearly.
Give your solutions correct to 3 significant figures.

DO NOT WRITE IN 1

- 10 Solve the simultaneous equations

$$\begin{aligned}2x + 7y &= 31 \\5x - 3y &= 16\end{aligned}$$

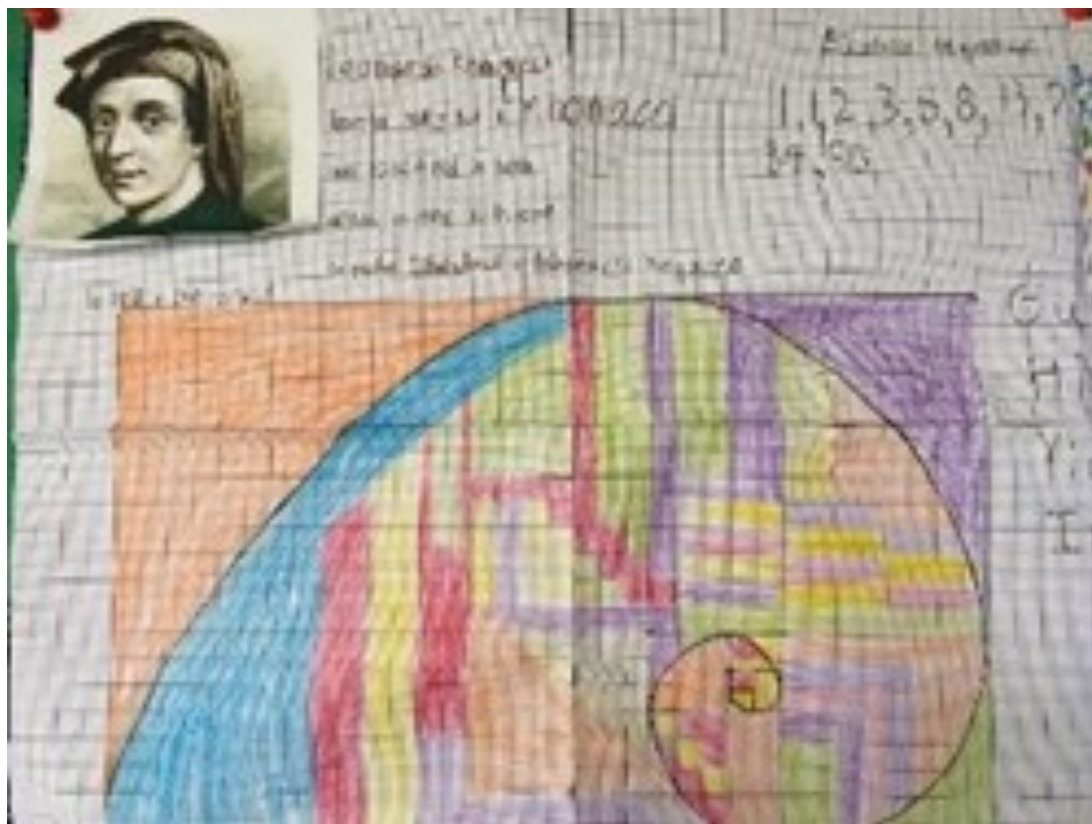
Show clear algebraic working.

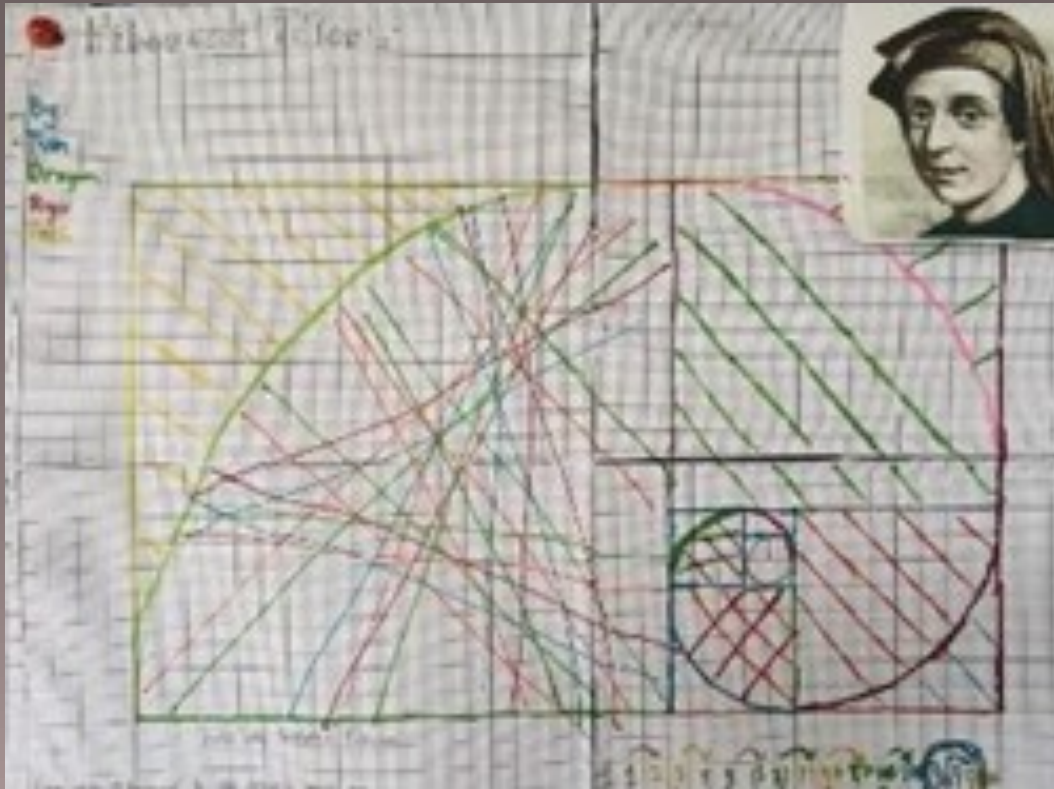
Students have been shown how scientific calculators will give the answers to these questions straight away. However, the instructions: ‘Show your working clearly’ and ‘Show clear algebraic working,’ have been stressed to students, so that they must answer these questions with all their steps shown to gain all the marks.

Indeed, we have also looked at official mark schemes which show exactly the steps to include that score every mark; and we have seen the examiner’s report that states, ‘*As the question asked for clear algebraic working to be shown, any student who gave the correct answers without any supporting algebraic working gained no marks.*’

DO NOT WRITE IN THIS

Now to look at some work completed by Year 7 students, and below are photos from a sample of work they produced whilst studying Sequences. These are illustrated examples of the pattern which is created by the Fibonacci Sequence ("The Golden Ratio"). The sequence of 1, 1, 2, 3, 5, 8, 13,.....makes spirals as shown.





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