



Clavis International Primary School

Montagne Ory, Moka, Mauritius

Telephone (230) 433 4439 / 433 7708, Email queries@clavis.mu, Website www.clavis.mu

The Clavis Chronicle

WELCOME BACK!

Dear Clavis Community,

To all of our new and returning families, **happy New Year and welcome to the 2022 school year at Clavis!** We are excited and eager to begin learning together again despite the uncertainties surrounding the current situation. As you are aware, the government has declared that students cannot do face-to-face learning in schools. Some secondary year levels will be allowed to return in February and we are awaiting word on when other year levels can return soon after. What we and the other private schools continue to advocate is for the Ministry of Education to allow us to independently assess our own situations and make the determination ourselves regarding if or how we will open for in-school learning. Safety has to be our number one priority, so if there are clear dangers then we are happy to remain online for the wellbeing of our students and staff. As new information becomes available, we will keep you up-to-date. Regardless, our commitment to our students and the learning opportunities they need and deserve remain the same whether we are physically in school or at home.

Unless there are new requirements, we will be starting this year online. From past distance learning we had in 2020 and 2021, we have continued to modify how we support and implement online learning. Based on our analysis and the feedback we have from staff, students, and parents, we are continuing to evolve how we manage distance learning and next week will continue to have changes again. Read about the adjusted format on page 4.

Along with that, in this issue you will find information about our communication structure (who to contact about what), the family presentations on this coming Tuesday, class and teacher allocations, a parent online support session on working from home, and many other important items. Please read through everything.

Whenever something new is done, it might not be perfect. So please accept my apologies for any possible problems as we start this new year. We are doing some new things to try and improve some old things so I anticipate we may have a few snags; however, I also anticipate that we will work through any problems quickly. This coming week will be about communicating information and getting you and your children ready for the year ahead - a year which we are planning for to be a very positive one for all. We also have some special plans for doing things with our Clavis community off campus throughout the year. Stay tuned!

Take care,
Jeff

R Jeffery Hart
Headmaster
jeff.hart@cips.me

*Good
Things are
Coming*



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WHAT'S COMING UP?

- **11 January:** Livestream parent orientations sessions per year level
- **12 January:** New student orientation and meet the teacher
- **13 January:** First day of school all students online
- **18 January:** National holiday (Thaipooam Cavadee),
- **31 January:** Parent-Teacher Conferences
- **1 February:** National holiday (Abolition of Slavery / Chinese New Year),

WHAT ELSE DO YOU NEED TO KNOW AT CLAVIS?



**There are several important notices below
Please read through carefully**



Uniforms and School Shop: As students are starting online, there is not a requirement to have uniforms for next week. Our students are always growing and some parents would like to wait until distance learning is over before purchasing uniforms. Please remember that the online shop is now fully functional and syncs with the point-of-sale system in the school shop. Parents need to visit the online store at <https://www.stayhome.mu/en/store/Clavis/862793>. Due to Covid restrictions, parents are not allowed into the school shop without prior appointments or booking via the website. You can also call the school shop on 4337991 to book a visit to try on sizes.



Swimming: Like uniforms, please hold off on purchasing swimming apparel as well until we know what is happening. We have our lanes, coaches, and vans booked but all of this will depend on when we can return to school and what policies are in place at the pools.



Parent Online Support: We are putting together a presentation for parents to assist you with understanding our online systems, along with some strategies to help both you and your children working from home. We will wait to see what situations need to be most supported and addressed during this coming week and have something to share with you in about a week's time.



Student Absences: While we are working online, we continue to keep track of student attendance and participation. If your child is unable to be present for any of their online lessons, please send a message to the teacher informing them.

Upcoming Dates to Remember:

Tuesday 11 January: online family presentations,

Wednesday 12 January: new student orientation (*new families should have already received a notice about visitation timings on that day*),

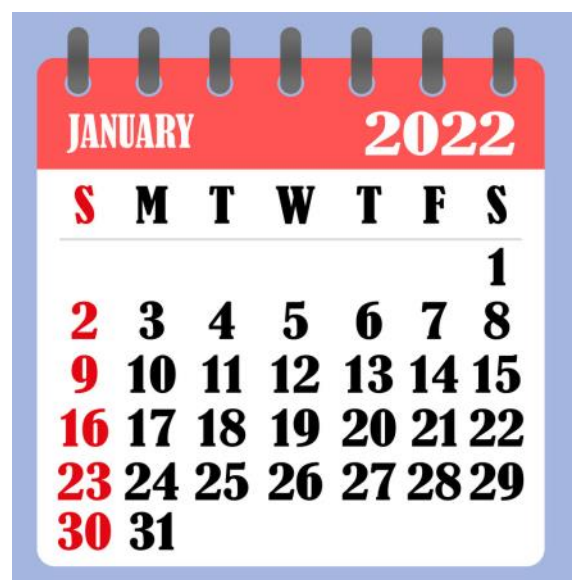
Thursday 13 January: first day for all students online,

Tuesday 18 January: national holiday (Thaipooam Cavadee),

Monday 31 January: parent-teacher conferences,

Tuesday 1 February: national holiday (Abolition of Slavery / Chinese New Year),

Tuesday 1 March: national holiday (Maha Shivaratri)



Please see the current school calendar of school days on page 7.

FAMILY PRESENTATIONS: TUESDAY 11 JANUARY

Unfortunately, this year's presentations will not be able to be held in school as they have been in the past. Fortunately, they are still happening and will be online. While holding them online does limit the interactions and questions/clarifications we could do in person, having virtual presentations means that your child can participate this year and we can record them so they will be available to anyone who missed them or could not attend at that time.



For those who are able to attend, the presentation sessions are as follows:

1. Each session will be approximately 45 minutes
2. It will be done over Zoom and a recording of the session will be made available a few days after.
3. Sessions will focus on introducing you to the year level teachers and provide an overview of some important elements of the upcoming year
4. An opportunity to ask questions and get clarification on the learning scope and sequence your children will be exploring

Year level	Starting Time	Zoom Link
Pre-Reception	08:30	https://us06web.zoom.us/j/84697176799
Reception	08:30	https://us02web.zoom.us/j/88655580336?pwd=dTVreXJLQXFzdVNrTUUp0aVpZUzdJUT09
Year 1	09:30	https://us06web.zoom.us/j/87087524082
Year 2	09:30	https://us02web.zoom.us/j/83867077087?pwd=WEtHK0llaWZmTWtmTnhPUlVqRmlGUT09
Year 3	10:30	https://us06web.zoom.us/j/82024384211
Year 4	10:30	https://us02web.zoom.us/j/87493035647?pwd=bkhtRINxL3E3SnZCTU1oSFNHcHJNQ09
Year 5	11:30	https://us06web.zoom.us/j/88115793901
Year 6	11:30	https://us02web.zoom.us/j/88004897326?pwd=SFNmQUlVt0tRaHlDaVYrN3I5bzJVQT09

NEW FAMILY VISIT: WEDNESDAY 12 JANUARY

We look forward to meeting our new families and students on Wednesday. Please be aware of sanitary/safety protocols when coming on campus, these include: At security, 1) show vaccination proof or negative PCR test (from past 7 days) for those over 18, 2) temperature check, and 3) hands sanitised. While on

campus, 1) proper masks worn at all times for everyone five and older (and encouraged for those younger), and 2) maintain social distancing with others outside your household. Anyone with symptoms of illness should not be on campus.

Uniforms are not required for children to attend on New Pupil's Day.

Visit Times	Year Groups
08:30 - 09:15	Pre-Reception (1st batch) Reception Year 1
09:30 - 10:15	Pre-Reception (2nd batch) Year 2 to 6
10:30 - 11:15	Pre-Reception (3rd batch)

GOING ONLINE WITH DISTANCE LEARNING

Everyone is disappointed at the prospect of starting the year with online learning. We know it presents multiple challenges for many people — students, parents, and teachers alike. But distance learning should not be something to be discouraged about.

What is currently mandated

As mentioned on page 1, the government has declared that students cannot do face-to-face learning in schools. Some secondary year levels will be allowed to return in February and we are waiting on new information on when other year levels can return to the classroom. What we and the other private schools continue to advocate is for the Ministry of Education to allow us to independently assess our own situations and make the determination ourselves regarding if or how we will open for in-school learning. Safety has to be our number one priority, so if there are clear dangers then we are happy to remain online for the wellbeing of our students and staff. As new information become available, we will keep you up-to-date. Regardless, our commitment to our students and the learning opportunities they need and deserve remain the same whether we are physically in school or at home.



Finding a solution to fit most

We have continued to adapt our online learning policies as we have reflected on previous successes and feedback, and we have looked at what has been working or not at other schools. The structure for our days will be different from what we have done previously. There is a lot we need the students to be involved with and learning when we start off the year and this will require more learning activities and more online time with students. Some of the main issues we have heard from parents in the past regarding longer or more Zoom lessons has been concerns about the unhealthiness of too much screen time, children's inability to remain focused on a screen for long periods, a lack of devices that need to be shared between siblings, or the availability of home support to get their children online at certain times (or stay online) when parents have work (as some examples). We understand and we have always tried to balance this feedback with the other end of spectrum with parents wanting the opposite of more or longer video learning. What we hope to achieve this coming term is a Goldilocks-type plan that will do both: more online lessons but not always longer time in front of the camera.

A slightly updated format

In a typical learning period at school, the teacher introduces a new skill or concept, models its use, and discusses it with students. This whole-class time is usually around 10-15 minutes at the beginning of any lesson. The rest of the period is the important time when students try it out, putting what they were introduced to into practise and work towards consolidating their understanding. While we will be designing fuller learning days, we do not need to have students in front of a camera with their teachers all day. It's not what is best for them. Instead, we want to see lessons followed by independent work, with the teachers remaining with them for certain lessons and as needed. We will be creating schools days with periods and breaks, finishing with a drop-in time with their teacher at the end of each day to get any help. In addition to this, we are exploring new ways of using Zoom, Seesaw and other online programmes to keep students better engaged and on task.

COMMUNICATIONS: WHO TO SPEAK TO

When questions, issues or concerns arise throughout the year, parents should seek out the most appropriate person to speak to. A lot of the time it is your child's homeroom teacher. Most questions and misunderstandings can be addressed quickly by asking and seeking clarification from the teacher first. Too often, questions or concerns are addressed to someone not directly related to the situation. That person must then act as an intermediary between the parent and the person who is better suited to address your question or concern to. Please communicate with the following people depending on your questions or concerns.

Contact Person	Question or Concern Examples
Homeroom Teacher	Classroom learning, classroom/year level events, behaviour (your child or others), teaching assistant, reports, accessing online programmes, home learning, student progress, field trips
Specialist Teacher	Specialist subject learning, behaviour or incidents that occurred during specialist class, subject curriculum
Year Level Team Leader / Lower Years Coordinator	A year level teacher, year level teaching assistant, year level curriculum, unsatisfactory answers/feedback from homeroom teacher
Specialist Team Leader	A specialist teacher, specialist teaching assistant, subject curriculum, unsatisfactory answers/feedback from specialist teacher
Inclusion Team Leader	Learning support, EAL, counselling
PYP Coordinator	School-wide written and taught curriculum, IB and PYP information, authorization
Deputy Headmaster	Teacher or teaching assistant concerns not appropriate for team leader, behaviour issues unable to be resolved by teacher or team leader, PSAC testing and preparation, duty supervision
Accounts Manager	School fees, scholarships, refunds
PTA Representative	School store, PTA events
PE Team Leader	PE programme, sports competitions, coaching
Administration	Extra-curricular / After-School Activities
Nurse	Health policies, injuries/illness when the teacher was not involved
Secretary	Admissions, enrolment, school calendar, school tour bookings, appointments with Head of School, general school items
Receptionist	General school inquiries, messages to teachers or students throughout day
IT Manager	Seesaw/IXL/RAZ-Kids/ManageBac when issue is unable to be resolved by teacher
Chief Operations Officer	Bus, traffic, canteen, security, campus safety, maintenance, school operations (non-educational)
Head of School	Leadership or administrative staff, unresolved or unsatisfactory feedback from other contact people, policy questions, schedule issues, strategic and long-term planning, facilities development

We're all here to help but we can support you better if the right person is communicated with. If you are not sure who to speak to, please ask your homeroom teacher for advice. See the CIPS Family Handbook (on our webpage) for the names and contact information for all of the above.

TEAM LEADERS

We have a middle leadership structure in place. Its purpose is to help support the flow of information, develop more decisional capital, and create agency and distributed leadership. This is about facilitating school improvements and to ultimately improve student learning. In the event that your child's teacher (always your first point of contact) is not able to resolve your concern or answer your question, then we would expect you to reach out to a Team Leader. This year, please see the following:

Pre-Reception to Year 2 (Early/Lower Years Coordinator):

Corinne Marco
corinne.marco@cips.me

Year 3 Amanda Appadu
amanda.appadu@cips.me

Year 4 Daphne Chung
daphne.chung@cips.me

Year 5 Kim Burns
kim.burns@cips.me

Year 6 Cheryl Blackburn
cheryl.blackburn@cips.me

Inclusion Trisha Ramphul
trisha.ramphul@cips.me

French Maggie-Rose Lamaletie
maggierose.lamaletie@cips.me

ICT Farzana Hossenbocus
farzana.hossenbocus@cips.me

PE Michael L'Escout
michael.lescaut@cips.me

Art Roxane Kelly
roxane.kelly@cips.me

PARENT-TEACHER CONFERENCES

In a couple of weeks we will send home links to sign up for the Parent-Teacher Conferences on 31 January. This time is for teachers to share their observations on how your child started the year and what data they have collected from learning activities. Very importantly, these conferences are meant to gain feedback from parents. Teachers want to know what your hopes for your children this year are and how you have seen their progress from home.



“Communication is the solvent of all problems and is the foundation for personal development.” - Peter Shepherd

TEACHER AND CLASS PLACEMENTS

As of today, parents can now log into ManageBac to see who their child's homeroom teacher will be for the coming year (you likely already received a notice today about logging into ManageBac). We have written extensively in the past about our process for creating and balancing student groupings and matching these with teachers, so it does not need to be repeated here; however, we will often receive concerns or requests from parents after it is done.



One request is to move children around so that they can be with friends, particularly with students their child asked to be with. We do want student voice in class allocations. It is made clear to students that we want to have their input but it does not mean that they will be with those students they requested. We usually tell them that there is a probable chance they will **not** be with those they chose but that we will take their choices into our decision-making process. Our priority is ensuring classes are as balanced as possible when looking at about seven different criteria. We want to first put students with others who we see work well together, and separate those that might compromise each other's learning. Because students like each other or enjoying playing with each other outside, it does not mean that that they also learn well with each other. We want to ensure that a number of criteria are looked at while also taking into consideration who teachers feel will work well together and who students feel they will work well with. In many cases, students select friends who will not be beneficial to their learning and in other cases students select friends who did not select them in return. While some friends may not be in the same homeroom class together, they do get to play with each other during break times and may also be together when classes do activities together or when they are mixed for French. Being in the same class with someone because they like playing with them should not be the first priority for placing them together. Additionally, if students are always with the same friends for everything, having a chance to make new friends is an important opportunity they need. This is not a matter of not respecting students' input, it's a matter of teachers taking it into consideration while doing what they feel is best for each child.

We need parents to trust that we have made the right choices based on our knowledge of the students and our observations of them in school. We do make mistakes with some placements and when these are discovered we will try to find solutions. Please keep in mind that most of our classes are full and, hopefully, fairly balanced. Making any changes means switching numerous students, often disrupting carefully designed groups, matches to teachers, and criteria balances. We do not want to change all of this and we will not change any students unless it is of critical importance to a child's wellbeing.

Clavis International Primary School – 2022											
January	February	March	April	May	June	July	August	September	October	November	
1 New Year's Day	1 Abolition of Slavery / Chinese New Year	1 Mahā Shivarātre	1 End of Term 1	1 Labour Day	1	1	1	1 Ganesh Chaturthi	1	1	1
2 New Year's Holiday	2	2	2 Ugadi	2 Staff In-Service (no school)	2	2	2	2	2	2 Arrival of Indentured Labourers	
3	3	3	3	3 Eid al-Fitr (TBC)	3 Mid-Term Break	3	3	3	3	3	
4	4	4	4	4	4	4	4	4	4	4	
5	5	5	5	5	5	5	5	5	5 World Teachers Day	5	
6	6	6	6	6	6 Mid-Term Break	6	6	6	6 Mid-Term Break	6	
7	7	7	7	7	7 Mid-Term Break	7	7	7	7 Mid-Term Break	7	
8	8	8	8	8	8	8	8	8	8	8	
9	9	9	9	9	9	9	9	9	9	9	
10 Staff In-Service (no school)	10	10	10	10	10	10	10	10	10	10	
11 In-Service/Parent Sessions (no school)	11	11 Flag Raising Ceremony	11	11	11	11	11	11	11	11	
12 In-Service/New Students Orientation	12	12 Independence and Republic Day	12	12	12	12	12	12	12	12	
13 Start of Term 1	13	13	13	13	13	13	13	13	13	13	
14	14	14	14	14	14	14	14	14	14	14	
15	15	15	15	15	15	15	15 Assumption Day	15	15	15	
16	16	16	16	16	16	16	16	16	16	16	
17	17	17	17	17	17	17	17	17	17	17	
18 Thaipusam Cavadee	18	18	18	18	18	18	18	18	18	18 End of Term 3 Half Day Whole School	
19	19	19	19	19	19	19	19	19	19	19	
20	20	20	20	20	20	20	20	20	20	20	
21	21	21	21	21	21	21 End of Term 2	21	21	21	21 Staff In-Service (no school)	
22	22	22	22	22	22	22 TBC (In-Service or Parent Conferences)	22 Start of Term 3	22	22	22 Staff In-Service (no school)	
23	23	23	23	23	23	23	23	23	23	23 Staff In-Service (no school)	
24	24	24	24	24	24	24	24	24	24 Diwali	24	
25	25	25	25 Start of Term 2	25	25	25	25	25	25	25	
26	26	26	26	26	26	26	26	26	26	26	
27	27	27	27	27	27	27	27	27	27	27	
28	28	28	28	28	28	28	28	28	28	28	
29	29	29	29	29	29	29	29	29	29	29	
30	30	30	30	30	30	30	30	30	30	30	
31 Parent-Teacher Conferences	31	31	31	31	31	31	31	31	31	31	
National Holiday			School Holiday (school closed)		School Holiday (staff work day)		Weekend		TBC = To Be Confirmed		

A COUPLE OF FINAL NOTES

Twins

As part of our efforts to improve distance learning for students, we are also making changes to improve it for parents. One thing we discovered was how challenging it can be having siblings in the same year level but in different Zoom lessons. We have always had a policy about separating twins and there is a lot of evidence of the benefits for doing this for social, emotional, and academic development. However, when it comes to distance learning, there are some benefits to keeping them together. For the learners, it means that they can collaborate and support each other at home and, for parents, it means that one device is needed for participating in four or five Zooms together each day instead of eight or ten separate ones. At Clavis, we actually have a large number of twins across most year levels; however, keeping them together for the year will only be as a result of distance learning.

Parent Support

While we are working on providing additional support to aid parents with distance learning, we were fortunate to be able to have had Priscille Koenig present to parents at the end of last year about parenting methods. It was entitled “Setting boundaries using alternative parenting methods” and was created to help parents find ways of dealing with children’s unwanted behaviour in a way that is respectful of the child. It was well done and well received. You can find the presentation that Ms Priscille used along with her contact information in the link below. She is a parenting coach and available to support anyone in our community as needed.

[Link to presentation and contact information](#)



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CIPS

Happy New Year!

