

## Go Tigers!

is a phrase you commonly hear at any Woodstock sporting event.

## Winning isn't Everything!



One thing you may not realise is the word tiger has an entirely new meaning in the Woodstock world of PE. For so long PE (around the world) has put stress on "mastering" only the skill aspect of any sport. As long as someone can kick a soccer ball into the net or score a basket then they have accomplished their requirement for physical education. However, at Woodstock things are done a little differently now from traditional skills focused grading. The PE Department is now focused on the overall character of a student. TIGER grading is the new way students are primarily graded in PE (50 per cent of grade), with each letter representing its own word about a student's character.



## Teamwork

The T in TIGER stands for teamwork. When we say teamwork, we are looking for students to not only work well with their teammates, but if a teammate is struggling, someone who helps their teammates to make them better overall. Also, if a student is trying to help a peer while struggling, will that student take the peer feedback positively or will they put up an act of knowing it all and not needing any help from classmates? Teamwork should be a lot wider spectrum than simply noticing if students work well or not with others.

## Integrity

One common ground you'll find between most students early on (Grades 5 to 7) is their ability to try and get away with fouls/breaking the rules without self-calling them. That is why the I stands for integrity. Do students call their own fouls and own up to their mistakes, or do they try and get away with it? When doing a pre-test with another partner, do they try and cheat their results to make themselves look better? All questions we have our students ask themselves before taking part in a game or sport, so they know this is what integrity is and should be incorporated in their daily lives.

## Geared-up

With the G, that really was not a character word, but more instead a letter of preparation. G stands for geared-up, meaning students come with appropriate change of clothes, writing utensils for a test or worksheet, and any other object or piece of clothing they may need for class. In a way though, even if the words themselves have no definitive resemblance with character, the importance of being prepared in everyday life is definitely an important characteristic to build with students.

## Effort

The next letter E has been a question with the physical education world for decades, and that is how do you grade a student's effort? E in tiger stands for effort, and one solid way we know if a student is trying their hardest is their arrival/departure to and from PE. If a student constantly shows up late after changing and is the first one to leave class, then we know that student could not care less and does not want to be there. In addition, their punctuality and thoroughness on each assignment is a give-away on their effort. Lastly, if 85 per cent of their class time is spent standing around during games that clearly shows poor effort.

## Respect

The final letter of TIGER is the R and that stands for respect. This letter truly defines what TIGER is all about in the PE classroom. Do students treat their teacher, peers, equipment, and themselves positively and kindly? When competing in a game or match, is their sportsmanship towards the other team a respectable behaviour? If another student has an opinion or question, will they listen to what is being said and not interrupt or talk during their peer's contribution to class? We want students trying their hardest in the most positive way possible, without the negativity towards failure.

**All of these TIGER words will hopefully help students grow into positive, lifelong enthusiasts for exercise.** The more we can teach students to value the importance of the complete student, instead of just focusing on skills attained, the better chance these students will realise how fun and important it is to stay in shape and stay active throughout their life. Too many times as physical educators, we see students turned off from exercise because the stress of physical skill overcompensates for healthy knowledge of aiming towards a lifelong goal of being active. Then when a student fails time and time again at that skill they cannot wait to be done with physical education classes and doing no exercise whatsoever. Now, with the stress of TIGER and educating students with all aspects of physical education, students will be prepared to enter a world with knowledge, confidence, and intrinsic motivation to stay active throughout their lifetime!

- Steve Luukkonen, Head of Physical Education



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Welcome to the Summer 2013 *Brown & Gold*, wherever you are reading it around the world. We hope you enjoy this edition which has the usual variety of stories on the wonderful Woodstock experience, and particularly highlights the range of exciting activities going on in the school's revitalised enrichment programme.

Grade 10 Trek to Kedarkantha, photo by Nan Onkka

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# A Week in Pictures



The Art of Making Thread, Natasha, Grade 10



Intrigued Children, Young Chung, Grade 9

## 3rd Annual Activity Week Photography Competition

The standard of entries was as high as ever this year. There were three categories for photographers to enter their work - People, Place and Food - the latter category tying in with our school-wide theme for the year "Thought for Food". Here are a selection of some of the best photos from this year's competition.



Untold Tales, Prabir, Grade 11



The View at Harkidoon, Kyung Ho, Grade 10



The Golden Temple, Amritsar, Paresh, Grade 12



The Key Ingredient, Phuriwat, Grade 11



Man's Aspirations, Prabir, Grade 11



The River Boys, Caroline, Grade 10



Ordinary Delhi, LiangYun, Grade 12



Mok Young, Grade 12

# One Year On: Graduates Reflect

COLLEGE	SUBJECT	Akriti Pradhan	Christina Malik	Nigel Mansson	Pavs Cookie Ketupanya	Priyanka Dutt Agrawal	Shivamkar Misra	TaeHaeng Lee	Tashi Ngudup Lama	Yuli Whiteman
		India	India	America/India	Thailand	India	India	Korea	Tibet	Australia
		International Relations and Psychology	Visual Communications and Photography	Genetics and Cell Biology	Aviation	Business Admin and Cinematic Arts	Business and Arts	General Education	Education, Music and TESOL	Music Education and TESOL
		Connecticut College	Judson University	Washington State University	Rangsit University	University of S. California	University of British Columbia	Hankuk University	Reed College (after Gap year)	Goshen College
		America	America	America	Thailand	America	Canada	Korea	America	America

*Sapere Aude*, a Latin phrase meaning "dare to discern", was originally used by Horace the Roman poet during the time of Augustus. When the graduating class of 2012 chose this class name they changed the meaning slightly to mean "dare to be wise". A total of 89 students graduated on the morning of June 2, 2012, and by 3pm that afternoon they were gone. Where are they now, what are they doing and are they successful and happy? We asked them for their memories of Woodstock, how prepared they were to leave and whether they built life-long relationships?

## Did you have help from Woodstock in choosing your college?

*I had come for an exchange trip and visited UBC. Seeing the beautiful campus, I immediately felt that it would be a great place to study. For me the gap year has been great, I know what I want to do and I am clearer in my mind in what I want to achieve. During my gap year Mrs Bowling was still there for me, she was very diligent and understanding, even though she probably had another 90 current students from Woodstock asking her for college advice. She was always there for me and always ready to help. Also Mrs Whiteman who supervised me when I was a Development Associate in her department was still there for me. She was always there for me and she has honestly been like family and has been so supportive. Mrs Bowling, our college counsellor, helped me significantly in making my college decision and made making college related decisions a lot easier than and not as complex as I had made them out to be in my head. My parents also helped when it came down to picking which college to go to, and as a result of using my resources I believe that I definitely picked the right college to go to and am very happy because of it.*

## What role did Woodstock play in preparing you for life at college?

*Definitely prepared me for dormitory-style living and adjusting with neighbours. Woodstock was a challenging school and kept me on top of things once I got to college. Woodstock is a multicultural community, so definitely helped in college and living in a different country. I think I was fairly well prepared in terms of living alone and such, but academically it's a whole new game, college is so different from high school. I feel so blessed that Woodstock has prepared me for life. I can do a lot of things confidently. Nothing can ever prepare you enough for the roller coaster ride that you're in for when you're studying so far away from home, but being away from home at Woodstock in high school helped make this transition a lot easier. I believe that the key to smoothly transitioning into any new environment is to find what you love doing. None of this would have been possible if I hadn't set my foundation right in Woodstock. Made me a good, open-minded, optimistic person. It's amazing how much Woodstock influenced me. Academically, I think Woodstock prepared me really well. The studying habits, writing essays, MLA formats, critical thinking, presentations, and so on. It took me a while to adapt to Woodstock after arriving in Grade 11 and then after that I felt like I could transition anywhere. Woodstock made me even more independent. Woodstock helped broaden my mindset and provided a pathway for me to be more empathetic and compassionate. Woodstock taught me how to love, appreciate and embrace differences.*

## What do you miss about Woodstock the most?

*Every single thing! The walk up to Char Dukan, advisor nights, running back for check-in on bazaar days, Rice Bowl, Doma's, my BEAUTIFUL dorm parents (Ms Sarah and Ms Ronita), the crazy monkeys on my window sill, senior lounge, and flagpole area during study halls, Ms Chander's parathas, and the graduating class of 2012. Woodstock gave me so many great opportunities to travel and see the world. All the way from Activity Weeks, hikes, CARE trips, to going to the USA as an exchange student. Having to climb up the ramp in five minutes with my friends, always in a hurry. Strangely enough, the monkeys, the monsoons and those early morning walks up to school from Midlands that I dreaded so much when I was at Woodstock. Everything. I miss Woodstock so much. If I could live there I would! One day! I miss this place dearly and I think I will always miss it. I miss seeing a lot of the international kids. I miss Sapere Aude so much. The different languages spoken all of the time. I miss Rice Bowl SO MUCH. The landscape, the monkeys, the beautiful surroundings and I miss being surrounded by kids. I miss a lot of things typically Woodstock.*

## How was the experience to start college in another country?

*I wanted to study in the US because it is far away from home and also because the academic institutions there are very good. My experience so far has been great! You meet so many different people, and initially, you might feel intimidated but it is definitely an adventure. I love to travel and experience new things. Not knowing a lot about where I was going and no expectations took me by surprise! College is a lot of fun! At Woodstock, I was closely exposed to so many unique cultures just in Midlands boarding house! The idea of studying thousands of miles away from home is definitely one that is very scary yet exciting. Going to a new country is always a scary experience, but at the same time, it is also a rewarding one. I was scared about a lot of things, such as whether I would be able to make friends, pass my classes, enjoy my college experience. Once reaching here, I felt that there were a lot of other students with the same fears as me and that was normal. It has been fun being in a new country. At first it was intimidating but after a while I got over it and then the experience went from overwhelming and intimidating to fun and exciting.*

## Why did you decide to go to your college?

*Its self-scheduled exam system, excellent reputation and geographic location. Small Christian community and campus, athletics, as well as my specific major. I wanted to play a sport as well as study. It just clicked. The atmosphere was amazing. My father is very proud Trojan alumni to the point that when I was little I was made to wear Cardinal and Gold diapers. USC provides me with one of the best platforms for my double major in Business and Cinematic Arts. The right fit for me. It has a great balance between education and sports. I had been to Vancouver before and it is a spectacular place. It's a liberal arts college that also focuses on interdisciplinary studies. So considering the fact that I'm undecided as to what I am doing to major in, it felt like a natural choice. Reed's "Honour Principle" of openness and respect for new and differing ideas was a big plus point. It is a small liberal arts college and it has my degree and a great reputation as well as many Woodstock alumni.*



## From the Principal: "Lighting Fires"



For many generations of Woodstock students the final semester of the year is like a magnesium flare – it burns fast and furious! The frenzy of exams has begun and as temperatures rise to summer highs there is a feeling of renewed energy about the place!

Woodstock students certainly know how to fill Kipling’s unforgiving minute with 60 seconds’ worth of distance run! Yet, remarkably, amidst the pace of a busy place there are still little islands of calm to be found – from the peace and quiet of the library to personal havens of stillness in this stunning environment.

The great Sufi poet Rumi wrote: “Only let the moving waters calm down, and the sun and moon will be reflected on the surface of your being.” Or as Emerson put it: “Let us be silent that we may hear the whisper of the gods.”

As we come to the end of another year, my hope is that we will all have encountered some of those truths which only ever whisper to us and some of those realities which only ever reveal themselves from a place of calm. Therein lies the possibility of a real education and the heart of the Woodstock experience.

This edition of *Brown & Gold* focuses on our enrichment programme which is being strengthened under the appointment of our first ever Dean of Enrichment, Bethany Okie. Traditionally, enrichment activities have been called “extra curricular”, but we see them as an integral part of an holistic educational experience.

As the poet WB Yeats put it, “education is not the filling of a pail but the lighting of a fire”. So much in education today is like filling a bucket – cramming young heads full of facts and figures or focusing only on the content of a curriculum. The very word “education” in the Greek means to draw something out, not to put something in.

The image of fire is one of light, energy and dynamism – an image full of life and potential. This vision is at the heart of our enrichment programme, connecting with the ideas of the great educationist Kurt Hahn who said education should help us find our grand passion in life. It’s when we live our lives in a way that connects us to those things we are passionate about that we find an energy and a potential more like fire than a bucket of water!

Helping young people to discover what it is to be truly and intensely alive is as much a part of a Woodstock education as is the academic success to which we hope all our students can aspire. This is the essence of a really good education – combining the very best features of high academic challenge with a unique approach to the enrichment and personal development of young people.

We prepare young people for exams and we equip them to earn a living — we do all these things with rigour, nurturing the potential and achievement of each individual. Yet, the education Woodstock offers is designed to go far beyond these goals, to develop the whole person and not just a part, to help each individual to become, in the words of our mission statement, "visionary, articulate and ethical — equipped to achieve their full potential in leadership and in life".

- Dr Jonathan Long

## ¡Hola! 你好



From next semester the number of foreign languages on offer to students at Woodstock will double from two to four.

At the moment French and Hindi are the two languages students can learn from Grade 7, but from the next academic year Spanish and Mandarin will also be available. Mandarin will be studied via online resources, while Spanish will be taught in the traditional classroom setting by Head of High School Tyler Stinchcomb and a new languages teacher.

Languages are a vitally important part of the Woodstock academic curriculum. In this past semester we have celebrated French speaking with a week of events for “La Francophonie”, including French films, presentations in assembly, and French-themed food. We also acknowledged the United Nations’ International Mother Tongue Day in February, which promotes awareness of linguistic and cultural diversity. The first-ever Woodstock *Masterchef* was also put on by French teacher Elsa Amy, which saw students cook and serve up delicious delicacies. The school also has active Spanish, French and Hindi clubs, which allow beginners to “test the water” of a particular language, to see if that is something they would like to opt for in class.

New Head of Languages Dane Latimer believes the new language options will be popular among students, and explained why language learning is so crucial. “In this international school it’s important for our students to be able to have several languages at their disposal so they can flourish in the international environments where many of them will end up. Language learning also helps us appreciate the diversity that exists in our world, and promotes togetherness and unity of peoples through culture, tradition and learning the language itself. Language learning is also a way of developing the brain in a different way using a different mindset and skills. It also helps with other subjects, such as English grammar.

“I’m really excited about the new languages on offer and I think we’ll see a big influx of students into these new classes.”

The Outdoor Education Weekend in March featured an eclectic range of activities designed to complement our academic curriculum and help students grow through experiential learning outside in our wonderful Himalayan backyard.

Activities included a silent contemplative hike, building a labyrinth, a walk recording the sounds of nature for a music project, a literary walk, and a trip visiting the various places of worship in Mussoorie. One item which was new for 2013 was a simulation of the First World War Battle of Verdun at Flag Hill, an excellent venue for this activity as Verdun itself was a fortress which sat on top of a mountain in eastern France. Each person taking part in the simulation was given a character to play and an objective to achieve during the 24-hour activity. Roles included playing a French or German soldier, a commander of one of the two armies based in either Berlin or Paris, a member of the press or the Red Cross, or famous people in the arts at the time, such as artist Pablo Picasso or poet Jean Cocteau.



## History Comes Alive on Flag Hill



Despite this simulated battle producing a different result from the historic reality (Germany won the Woodstock simulation), it was the lessons learned through the activity, such as the strategic difficulties, as well as the reality of the boredom and sheer pointlessness of war, which were the deeper learning objectives of the exercise.

Academic Dean and European History teacher Amy Seefeldt, who organised the simulation, said students could relate to the issues soldiers experienced in the real Battle of Verdun during their overnight event. “Students on both sides really struggled with the waiting around, sleeplessness, and the sense of suspense and fear as they waited for their next skirmish. Through this the cruelty of war really hit home. Afterwards one student said to me “this kind of learning is so different, it stays not just in your mind, but in your body”. When we started studying about Verdun in class three weeks later, those students who had taken part said their level of understanding was much deeper, and that they were able to imagine it. That is the aim of this kind of outdoor education and enrichment activity, complementing our academic curriculum and helping students get a deeper understanding of history and of war itself.” Read some of the comments made by students in their reflections after the simulation:

*“War in any kind is ironic. Someone wouldn’t ever want to do said war is only sweet to those who haven’t experienced it. This surely applies even to this simple simulation. It is just tiresome and stressful.”*

*“War is something I wouldn’t ever want to do ever. This experience taught me it is really tiring and almost unending. People can’t be trusted and war is very unfair...the leaders and rich people party in their houses while soldiers die on the battle front.”*

*“War sees sacrifices made for no gain. It is endless and worthless. I asked the Prime Minister the reason and purpose for war and she didn’t know. I wonder if the soldiers even knew why they were fighting. They would have lost hope in humanity.”*

*“War’s a torture. War’s a living hell. I just had my first battle and I’m shivering with fear. This place is filled with the constant fear of losing my life. I miss the comfort of home and a place where there is no fear of death. Life is unfair here as I just have to follow the orders of the big guys whom I don’t even know. I really find war pointless, I have realised we are all human beings and we all want to live.”*

## Flipping Heck! Turning Teaching On Its Head

Woodstock’s Head of Mathematics Larry Kaplan has introduced an innovative new teaching technique at the school this year. Known as the “flipped classroom”, the concept turns on its head the traditional system of teaching in the classroom and doing homework at home. In the “flipped classroom” this gets reversed. The delivery of instruction takes place outside class through videos Larry has prepared. Students then practise the new techniques they have learnt (homework) during the class.

Larry says this has proved to be an effective method of teaching for a number of reasons. “It gives the kids more control over the pace of learning. They are also able to pause and re-watch the video if they don’t understand something. In class due to social pressures they probably wouldn’t want to ask a question more than once. Students need different amounts of time to learn things, and sometimes it seems they are just on a conveyer belt. But this system means students can work at their own pace and understand key concepts. I can then spend individual time with the students on their problems with the subject during the class time, as they do their homework.”



Larry came across the “flipped classroom” on the Khan Academy website. Since then he has spent many hours creating the videos for the students by using a Promethean board and laptop, and has taught modules of statistics, probability and the design and surveys of experiments through “flipping” this year. Despite a teacher needing certain technical skills to make the videos, Larry says there are many advantages for the teacher through this model. “It acts a resource for the teacher. I’ve been making new notes from watching my own videos which is bizarre, and it has helped me think about deeper aspects of the subject and helped with my curriculum mapping.”

More at <https://sites.google.com/site/mathwithlarry/home/pdf/flipping>



# Introducing Enrichment

# Finding Your Passion

## From the Dean of Enrichment Bethany Okie



At Woodstock, we are committed to a holistic model of education which encompasses more than books, tests and classrooms. Therefore, we are embarking on a three-pronged approach aimed at educating the whole child. On an organisational level, these three parts are residence life, academics and enrichment. The latter, formerly known as “after-school activities”, has always been a part of the Woodstock experience in one way or the other. But as the programme has grown, so has the need for a more robust framework to facilitate the activities of a busy student body. This is where I come in.



**The Dean of Enrichment** is a recently formalised role which complements the Dean of Residences and Academics. As Dean of Enrichment, my job is to raise awareness as to what enrichment at Woodstock will entail and to organise the logistical details of how the programme will work in the context of a child's education. It is my goal to ensure that every child who comes through Woodstock has ample and positive enrichment experiences to augment what they are learning in dorms and in the classroom.

Beginning next semester, all PASSAGE activities will run on a schedule much like our current academic schedule. These activities will take place as part of the school day, running from 4:30 – 6pm on Mondays, Tuesdays, Thursdays and Fridays, and from 2:35 – 6pm on Wednesdays. Once a student has signed up for an enrichment activity, their attendance will be required and, based on their participation, they will be awarded PASSAGE points for the activity on a pass or fail basis. There will be major and minor activities offered – some meeting once a week and some meeting several times a week. Every student will be required to participate in enrichment activities at least



This new enrichment programme is called the PASSAGE programme. Just as the word passage means journey, our goal is for a student's involvement in enrichment at Woodstock to take them on a journey to discover their passions and gifting. Appropriately, the word PASSAGE is an acronym describing the programme.

The word passage, of course, carries multiple layers of meaning. Examining only three uses of the word reveals how profound and appropriate a choice it is: **1** There is the old use of the word, with reference to ships and seas, of taking passage on a journey. When travellers “took passage”, they bought a ticket; they committed to embarking on what was often a long and arduous journey. We demand similar commitment from students. **2** We often speak of a passage in terms of a hallway or a tunnel. This kind of passage may require that we enter a dark space in order to reemerge into light. We demand that students trust that each enrichment experience – even the ones that require some darkness – will move them further along a road leading towards light, or more accurately, enlightenment. **3** Perhaps most significantly, native traditions and cultures around the world include rites of passage that mark the moment of transition from childhood into adulthood. The girl becomes a woman. The boy becomes a man. These rites universally involve a challenge – the challenge of solitude, or determination, or bravery. We demand that students face challenging experiences through which they grow increasingly confident that they are passing or have passed into adulthood.

two days a week and no more than five days a week. It is not our goal to add more busy-ness to our already full schedule, but to help students make choices as to what specific interests they would like to pursue in a focused manner. There will be many options for students to pursue and, with an organised schedule, no student should feel pulled in multiple directions. Rather than encouraging aimless dabbling, this will be an opportunity for students to find what their interests are and to pursue these interests in depth.

Our final and most important goal is to provide students and teachers the opportunity to reflect on what they have learned. Teachers of enrichment activities will be writing comments on student participation and speaking to the gifts and abilities of the students. Students themselves will be given time to reflect upon their experiences as they try different areas of discovery and work to explore their passions, gifting and goals.



Disney's Mulan Jr

Both productions were testament to the tremendous community spirit at Woodstock which saw people come together to offer their talents and assist in the staging of the show. Staff, parents and students gave their time and energy to build the sets, make costumes, find props, do the sound and lighting, work as stage managers, give voice coaching lessons, go on a “buzrun” to collect provisions from the bazaar, or play music in the shows. These people behind the scenes deserve as much credit as the actors who were in the limelight on stage.

Once again drama has been an important part of the enrichment programme at Woodstock this semester. But it was not just students who took part, staff also had the opportunity to tread the hallowed boards of Parker Hall. Just three weeks into the new semester, a group of 16 staff thespians starred in the hilarious *You're A Good Man, Charlie Brown*, a play comprising a series of vignettes based on the legendary *Peanuts* cartoon strip. Then just before quarter break in March students from Grade 7 to 9 put on a terrific performance of Disney's *Mulan Jr*, a musical stage adaption of the film *Mulan*.

## Double Dose of Drama



You're A Good Man, Charlie Brown

Both productions were directed by Woodstock's new Dean of Enrichment Bethany Okie, a professional actress who played Sally in *You're A Good Man, Charlie Brown*. Once again her creative ideas and energy ensured both shows were huge successes.

As well as being fantastic spectacles, the acting experience for both students and staff was hugely beneficial. Bethany explained: “Drama is important for our students because it's collaborative; the cast, production team and audience collaborate together during a show and work together to share this communal experience. It also gives students confidence. They gain confidence from a show which then spills over into other areas of their lives.” As well as these two productions, Woodstock has staged *Around the World in 80 Days*, *Macbeth*, and the musical *Brigadoon* in recent years. Woodstock's shows never cease to amaze and entertain, and we wait with eager expectation for the next productions.

## Clubs



## Knitting



This semester, inspired by a request made by one of the nursing staff at Landour Community Hospital (LCH), a knitting club was formed for senior school students.

Every month at LCH around 35 to 45 babies are born. The majority of them go home with nothing, and the new specialist obstetric gynaecologist wanted to see this change. In the first month of the club, the knitters - about 30 students plus a handful of staff members - have knitted more than 70 hats.

Ashlea Fidler and Darcey Wunker are currently serving as advisors/teachers for this group, giving students a chance to learn more knitting techniques and to get help on personal projects they might have. This has been an amazing opportunity for many of the students to meet new friends or acquaintances, take on the role of teaching others new skills and contributing to the greater Mussoorie community. While most students have been knitting hats, some have taken to knitting booties or other items to include in the going-home bags for the LCH babies.



## Fashion



Another staff member with passion is senior school librarian Sarah Colwell. Sarah has an interest in fashion and design and has begun the Woodstock Fashion Club. The idea sprang from the need in the local community for clothing and appeals to Woodstock staff to help them.

“Almost every day someone in the community asks me if I have shoes, socks, or sweaters to spare. I sometimes see my older garments being put to interesting use by residents of Mussoorie,” Sarah said.

The fashion club is just getting off the ground this semester. It takes time to acquire the many skills involved in garment construction and even more in executing original designs. While waiting for donated supplies to roll in Sarah has focused on clothing as a form of personal expression with the club. “It is not just about looking good: clothing tells us about culture, environment, history, art and social organisation. In more traditional societies like India it is more about a way of expressing creativity through handicraft skills passed down for generations. India is an ideal place to learn about textiles, handicrafts and the subtle language of everyday dress.”

Sarah's plan is to make this an interest that can benefit the entire community very soon. The fashion club students are already helping to photograph Woodstock merchandise for sale in the school. The also plan to acquire clothing and other materials which will be re-worked for people in the community.

A love of clothing, its design and preserving its history and culture combined with Sarah's passion for helping the local community teaches our students that one person's passion can reach a whole community.



## Robotics



Woodstock's Robotics Club meets weekly and has attracted the interest of around 40 students. It is run by staff member Mike Pesavento and offers the opportunity for students to explore aspects of engineering not offered in the school curriculum.

Older students have been designing and building robots to solve tasks, programming micro-controllers, electronic circuits, soldering, and flying a quadricopter, a small drone which contains highly sophisticated sensors, and can be used to film things from the air. When the club owns enough robotic kits, younger students will start building robots for in-house competitions.

Mr Pesavento says the club is an excellent vehicle for learning as “robotics excels in cross-disciplinary activities considered STEM – science, technology, engineering, and mathematics”.

Two grant requests were approved by Friends of Woodstock School, which will help the club purchase six new robotic kits and equipment for a Woodstock meteorological station with a robotic camera which will be set up next semester. The meteorological station will be built and programmed by the robotics club and used by the maths and science departments, the Hanifl Centre, and the Junior School. It will monitor the weather on the hillside in Mussoorie, and feed the data to world weather providers. There will also be a website displaying current and historical data to people around the world and through its robotic camera, web users will be able to pan, zoom in, and view the sunrise and sunset in Mussoorie.









## Going Back To Our Roots

Woodstock's partnership with the Institute of Education at the University of London sees us return to our founding vision as a school and teaching training college. More importantly, this initiative creates a significant link with one of the world's leading educational institutes – enabling us to offer Master's degrees in advanced educational practice as well as an international post-graduate certificate in education. This collaboration will enable Woodstock to recruit, develop and retain high calibre teachers.

We are excited by all that this venture promises – a venture made possible by generous funding from FWS and the Downs Master Teacher programme. Few things are more important in a school than the quality of staff and the relationships they cultivate with young people. Dr Jonathan Long describes Woodstock returning to its roots as a Teacher Training College: "I believe we will look back upon this as one of the most formative and inspiring opportunities which Woodstock has seized in recent years!"

This quote shows how we are returning to our roots, and is from the book *Woodstock Celebrates 150 years 1854-2004*:

"As part of its increasing emphasis on higher academic standards, Woodstock began to offer a series of higher degrees and became known not only as a school, but also as "the college". A First Arts (FA) degree affiliated with Allahabad University was newly offered in 1901. The course was equivalent to the first two years of college and it began at Woodstock with only four students. A Teacher Training College programme established in 1907, accredited by the Uttar Pradesh education department, was limited to eight students. This programme eventually expanded to include a teacher's training certificate for kindergarten – a curriculum which continued strongly at Woodstock for some time."



Get a Grip: Music staff playing a team building game in the tea garden

## From Good to Great

It is stating the obvious to say that a great school depends on great teachers, and that our students will only flourish when they have effective and committed staff supporting and facilitating their learning. The achieving of 2020 Vision and the graduating of inquisitive, self-confident and self-aware students is a human endeavour; the more we can invest in the development and growth of our staff, the more it will impact our students, and help us move from good to great.

The starting point has been with teachers, who have the primary role in the education of our young people. We are delighted to have initiated a partnership with the University of London's Institute of Education, a world leader in teacher development, which will see significant professional growth across the whole faculty during the next two years, with the added opportunity for teachers and residence staff to gain credits towards international teaching credentials and Master's degrees during that period and in subsequent years. This initiative addresses two objectives: it will both encourage teacher retention, and improve the overall standard of practice in our classrooms. The achievement of these objectives will in turn have a huge impact on our students and the quality of a Woodstock education. It will also create more coherence in what we do, leading to a common language for teachers which will lead to common approaches in curriculum, assessment and methodologies.

We are delighted that our partners at Friends of Woodstock School North America, recognising the value of this investment in staff, have agreed to fund it over the first two years. Thanks are also due to the Downs Foundation, which is supporting the advanced degree element of the programme through its Master Teachers grants.

The initiative begins in July this year, with an initial professional development engagement with all teachers to establish high-quality benchmarks and clear expectations around pedagogy and classroom practice. In the first year of this cycle, all staff would be involved in two four-day workshops run by a visiting team from the Institute of Education at the beginning of each semester. In keeping with our 2020 Vision strategic goals, the first workshop will focus on the teacher as model learner. These workshops would be followed up through the year by regular focus groups (approximately 15 staff in each focus group) including guided reading and discussion facilitated by school-based mentors and Institute of Education staff. The course content for this major professional development initiative is being worked out in close consultation between Woodstock and the Institute of Education and based, partially, on a recent audit carried out by the Institute. In the second and subsequent years, initial courses would be run for new staff and a cycle of additional themes would be developed for all other staff over a three-year period.

In response to a felt and expressed need, we are currently piloting in-house training for administrative staff. This involves a mix of half-day seminars on a range of topics suggested by staff themselves, as well as a short set course for supervisors. Those staff who are improving their computer skills will have the opportunity to sit for Microsoft certification in various Office programmes, following the school's investment in becoming a certification centre. Opportunities are also being offered for staff to pursue professional training and additional degree-level courses as appropriate to their work. These development opportunities are being spread as widely as possible. An initiative by newly appointed health centre coordinator Katie Beth Gill will see two nurses from the US, with Master's qualifications, visiting the school next October to provide a week's intensive training for the whole nursing staff.

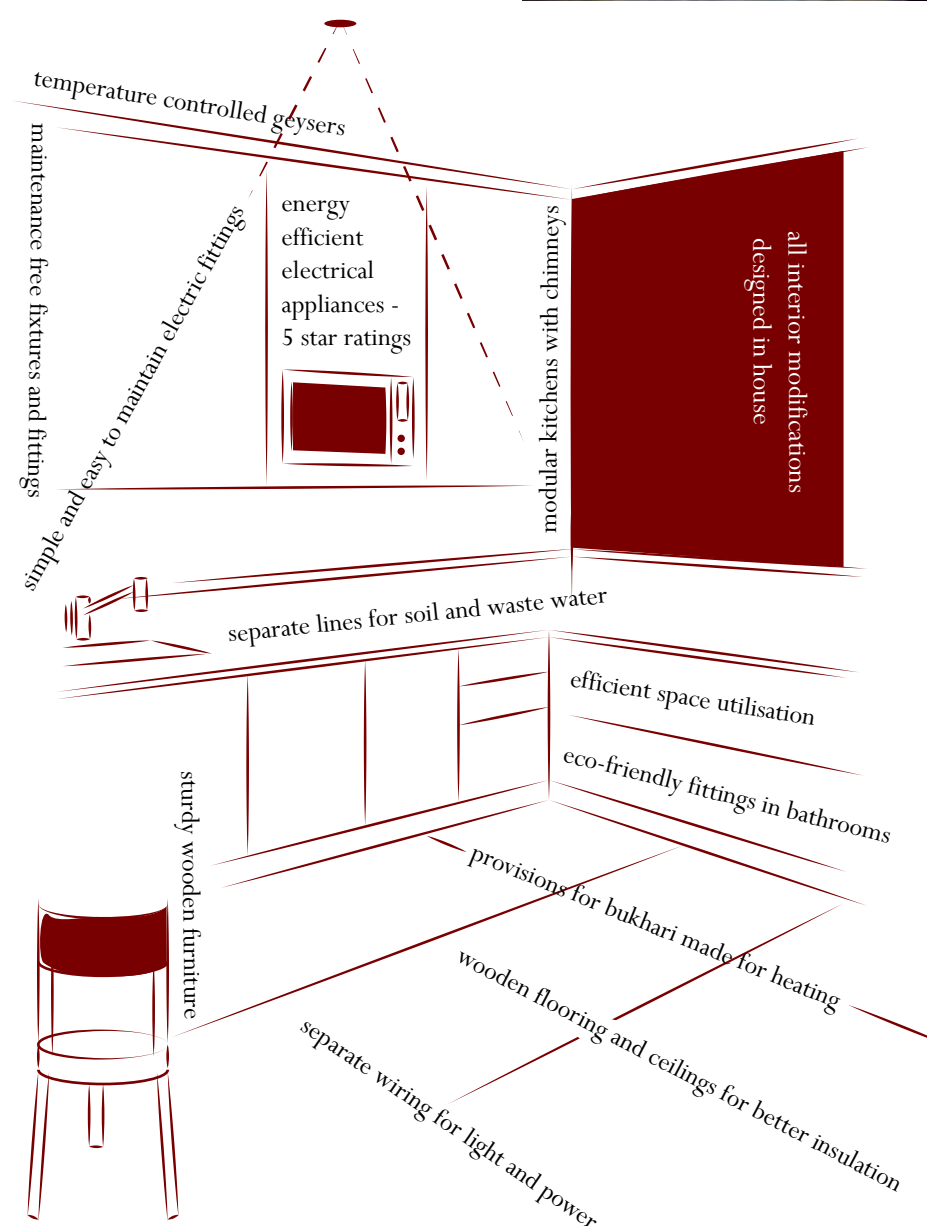
Woodstock School is a learning community. In 2020 Vision, we chose not to define "student outcomes", but instead to call them simply "learning outcomes"; the implication and intention is that we are all learners, and our current investments will enable that learning to take place in every part of the community.

– Pete Wildman, Director of Community Relations



## Modernising Our Staff Housing

As Woodstock continues with its ongoing commitment for retention of staff through our 2020 Vision, newly refurbished housing is high on our list. Features of the renovated housing and standardising of the houses for the community in the future include the following innovations:



## Partners in Progress



Friends of Woodstock School is a 501(c)(3) US tax-exempt organisation which is structured to support foreign educational institutions. To retain that status, FWS adheres to strict compliance regulations which means that the FWS Board of Directors has to maintain complete independence in raising, managing, and disbursing its funds. In fulfilling its mission "to support the educational mission and purposes of Woodstock School", FWS has over the past ten years made grants of more than \$8 million for facilities, scholarships, and other educational programmes at Woodstock.

The affairs of our Friends organisation are directed and managed by a Board of Directors of nine members, the majority of them alumni, chosen for their expertise and experience. Three committees (Alumni, Finance, and Fundraising) and a staff of two further implement and support the programmes, activities, fundraising, and financial management of FWS.

The importance of having a North America-based organisation is supported by demographic statistics. Currently 62 per cent of the 5000+ known Woodstock alumni worldwide live in the US and Canada. We don't expect that to change any time soon as about 70 per cent of current Woodstock students plan to attend colleges in North America. No matter where they live, an objective of 2020 Vision is to expand the pool of alumni who are engaged with the school.

All of us are part of this effort. We look forward to engaging with all of you to share ideas, create new programmes and above all to support Woodstock School.

– Jane Cummings, Executive Director, Friends of Woodstock School.



Thank you for your support!

Your partnership helps make Woodstock School an educational community of excellence. The continued interest, financial support and commitment helps ensure Woodstock remains a place that is changing lives.

Please join us in forging ahead. Even a small monthly investment goes a long way! Visit our website today!

[www.woodstockschool.in/donate](http://www.woodstockschool.in/donate)