



Inspiring Excellence • Instilling Wisdom



Mission

Westwood International School provides a quality international education that enables students to meet future challenges as confident, socially responsible lifelong learners.



Westwood International School has been operating since May 1988, and began as a grassroots effort in early 1987 among the business, professional and diplomatic communities resident in Gaborone, who wished to create and secure places for their children in a quality English-Medium school.

The Founding Members of the school include:

- The US Embassy
- Barclays Bank of Botswana
- Inco holdings
- Debswana Diamond Company
- The British High Commission
- Sefalana Group
- Maru-a-pula School
- Senn Foods

The school operated until December 1992 on a temporary site on a corner of Maru-a-pula School, and moved to its current location – on a 46,000 SQM plot in Gaborone West, Phase 4, along the main Lobatse Road.

The overall purpose of the school is to provide an international standard of education to children of all backgrounds.

WIS Curriculum:

At WIS, we provide a continuum of education, consisting of three IB programmes that are united by the IB's philosophy and approaches to learning and teaching.

The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

The IB programmes incorporate quality practice from national and international research and the IB global community. They encourage students to be internationally-minded, within a complex and hyper-connected world.

What is an IB Education:

International Baccalaureate® (IB) programmes aim to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. The Programmes strive to develop students who will build a better world through intercultural understanding and respect.

The IB's programmes are different from other curricula because they:

- Encourage students of all ages to think critically and challenge assumptions
- Develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- Encourage students of all ages to consider both local and global contexts
- Develop multilingual students



The International Baccalaureate Primary Years Programme (IBPYP) at Westwood International School

The IB Primary Years Programme is a transdisciplinary, inquiry-based and student-centred education with responsible action at its core. Through the PYP, the students experience learning that is engaging, significant, challenging and relevant as it spans between, across and beyond traditional subject boundaries.

In response to the challenges and opportunities found in our rapidly changing world, a future-focused and enhanced PYP framework has evolved which emphasizes the central principle of Agency, underlining that everyone connected to the school community has a voice, choice and ownership to impact learning and teaching.

The most significant and distinctive feature of the PYP is the six transdisciplinary themes. These themes focus on issues that have meaning for and are important to all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them.



The Units of Inquiry are structured around important concepts and provide a context in which students can gain understanding, and at the same time, acquire essential knowledge, skills and develop the IB Learner Profile attributes. These are organised under six Transdisciplinary Themes:

- Who we are.
- Where we are in place and time.
- How we express ourselves.
- How the world works.
- How we organize ourselves.
- Sharing the planet.

These themes are selected for their relevance to the real world. They are described as transdisciplinary because they focus on issues that go across subject areas.

Mathematics

Problem solving, developing logic and reasoning, and communicating mathematical ideas, are learned and assessed within 5 strands. The mathematical process skills of problem solving, developing logic and reasoning, and communicating mathematical ideas, are learned and assessed between the ages of 4-6. Between the ages of 7-10 students move at their own pace from concrete to more abstract understanding of mathematical concepts. Between the ages of 11-12 students use an abstract understanding of mathematical concepts to solve increasingly complex problems. As students develop, they gain experiences, skills and knowledge in: Number, Measurement, Shape and Space, Pattern and Function, and Data Handling.

Language

Language learning includes the development of the home and family languages, the languages of the school, additional languages and the development of literacy. IB schools are committed to multilingualism as a means of affirming cultural identity and developing international-mindedness. The term “multilingualism” in the PYP refers to linguistic ability in more than one language, and recognizes that each of a student’s languages may be developed to different levels, and within different contexts, depending on their social and academic experiences. Language is integrated into all areas of the curriculum. The learning expectations in Language are arranged into 3 main strands: Oral Language with sub-strands of Listening and Speaking, Written Language having Reading and Writing as the sub-strands and Visual Language with Viewing and Presenting as the sub-strands.

Science

Concepts are explored within the Units of Inquiry and are arranged under 4 main strands: Living Things, Earth and Space, Materials, Forces and Energy. Students develop their observation skills, gather and record information in a number of ways and

reflect on findings to identify patterns or connections. Students learn to use the scientific method to make and test varied hypotheses within the four strands. They use their knowledge to plan positive and realistic action that improves their welfare and that of other living things and the environment.

Social Studies

Concepts are explored within the Units of Inquiry and are arranged under the strands of History, Geography and Society. Students formulate inquiry questions and use appropriate language to discuss and analyse past events, places and societies. They actively empathise with people, distinguish between fact and opinion, learn how to collect and interpret various data, and present arguments or opinions based on research.

INQUIRY-BASED LEARNING AND TEACHING

Throughout the inquiry, the students are considered as agents of their own learning and partners in the learning process; they have potential to question, wonder, inquire and theorize about themselves, others and the world around them.



Through engaging with the Programme of Inquiry, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner Profile to make a difference in their own lives, their communities, and beyond.

They respond to new and unexpected challenges and opportunities and take actions for a better and more peaceful world.

THE ARTS

The goal of the Primary Art programme at Westwood International School (WIS) is to enrich the lives of all students through the understanding and production of Visual Art. Many of the concepts explored are within the Units of Inquiry. All students are taught basic art fundamentals while also instilling art appreciation within them. These skills lead the students towards better self-expression and the ability to better identify themselves within their environment.

The Visual Arts is also a valuable learning tool that reinforces the other disciplines, such as Reading, Writing, Social Studies, Science, and Mathematics. As students become educated in the Arts, their minds, lives, and talents begin to flourish in every aspect of their lives. Children also have the opportunity to participate in a variety of Drama and Dance activities such as mime, role play, puppet theatre, plays and simulation games.

MUSIC

Elements of the programme include:

- Performing – singing and playing instruments
- Creating and composing
- Listening

Through a variety of songs and pieces, students develop an understanding for talking versus singing, high and low pitch, loud and quiet, and sound and silence. Through music, they work on being able to keep time, explore rhythm, and move creatively, as well as developing an awareness and appreciation of music from different cultures.

INFORMATION TECHNOLOGY

The information and communication skills of media are integrated throughout the curriculum. The school has well-equipped Computer labs where the students learn and use the media skills of discovery (research), creation, and communication to support and enhance their learning in all subject areas. They learn about on-line research and procedures. Students also explore the use of modern technology as a tool to reach the goals of our curriculum. Computers, software and safely guided exploration of the internet help our students to become more balanced members of our community. Word processing, presentation, and typing skills are introduced to integrate with their communication skills.

LIBRARY

The school library is the Information and Media Centre. Here the students not only learn the library procedures and borrow books, but also conduct research, read and share knowledge. This is where the stories come alive. The students have time-tabled library lessons and follow a Library curriculum led by a specialist teacher.

FRENCH

English is the language of instruction at Westwood. French is offered at an introductory level from Year 3 upwards. The main goal is for students to begin acquiring an additional language. This course emphasises the development of oral communication followed by learning basic skills of reading and writing.

SETSWANA

WIS offers Cultural Setswana as a specialist subject, one period per week from Reception up to Year 6. Our aim is to work toward students achieving simple literacy skills in Setswana together with an understanding of, and respect for, the local culture.

PHYSICAL EDUCATION

Content of the course includes: athletics, gymnastics, dance

fitness, fundamental skills, football games, hitting sports, throwing sports and swimming. Students discover the capabilities of their bodies. They are exposed to a number of situations which develop motor skills that may later be applied to various sports. They learn about a healthy, active lifestyle, and the way exercise affects their bodies and overall well-being.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

English as an Additional Language is the linguistic term used to describe a situation where English is the language of instruction and speakers of other languages must learn English in order to study the academic programmes offered. At Westwood, the EAL Programme has been designed to meet the needs of students who speak a language other than English, and it focuses on the academic language needed for learners to access the mainstream curriculum, as well as language for basic interpersonal communication. The purpose of the EAL class is to develop language competency, learning strategies and cognitive skills necessary for success in the students mainstream classes.

LEARNING SUPPORT (LS)

Westwood is committed to providing a learning environment that allows every learner to feel accepted, valued and supported. We believe that all our students:

- can learn
- have individual abilities and needs
- learn in different ways at different rates
- require different kinds of support to strive to fulfill their potential
- are entitled to appropriate educational planning to provide for their particular learning needs

Learning Support is provided to structure appropriate differentiation, in-class and withdrawal, support measures, and strategies for students who may require specific educational needs. Learning Support is a collaborative approach with the teacher in order to efficiently support learners by providing classroom interventions such as variations in the pacing of instruction, use of different materials and resources, modifying the learning activities or expected outcomes and providing a variety of approaches to better enable all students to access the curriculum and achieve success. The process of Learning Support involves a referral from the teacher, an in-class observation(s) by the Learning Support teacher, formal and/or informal assessments (depending on the referral of the student), review of student work followed by a determination regarding the level of intervention needed to address the needs of the student. As this is a collaborative approach, parental involvement is heavily emphasized from the beginning of the intervention of Learning Support.

COUNSELING, PASTORAL CARE AND CHILD PROTECTION

WIS aims to assist students with gaining necessary life skills in order to be socially responsible, life-long learners. WIS provides comprehensive counselling services to address students' emotional, social, behavioural and educational needs. Under counselling services, we offer one-on-one and group counselling to students in need of social-emotional support.

There are also Social and Emotional Learning (SEL) lessons to develop knowledge and skills related to personal, physical and social well-being and this is a collaborative effort with the teachers in order for them to continue implementation. SEL is concerned with the development of individual students with regard to feelings, beliefs, behaviours and choices, and how these can influence their learning in the classroom functioning in the school community, in their present and future. The SEL curriculum has been created in alignment with the Child Protection Policy. WIS has also introduced mindfulness in order to nurture positive and smiling minds.

Mindfulness is focusing one's awareness on the present moment, accepting one's feelings, thoughts, and bodily sensations to promote awareness of thoughts, emotions and surrounding environment. Mindfulness focuses on developing positive skills to tackle everyday challenges.

FIELD TRIPS AND GUEST SPEAKERS



Wherever possible, the school engages students in learning outside the school premises by taking them out on field trips, or inviting guest speakers from the local community. All field trips are connected to the Units of Inquiry. This not only helps the students to consolidate their knowledge gained in class, but also helps them to make a real-life connection with concepts learnt.

PRODUCTIONS

There is a Primary Play organised each term of the year. The first term witnesses the Upper Primary students in action on stage, the second term is for the Lower Primary students, and the last term for the Reception students.



ASSEMBLIES

Assemblies are held fortnightly in both Upper and Lower Primary School. These assemblies are entirely led by the students and display learning activities that happen in the classrooms across all disciplines.





EXHIBITION

It is a requirement of the IB that PYP students in their final year of elementary school, engage in an Exhibition where all their skills, knowledge, understanding of concepts, and ability to take action, are explored through a Unit

of Inquiry. It is a collaborative, trans-disciplinary inquiry process which is a culmination of all learning experiences and conceptual understandings of issues and interests which are being explored.

The Exhibition is a celebration of a student's journey in the PYP where all the essential elements of the programme are demonstrated.



PYP GRADUATION

The Year 6 IBPYP Graduation is held annually at the end of the academic year to celebrate the students' eight-week long work of research, collaboration, analysis and reflection of community issues that the students have identified.



ASSESSMENTS

Assessment embodies a holistic design incorporating both a backward and a forward-looking approach where feedback is an integral part of learning and teaching. WIS has an assessment culture which focuses on developing assessments and success criteria with teachers and students. These are monitored, measured, documented and reported through an ongoing process.

PM Benchmark is an external reading assessment used in the Lower Primary, and PROBE is a reading and comprehension assessment tool used in Upper Primary.

In addition to the above assessments, an online tool called MobyMax is also used from Reception to Year 6, which allows for differentiation and assesses skills and knowledge across all core subject areas.

At the end of each year, the students from Year 3 to Year 6, sit for an external assessment called Measurement of Academic Progress (MAP). MAP is a computerized adaptive test. It is used to measure a student's progress or growth in school as compared to that of students in other international schools. The testing information is important to teachers because it indicates a student's strengths and help that is needed in any specific area/s. Teachers use this information to help them guide instruction in the classroom.

REPORTING SYSTEM

Student-led Conference



Student-led conferences allow students to discuss their progress and their understanding of new knowledge, concepts and/or skills, with their parents. It is a powerful assessment strategy that uses self-reflection as a tool to measure progress.

Three-way Conference



This actively involves parents, students and teachers in reflecting on student achievement, discussing work samples and setting future goals. The student presents samples of work to highlight strengths and areas for future development by discussing his/her 'Reflection Sheet' which is completed prior to the conference.

Reports

Reports are distributed twice in a year which informs parents not only about their children's academic progress but also the skills gained and attributes developed. The reports are not printed but sent via ManageBac, WIS's online educational platform.



SERVICE LEARNING



Service is a collaborative and reciprocal engagement with the community in response to an authentic need through volunteering, peer tutoring, social entrepreneurship, community improvement and sustaining habitat for humanity.



"Simply put, service learning connects school based curriculum with the inherent caring and concern young people have for the world whether on school campus, at the local food bank, or in the distant rain forest. The results are memorable, lifelong lessons for students and foster a strong society for us all." Cathryn Berger Kaye, author of *The Complete Guide to Service Learning*.

WIS Primary Service Learning Projects, 2019

Year Group	Service Learning Project
Reception	Collecting unbroken pre-loved toys that we can wash and then hand over to the pediatric ward at Princess Marina
Year 1	Service in the area of recycling, specifically recycling by composting
Year 2	Harvesting water from air conditioners and using it to water plants
Year 3	Conserving water in the school by monitoring the taps at specified times and take appropriate action
Year 4	Collaborate with Campus School for Autism School in Otse on their needs
Year 5	Managing a sustainable recycling project in the school
Year 6	Developing and maintaining sustainable partnership with Dukwi Primary and using our talents and skills to respond to their needs

EXTRA-CURRICULAR ACTIVITIES



Westwood International School offers a wide range of Extra-Curricular activities which cater for the needs of all the students. These activities include a variety of the most popular sports as well as a good range of both cultural and service learning activities. The sports offered are: Swimming, Cricket, Chess, Netball,

Soccer, Basketball and Softball. The Primary school is affiliated to CHOPS which provides countrywide fixtures and opportunities for competitions against other schools. Besides sports, the school also has the following clubs that students can join: International Club, Computer Club, Environmental Club, Red-Cross, Arts and Crafts, Reading Club, Taekwondo, Tennis and many more. All sport, cultural and service learning activities are facilitated by the staff of the school and outside paid coaches.



AFTER-SCHOOL CARE PROGRAMME

The Afterschool Care programme provides students with a secure environment after school hours. The programme has a well-defined schedule that allows students to have a snack, do homework and participate in afternoon activities.

This programme is open to children from Year 1 to Year 6 from Mondays to Thursdays. Students are supervised in identified rooms.

Students sign up for After-school Care Programme at the beginning of each term. Forms are signed by the parents and a physical sign-out of the students happens at the end of each day.



Provision for Afterschool Care is available from 1:30 p.m. until 3:30 p.m.

The school does not provide lunch for students staying for After-school Care; however, food is available from the tuck-shop.



Westwood International School