



D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Deliver.



Nurturing the Soul for Happiness & Success to Create a Better World for All

PEGASUS

STORIES



Issue 13 Volume 4

August - September 2023

www.dprep.ac.th

School Vision

D-PREP's vision is to nurture holistic development in our students; enabling them to find the courage to dream, to discover who they are and their limitless potential in order to deliver positive change to themselves and the world.

School Mission

Our mission is to ensure that through experiential learning, our students flourish into resilient, creative problem solvers with the life skills to become compassionate, ethical global citizens who are adaptable to change and contribute to a sustainable world.

Publication Information

The Pegasus Stories is an intergral publication of the Didyasarin International Preparatory School, as it provides a snapshot of learning in the classrooms, a kaleidoscope of student activities, photo collages of fun school events, and many other topics related to school development.

TEAM

Editor-in-Chief: Jamrell Vincette Buynay

Writers:

Ms. Lady Didyasarin Tavedikul

Ms. Maricar Dorego

Dr. David Fitzgerald

Ms. Natalie Candido

Mr. David Flemming

Mr. Jonathan Wright (Jon)

Mr. Javier Jesus Tesouro

Mr. Gareth Jon Hardman

Ms. Jintana Arunruang Hubble (Noi)

Ms. Watcharaporn Katthiyang (Waew)

Ms. Pornpisoot Seta (Bee)

Ms. Aliya Hanpanich

Photographer: Kirati Kerngfak (Tae)

Design and Layout: Vorachai Sophawong (Nut)

38, 38/1-3, 39 Moo 6 Bangna-Trad Rd., Km.8 Bang keao, Bangplee, Samut Prakarn 10540

Tel. 02-105-1757

Mobile: 095-879-4944

info@dprep.ac.th
www.dprep.ac.th





D-PREP

INTERNATIONAL SCHOOL
Dream. Discover. Deliver.

Table Of Contents

- Message from the School Director01
- Message from the Deputy Principal and Head of Primary02
- Message from the Head of Early Years03
- Message from the Head of Secondary04

Student Story

- Get to know the new D-PREP teachers06

D-PREP Learning

- Futures09
- STEM15
- G3 UOI: Who We Are16
- Understanding the PYP18
- Learning Expedition21
- Explorations in the Early Years25

School News and Events

- Wai Kru27
- Mother's Day35
- First Day of School37
- Parents' Orientation38
- King Rama 9 & Classroom Visitation40
- D-PREP School Clubs42
- Goal Setting Conference45

Dear D-PREP Community,

I am so thrilled to extend my warmest welcome to every one of you. The start of the year is always filled with anticipation, and I am honored to share with you some of the developments happening at D-PREP.

First and foremost, I am excited for the upcoming school musical, “Matilda.” Our teachers and students have been hard at work rehearsing, pouring their hearts and souls into this promising production. Their dedication and enthusiasm are remarkable, and I can’t wait to witness the magic of Matilda unfold on stage.

In addition to the musical, it’s truly inspiring to see our students’ growth in life skills practices. Mindfulness and meditation have always been integrated into our curriculum, allowing our students of all grade levels to gain skills essential for academic success and personal well-being. I believe that these essential life skills will empower our students to navigate challenges with resilience and compassion. Please don’t forget to check out our Life Skills monthly newsletter, especially our October edition that will be coming out very soon!

I would also like to thank you for your unwavering support and contributions during the first semester. D-PREP’s success wouldn’t be possible without your commitment to our shared vision of providing a holistic and enriching education. As we move into the second semester, I hope we can keep the positivity and spirit of collaboration alive.

I invite you to explore the pages of the first Pegasus Newsletter for the academic year. In this issue, you will find a glimpse of the amazing initiatives, student achievements, and events that will make this year unforgettable. Happy reading!

Best,

Ms. Lady Didyasarin Tavedikul



Dear D-PREP Families, Students, and Staff,

Greetings! As we move further into this academic year, I want to take a moment to reflect on the progress we have made and look ahead to the exciting journey that awaits us at D-PREP.

Our school has always stood for an environment that fosters growth not only academically but also life skills and values. These values form the foundation of our educational approach, shaping the character and aspirations of our students.

The dedication and hard work of our students, teachers, and support staff have been evident in the successes and achievements we've witnessed throughout the past months. From academic accomplishments to outstanding performances in extracurricular activities, our students have consistently shown determination and resilience.

In the spirit of unity, we continue to emphasize collaboration and inclusivity within our school community. It's through unity that we truly thrive, learn from one another, and make lasting memories and friendships. Let us continue to encourage and support each other, recognizing the unique strengths that each individual brings to our school family.

Looking forward, we have exciting plans to further enrich the learning experience for our students. Our goal is to provide a well-rounded education that equips them with the skills, knowledge, and values they need to succeed in a rapidly changing world.

I encourage all parents and guardians to stay engaged with the school community. Your involvement and support are crucial elements in creating a positive and enriching environment for our students.

Thank you for your continued trust in D-PREP and for being an integral part of our educational journey. Together, we will make this academic year a memorable and transformative one for our students.

Warm regards,

Ms. Maricar Dorego
Deputy Principal & Head of Primary years



Dear D-PREP Community,

With great excitement, I extend a warm welcome as we begin our journey into the new school year 2023-2024! For those of you who are new to the D-PREP community, I take great pleasure in introducing myself to you and offering a heartfelt welcome.

As your Head of Early Years and having been a part of our school family for several years, I am deeply dedicated to the growth and development of our young learners. Over the course of my 15-year journey in education, I have been fortunate to contribute to the development of early years programs and curriculums, drawing inspiration from the renowned Reggio Emilia Philosophy. My experiences as an Instructional Coach, Reggio Emilia Coordinator, and previously as Head of Early Years have provided me with invaluable insights into the unique needs of our school and its diverse community.

One of my greatest passions lies in fostering creativity and innovation in education, especially in international schools like ours. I take immense pride in creating influential and creative aspects that enrich the educational experience for our students and support the development of the whole child.

On a personal level, I have roots in the Bay Area, California, but Thailand has truly become my home over the years. My family is my greatest source of inspiration and joy. I am fortunate to have a loving family, which includes my husband, who originates from Thailand, our oldest son, Richie Kai, our twin sons, Kane and Kaleo, and our five adorable Yorkie dogs! My deep appreciation for the significance of family bonds fuels my commitment to creating a warm and nurturing environment where our students feel cherished, valued, and safe.

I firmly believe in the power of collaboration and working together to ensure the holistic development and well-being of each child. I look forward to working closely with each of you in creating a nurturing and stimulating environment for our young learners. By uniting our efforts, we can create an environment that fosters the growth of our early years students and allows them to explore their unique potential while instilling a genuine love for learning. Together, we will make a lasting and positive impact on their educational journey.

If you have any questions or would like to discuss the plans for the upcoming year, please do not hesitate to reach out to me. Let's make this year unforgettable for your children, and together, we can inspire them to reach new heights.



Warmest regards,

Ms. Malia Rowe, M.Ed.
Head of Early Years

Growth in the Secondary School

Discovering a new passion, presenting publically in an unfamiliar language, or explaining the workings of a nuclear fusion reactor are some evidence of the academic growth that I witnessed in the past 4 months. Since taking on the headship of the secondary school, my first aim was to increase the academic learning experience in the middle school and our new high school. This institutional growth is based on the individual growth of all our students. With the hard work of an outstanding team of secondary teachers, I believe we achieved a milestone in this continual process of developing D-PREP's secondary school. Yet there are many more academic milestones to achieve. In addition, we have new growth areas in terms of character and leadership development.



A few weeks ago the entire secondary school embarked on a cultural expedition to Ayutthaya. The aim was to walk through history rather than solely read about it. I was impressed when one of our students gave me a tour of the monuments. She explained the history of the ruins and why things occurred the way they did. After a few more tours with this same group, I asked the students what they thought about their own heritage. One student responded "I feel proud". It was at this moment that I realized we achieved a higher purpose of the trip; not only to develop a meaningful connection to the past but also a reinforcement of identity. The pursuit of knowledge is important but the building of character is critical. It is this latter objective that I believe makes D-PREP International different from other schools: our emphasis on holistic learning which includes character and leadership development. It is in this area that I turn our school's focus.

Schooling is much more than what happens in the classroom. Learning occurs outside the classroom and outside the formal curriculum. It is difficult to dictate this type of learning since it doesn't happen through direct instruction or solely through lesson plans. However, the school can set up a culture and school environment that facilitates this type of growth. To achieve this growth, I believe it begins with the student leaders. This type of learning requires a shared



ownership of community in which students actively contribute and lead their community. To begin this focus, I had an opportunity to meet with our 9th and 10th grade students in Ayutthaya to begin the conversation. We had various leadership exercises and a message of empowerment and responsibility. The students rose to the occasion and I have a feeling we will be seeing the fruits of their leadership very soon.

As the Head of Secondary, I ask myself, are students growing, both as a scholar and as an individual? Are we, as a school, delivering on the promise we make to our students and families? Based on the evidence so far, I can confidently say that yes we have. However, there is a lot more to go and the most exciting part is that we have just begun...



Dr. David Fitzgerald
Head of Secondary

An Insight From D-PREP's New Educators

By Aliya Hanpanich, Grade 7 Student

As you all know, this year has been full of excitement, a chance for students to discover themselves, new friendships and communities, and importantly, change. This year, we have had the opportunity and pleasure to meet our new friends, staff, and teachers of D-PREP. Speaking of teachers, we all know that they are people who help others acquire knowledge, courage, and skills.

Teachers are an extremely important part of a student's life, ultimately changing the course of their futures. I have had the privilege of meeting and interviewing 3 of our new staff, each from the early years team, primary team, and secondary school team. Read on to learn more about them and their teaching life at D-PREP!

Mr. Scott Jackson - Middle School English Language Arts Teacher



The first teacher I interviewed was Mr. Jackson from the middle school team. During the interview, he said the reason he chose to teach at D-PREP was because of the school's core values and mission, which is to ensure that students flourish into resilient, creative problem solvers equipped with life skills through experiential learning.

Mr. Jackson expressed how he likes the student's energy in school and class, and he enjoys getting to meet and know their personalities. When asked how he would help students struggling with English, he answered that he would first understand the situation and how the student must be feeling so he can make them feel comfortable in class.

"I try to speak in simple, slow words, and try communicating in gestures and pictures," he shared.

This interview with Mr. Jackson made me realize how much patience and dedication are needed to be a teacher, and I am glad to have the opportunity to learn with him. We are currently learning about inference and script writing with Mr. Jackson, and I am excited to learn what skills he will further teach us.

Ms. Jeane Flemming - Grade 1-A Homeroom Teacher



The next teacher I interviewed was Ms. Jeane from the primary team. Since the primary students are still young, there are 1-2 homeroom classes for each grade, with a teacher and a teacher's assistant (TA) per class. Ms. Jeane chose D-PREP for the experiential learning and the way students can "carry" their own learning. She also said how she likes the confidence and liveliness of the students.

When I asked her what she loved most about D-PREP, she said that she loved the projects that the different classes did. Currently, Grade 1-A is learning about sustainability and eco-friendliness, and last quarter they learned about their home and celebrations in addition to the Halloween festival that happened.

Another question I asked her was, "How do you handle young students?" Grade 1-A has 12 students at the moment. Ms. Jeane stated that her most successful method was to have a phrase in which both the teacher and student repeat a simple sentence such as, "Eyes on me ... Eyes on you." When it comes to Grade 1 life skills, Ms. Jeane shared that she usually teaches it using a book or song.

Grade 1 is the class in which students move up a level, from Early Years to Primary. I have learned so much about D-PREP's Grade 1 and primary life, and (truth be told), I would love to learn in Grade 1 with her for a day!

Ms. Katherine Fenner - Kindergarten 2 Homeroom Teacher



The last teacher I interviewed was Ms. Katie, the K2 homeroom teacher. Like the primary students, early year students have all their main lessons (like science, math, etc.), but with special lessons like art, PE, etc. They walk to the lessons, accompanied by the teacher and TAs.

In the interview, Ms. Katie explained that she loved the PYP concept and would love to work in a school with a PYP structure. She also stated that she enjoys the school's open-mindedness and life skills. When asked what she loves most about the school, she said she loves her class!

Ms. Katie explained how every day, they do daily activities like mindfulness and deep breathing, which contribute to D-PREP's life skills. The students even go to Mega Park to play and learn. Kids have so much energy, right? They can both learn and play at the same time!

For the scenario question, I asked her how she teaches life skills to kindergarten children. She answered that "kindergarteners have so many emotions. They could be sad with excitement or even sad with happiness." Her method is to let them express their feelings comfortably by drawing, speaking, sitting silently, etc.

Her class has an "elemental feelings pot." When they are feeling unmotivated, sad, or happy, there will be a special item inside the pot for them to pick up and hold for a while. Doing that makes them feel better and more motivated to work and play! She also has a second method, which is the Chopping-your-hand-with-your-other-hand movement, while saying "I am brave" or "I am loved." Like the first method, this helps the kids feel better!

I am really intrigued by how the class learns, and I would love to participate in one of her classes! I have learned so much about these 3 teachers and their classes, and I now understand the school from a teacher's perspective. I would like to thank the three teachers who participated in the interview, and again, a warm welcome to all the new students and staff!

FUTURES: D-PREP'S High School Program

By Ms. Natalie Candido

At D-PREP, our high school program is designed to challenge and prepare our students for university-level coursework. In addition to traditional academic courses, our students participate in a number of activities, such as community service, internships, and leadership programs that help them discover their passions and prepare for their future careers.

At D-PREP, we have a number of special programs running throughout the school. One of these special programs is the Futures Program. This program is inextricably intertwined with other signature programs at D-PREP. The Expeditions and Life Skills program starts from Early Years until students reach Secondary School. On the other hand, our Futures Program begins in 9th grade, until our High School (HS) students complete the HS diploma program.



The Futures course lays the foundation for personal growth and preparation for advanced learning experiences at D-PREP and beyond. It integrates all the learning experiences and brings together the mission, core values, and academic coursework, to ensure meaningful learning and understanding through reflection, self-awareness and application.

- How can I apply my knowledge, experience and skills to better understand myself and my goals for college application?
- How can I learn from my 9th grade experiences in order to become better situated for the future
- How can I lay the foundation for a more purposeful and fulfilling life?

These essential questions guide our HS students. It aims to develop students who are self-aware, well-balanced, open-minded, and resilient. At D-PREP, we believe that self awareness is essential in the search for one's interest and passion. Ultimately, the goal of the Futures program is to develop students to be independent learners, confident individuals, and passionate leaders who are willing to dream without fear and have the confidence to become future global citizens and leaders of the world.



To achieve these targets, one of the course expectations is for students to lead a school activity where they will plan, coordinate, and execute a chosen passion. Students are also required to reflect regularly on their chosen activity and adjust to the needs of their members.

Hence, after brainstorming, the students decided on a club that they wished to offer. They created their posters and asked the secondary students to sign-up.



Every Friday, during our Community Time, our senior students meet with the whole secondary body to strengthen the community spirit, practice their leadership skills and be great role models for our younger students.

Here is what our G9-G10 students say about their clubs:

Joy Groove Club



“In Future class we had a project where we had to lead a club. I had an idea to offer a dance club and I shared this idea with a friend. Aleyna also had the same idea so we made a dance club together and we named it “Joy Groove.” You might ask why we chose a dance club? That’s because it is the thing that we enjoy the most! I think that the most important thing about this activity is that it has helped me build my confidence.” -Pai, G9

From shuffle dancing to hip-hop, we can learn more together and from each other! Learning shuffle dance made me feel confident and strong.

I started dancing when I was 7 years old. I mostly dance to K-pop. I also started from zero, so it's not that hard for you to start now!

JOY GROOVE

DO YOU WANT TO IMPROVE YOUR DANCE SKILLS? OR BUILD MORE CONFIDENCE?

Sign up now!

“Our Joy Groove club was a part of our Futures Class. It all began here, where we were informed about leading our very own clubs. Being a new student to D-PREP, I was quite impressed with the quality of work that we would be able to perform and eventually carry out. I was unsure of what club to start, but I thought about what I enjoyed doing, and it hit me. “Why not a dancing club?” I said. I love dancing and it connects to who I am, more specifically on times when I feel down or when I feel that I have no other tasks to accomplish. This was when I knew what I wanted to do, I also wanted to share the joy in experience when dancing and listening to upbeat music.”

-Aleyna, G9

The Creators Club

THE CREATORS

TECHNOLOGY INNOVATORS
Create your ideas

BIG PROJECTS: VOTE WHAT YOU WANT TO MAKE TOGETHER

TRY UNTIL SUCCESS JOIN AND CREATE

LEARN FROM FAILURE

PLEASE JOIN

NOTE: do not worry about safety hazards. I will personally be in charge of all the students health and well being.

It was such a surprise that my club had so many people who signed up. The unexpected result made me lost.

It was a struggle at first. I didn't know how to lead 10-11 kids alone but then I was able to manage all the students and each of them figured out what they wanted to do.

It feels nice to be able to lead a group of people. I was able to help other students with projects they want to create while I work on my own at the same time. It was a new experience, even though it started off rough, I was still able to make it work. - Pipe, G9



Join Club



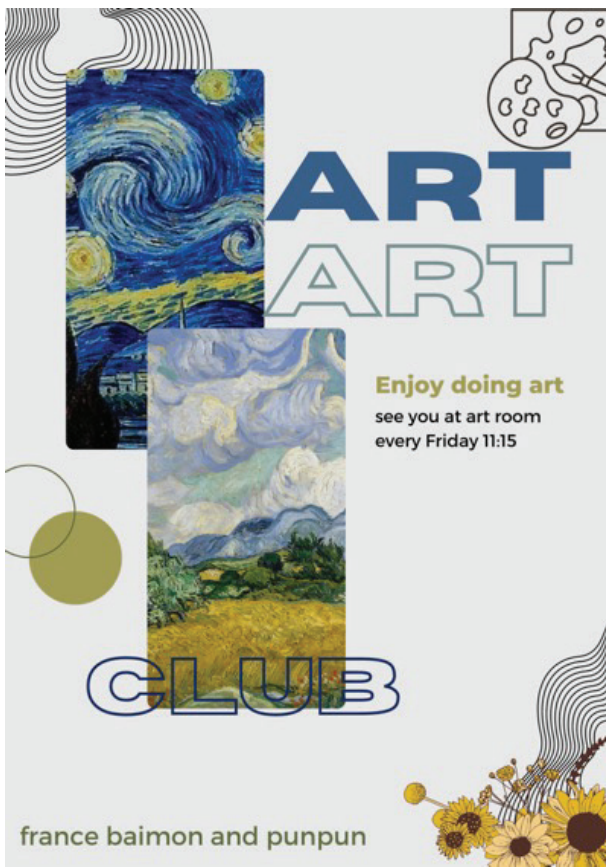
I had the opportunity to be an initiator for a board game club. I really enjoyed being a caretaker for the children who came to join the club as they were happy to spend their time with us, the High School students! It was fun to watch them play and engage in the board games. They cooperated well with the club and seemed to enjoy the games they played. And we ourselves have learned many things from taking care of them. - Plum, G10

After we did a Board Game Club, I could clearly see that many students had a lot of fun and enjoyment. And these students are quite obedient and not stubborn. I completely agree that teachers start clubs because they can use their free time beneficially. I believe that the children will have fun and experience teamwork. From playing these games. I really like this club and I intend to take good care of these kids.
- Nop, G9



“There were some students that liked my club and some who did not. Eventually, all the students that are in my club started to really enjoy playing board games! It was nice to see them laugh and play together instead of using their phones. I can see how the Board Game club encouraged students to communicate more and it also helped improve their teamwork skills. I have to say that I really enjoy leading this club and playing new board games with all the students.”
- Aoey, G9

Art Club



Since September, when we started the Art Club, we had done many things during the three months of the club time. We started the club with some activities, and we were hoping for the students to enjoy doing it.

Firstly, we made the students do the flipbook with some basic drawings and materials that we can easily find. After we did some of the activities, we decided to start a Halloween project for the upcoming Halloween



event in school. The project that we did was a canvas painting where everyone will have their own canvas to paint their own ideas or thoughts on to it.

We spent around 4-6 periods of club time working on it. The results were fantastic. Some may not finish on time but we understand that, because our time is very limited. Next time, we will try to manage the time that we have, so that everyone can finish their artwork on time. For Nov-Dec we plan to let the kids do the model for Christmas day! -Pun Pun, G9

Space Bar Club



Being a leader of the club is complicated and challenging. We had to take care of 7 kids for 45 minutes every Friday. It was demanding and we were pressured because we had to be respectful to them and show maturity as well.

We had to always be kind and calm with younger kids. It wasn't easy to take care of all the kids but we are so proud of our club team because we were able to solve all the problems. -Prim G10

"At first, we were all very stressed about all the kids because they didn't listen to us that much, but we tried to learn from the kids. Then we realized that it wasn't just the kids that needed to listen. WE also needed to listen to the kids! We learned that we should find out what sort of music they enjoyed and be willing to learn from us.

After realizing this crucial information, we are happy to learn from each other. We worked together happily and enjoyed the flow of music! -Liv, G9



Personally, I feel that since starting our music club, I have received a wonderful opportunity to develop my leadership and management skills. I have been able to not only learn more about the students capabilities but I have also been able to learn more about myself. Even though I still have a lot to learn about various instruments and music theory, I think I've been doing a decent job at guiding beginner guitar players. However, I personally think that I would have to work on my leadership skills and work on how I explain things to the students. Overall, I think this club is a delightful opportunity for me to work on various skills that would benefit me in the long run. -Marc, G9

Our student-led club is just one of the projects in our Futures Program. We use our projects to give students the opportunity to apply their leadership skills, communication skills, collaborative skills and other transferable skills, which would help them develop and become successful leaders and change makers in the foreseeable future!

"I am very grateful for the opportunity to have taken this chance to test and build my leadership qualities from within, through involving myself with the younger students, resulting in supportive and close relationships and community-building. Taking on the role as the 'leaders' of this school reminds me to always act as an example to the younger members of D-PREP.

I have truly enjoyed working with Pai and Ms. Natalie to make this idea possible. May we have more wonderful leadership opportunities in the future so that we continue to deliver positive changes into our community and our world."

-Aleyna, G9



D-PREP

INTERNATIONAL SCHOOL

Dream. Discover. Deliver.

FULL STEAM AHEAD with CO-CREATORS values Science, Technology, Engineering, Arts & Mathematics

By Dr. David Fitzgerald

Can you solve this challenge?

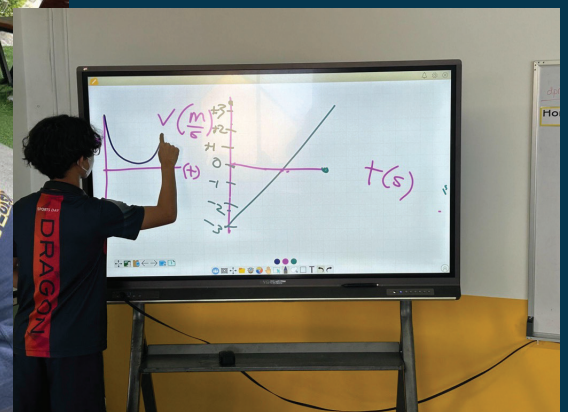
“Determine the height of the D-PREP Discover building with only a ball and a stopwatch. Then, verify your answer, but this time with only a laser and a meter stick.”

The students in the Geometry class and the Integrated Chemistry/Physics class had to solve these answers. And they succeeded.

This year at D-PREP, we introduced our first pathway called “STEAM.” It is an accelerated program for students wishing to challenge themselves in the combined topics of science, technology, engineering, arts, and mathematics. Although students are learning advanced topics in these subjects, that is not the main purpose behind the program. Rather, the higher objective is to push students intellectually beyond their comfort zone. Students in the program are faced with difficult challenges that, at first glance, are extremely difficult. However, in order to be successful, they must move beyond the intimidation and possess the belief that they can achieve. In so doing, the program aims to build a student’s confidence, a key feature of our CO-CREATORS program. The STEAM program provides a rigorous environment for academic and character growth.

In the following years, students will encounter A.P. courses such as AP Physics, AP Environmental Science, and AP Calculus. However, the A.P. Program is not the end goal. Rather, the program ends with a senior thesis that challenges students beyond that of which the A.P. Program can provide.

If the program is of interest, please email Dr. Fitzgerald, Head of Secondary for more information.



Exploring Our Heritage: A Journey into Family and Culture

By Mr. Jonathan Wright and Mr. David Flemming

Understanding our family history, culture, and traditions is like solving a puzzle that reveals who we are. Our third-grade students embarked on a thrilling adventure to uncover their roots and cultural identity, making discoveries that left a lasting impact.

To guide their exploration, students began by asking questions. These questions were like a map, leading them on a journey to connect with their roots and understand their place in the world.



Before they ventured beyond, students looked close to home. They interviewed their families, delving into stories of ancestors and the tales that had been passed down through generations. These stories formed the first brushstrokes on a canvas, painting a vivid picture of their family's history.

A pivotal part of this adventure was the study of genetics. The students learned that they inherit traits from their parents and ancestors. They used their creativity to build models of a double helix, gaining a hands-on understanding of DNA's role in shaping who they are. Additionally, they conducted a strawberry experiment where they isolated DNA from strawberries, witnessing firsthand the wonders of genetics and the unique code that shapes their identity.



In the classroom, lively discussions revolved around cultural values and traditions. Students shared stories and talked about why these cultural aspects were significant to their families. They also learned that passing down these values was a way to keep their cultural identity alive.

As the unit progressed, the concept of a family tree took root. Students crafted their own family trees, illustrating how they were connected to their ancestors. This was a celebration of the different generations in their families, bridging the past with the present.



To conclude their exploration, they hosted a Storytelling Festival, a momentous event where they shared their discoveries with everyone. They brought their family stories, artifacts, and the bonds of their heritage to life, creating a rich tapestry of cultural and personal identity.



Throughout this unit, our students followed the principles of inquiry-based learning, reflection, and connection. They asked questions, explored their roots, and developed a stronger bond with their family histories and cultural identity, enriching their understanding of who they are and where they come from. The visit to the Museum Siam served as a thought-provoking reminder that cultural identity is a complex and ever-evolving tapestry, inspiring our students to appreciate the diversity and depth of their own and others' cultural backgrounds.



Understanding the PYP

By Ms. Maricar Dorego



Developed by the International Baccalaureate (IB), the PYP (Primary Years Programme) is a curriculum framework designed to nurture inquiry-based learning and holistic development in students. The PYP is not just a curriculum; it's a philosophy that reshapes the way educators approach teaching and students approach learning.

Transdisciplinary Learning:

Central to the PYP is the idea of transdisciplinary learning, where subjects are interconnected, and students are encouraged to explore real-world issues through a lens that combines various disciplines. The PYP encourages educators to design learning experiences that integrate various subject areas, providing a holistic view of knowledge and real-world applications.



Inquiry-Based Learning:

At the heart of the PYP is the concept of inquiry-based learning. The program focuses on cultivating curiosity and critical thinking in students. Teachers create learning experiences that prompt students to ask questions, investigate, and construct meaning for themselves.

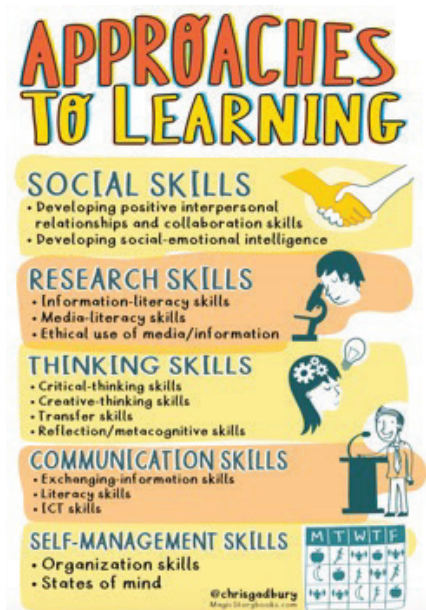
This approach not only enhances students' understanding of concepts but also fosters a love for learning that extends beyond the classroom.

Concept-Driven Curriculum:

The PYP curriculum is not just a collection of facts and figures; it is rooted in key concepts that transcend subjects. These enduring understandings serve as the backbone of student learning, teaching to make connections and apply knowledge in diverse contexts.

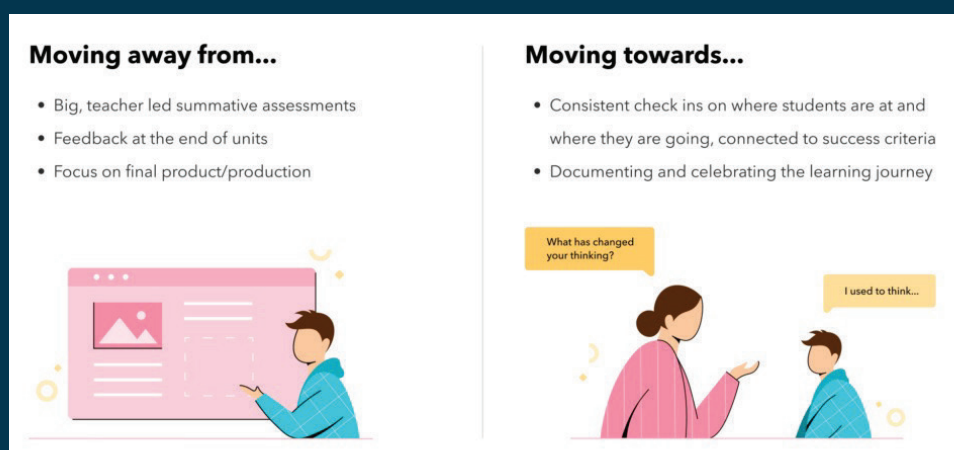


Approaches to Learning (ATL):



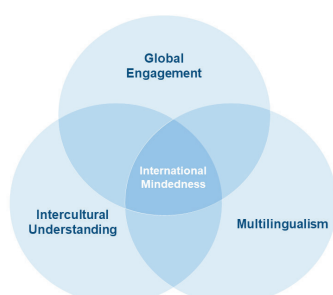
The PYP places a strong emphasis on developing students' skills that go beyond academic knowledge. Approaches to Learning encompass a range of skills, including thinking, communication, research, and self-management. These skills empower students to navigate the complexities of the modern world and become lifelong learners.

Assessment Strategies:



Assessment in the PYP goes beyond traditional testing methods. Different assessment strategies are implemented to focus on evaluating a student's ability to apply knowledge in real-world contexts. Formative assessments are mainly used to inform the teachers where the students are in their learning, allowing the teachers for timely adjustments to meet individual student needs, and at the same time teaching students to use feedback to improve their work and reflect on their own learning. This holistic approach to assessment aligns with the PYP's goal of developing well-rounded, reflective learners.

Global-Mindedness and Cultural Sensitivity:



In an increasingly interconnected world, the PYP aims to develop students who are not only knowledgeable but also globally-minded and culturally sensitive. The program emphasizes the importance of fostering international-mindedness in students. Teachers create an inclusive classroom environment that celebrates diversity and prepares students to navigate a multicultural world.

Learner Profile/CO-CREATOR Values:

These are a set of attributes that the program aspires to develop in students. These attributes, including being principled, open-minded, and reflective, serve as a guide for personal and interpersonal growth, shaping students into well-rounded individuals.



The IB Primary Years Programme is a mosaic of interconnected elements, carefully designed to create an educational experience that goes beyond rote memorization. By embracing transdisciplinary learning, inquiry-based methodologies, and a commitment to developing globally-aware citizens, the PYP equips students with the skills and mindset needed to thrive in the complexities of the 21st century. As educators and students delve into these elements, they embark on a journey of discovery, fostering a love for learning that extends far beyond the classroom.



D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Deliver.

D-PREP Learning Expedition

By Mr. Gareth Jon Hardman and Mr. Javier Jesus Tesouro



One of D-PREP's focus points is that of expeditionary learning. It is essentially an opportunity for students to authentically engage with experiences, and by doing so, they develop their academic knowledge, skills and understanding along the journey. This semester, we are proud to announce the interconnected topics of the Expedition, where students will discover various elements of Thailand's Past, Present and Future, working in collaboration between G6-8 on various elements.



Together, during their middle school journey, they will discover the richness of Thailand's past, present, and future through the lens of Expedition Learning. In our pursuit of knowledge, we emphasize the interdisciplinary nature of this remarkable journey. Dive into the depths of history, uncovering the secrets of ancient civilizations, and witness the vibrant tapestry of today's culture. By immersing yourself in this holistic experience, you not only gain a deeper understanding of this captivating country but also develop crucial skills that will serve you well in an ever-changing world. Join us on this educational adventure, where the past, present, and future converge in a transformative exploration of Thailand.



Excitement is in the air as our middle schoolers embark on their Learning Expeditions, and this semester, we are proud to announce the interconnected topics of the Expedition, At D-PREP, we believe in nurturing well-rounded students, and Learning Expeditions are a crucial part of our holistic approach to education.

What is a Learning Expedition?



A Learning Expedition is not your ordinary classroom lesson. It's an immersive educational journey that takes students beyond the confines of four walls, engaging them directly with the dynamic landscapes and communities of Thailand. This transdisciplinary approach combines various subjects like history, geography, social studies, math, science and more, making learning a truly integrated experience. But we don't stop there; Expedition Learning takes you beyond the classroom with active fieldwork and outbound trips.

Grade 6: Thailand past



Our intrepid 6th graders have set their sights on the past, diving into the depths of history, uncovering the secrets of ancient civilizations like the Kingdom of Ayutthaya. They are discovering the ancient ruins, temples, and stories of this once-glorious kingdom. By delving into the past, our students gain a deeper understanding of how historical events shape our present and influence our future.

The Kingdom of Ayutthaya, with its majestic temples and rich cultural heritage, has left an indelible mark on Thailand. Its influence can still be felt today in the architecture, traditions, and values of the Thai people. Through their exploration, our 6th graders are connecting the dots between the past and the present, learning valuable lessons about heritage, culture, and the enduring spirit of Thailand.

Grades 7 and 8: Thailand's Present and Future: Utopia or Dystopia?



Meanwhile, our 7th and 8th graders are on a mission to explore the contemporary issues and future prospects of Thailand. In a world where decisions made today shape tomorrow, these students are asking the tough questions. What choices must Thailand make today, and where will these decisions lead them in the future?

As Thailand stands at a crossroads, our students are contemplating two compelling possibilities: Will Thailand become a utopian paradise or a dystopian future? Through thought-provoking discussions, research, and debates, our students are gaining valuable insights into the complexities of society, economics, and science. They are learning that every action has consequences, and their generation will play a crucial role in shaping the nation's destiny.



In conclusion, these Learning Expeditions serve as a pathway to comprehending Thailand past, present and future. Learning Expeditions at D-PREP are more than just educational journeys; they are life-changing experiences that empower our students to become informed, engaged citizens of the world. We are excited to see the knowledge, skills, and perspectives our students will bring back from their expeditions about Thailand.

Stay tuned for more updates on their adventures, discoveries, and insights as they continue to explore Thailand's past, present, and future. Together, we are shaping the leaders and thinkers of tomorrow.



D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Deliver.

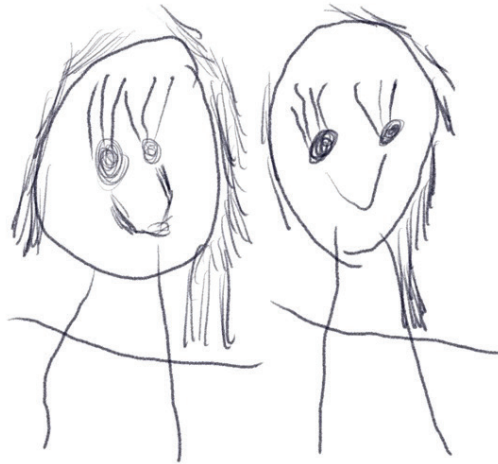
Explorations in the Early Years

By Ms. Malia Rowe

In early years education, the idea of the “100 Languages” is not simply a metaphor but an important belief that D-PREP holds close to our own pedagogy. The “100 Languages” is the way in which children can express themselves and explore the world around them. Inspired by the Reggio Emilia Approach, D-PREP places a strong emphasis on fostering student-led and student-centered learning environments that recognize children as capable and resilient individuals.

The Reggio Emilia philosophy believes that children must have a variety of ways and opportunities to express themselves. They do this by being provided with authentic learning experiences with a mix of natural, recycled, and open-ended materials. Their environments must be open and flexible to their own thoughts and imagination which help to guide their explorations.

For this article, I will focus on the unique languages of mud, light and storytelling.



The Language of Mud

One, two, three, four... - Tawanshine counted up to 10 while he explored the mud kitchen.

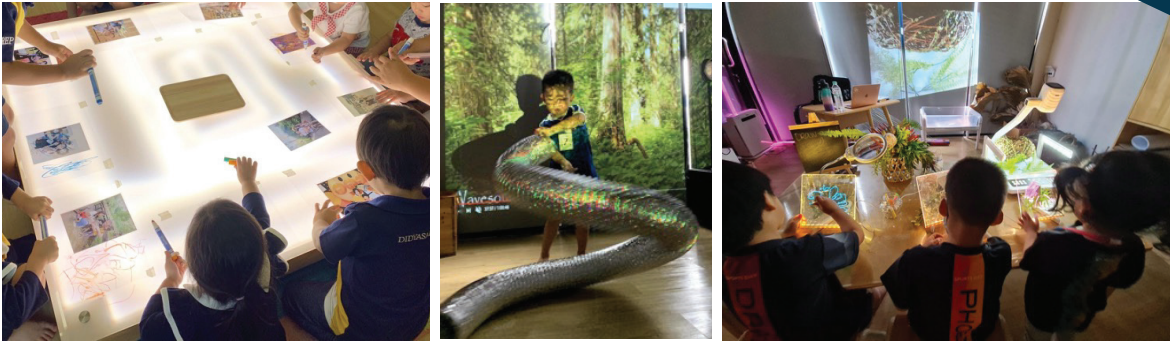


In Nursery, the children are very excited to get their hands dirty in the mud kitchen. The students use the outdoor area in small groups with a variety of open-ended materials, flowers and leaves, and metal bowls and spoons.

The language of mud is a tactile experience where children use all their senses to experience nature. Their imaginations grow as their dialogues emphasize their cooking creations for their friends and family. Playing with mud allows our students to experiment with texture, form and the elements while promoting the physical and sensory development needed at this age.

D-PREP embraces the language of mud by offering all our early years classes the use of the outdoor kitchen space to get messy and dirty, and connect to the natural world.

The Language of Light



In our early years classes, students visit the Light Studio twice a week. The light boards and tables are an example of new ways of looking at shapes and objects like leaves and flowers. They also spark an interest in nature and new concepts within their own class projects.

Light is a very unique language that captures the wonder and curiosity of our students. By exploring their class projects with light, students gain insights into the broad world of science. They manipulate light with projectors, overheads, flashlights, prisms and open-ended materials. Alongside light, we focus on natural and open-ended materials in the Light Studio. This develops the imagination of our young learners which helps to develop their projects and explorations.

The Language of Storytelling

In our Kindergarten classes, our students have been exploring the art of storytelling and the writing process. Through the exploration of fairy tales and fables, they are able to expand their language and writing skills. The students work together to create their own unique narratives that incorporate their interests, their ideas and their real life experiences.

At D-PREP, we encourage our students to become storytellers, offering opportunities for them to share their tales through spoken words, drawings, or even dramatic play. Storytelling is a bridge that connects their own unique ideas to the world around them.

The “100 languages” goes beyond the walls of the traditional classroom. Books and classroom spaces are not enough to provide our students with the authentic learning experiences they deserve. D-PREP believes that children are capable of creating their own understanding of the world through a diverse range of expressions, from stories that expand their imaginations to the hands-on play of light and shadow, and the messy joys of mud, we embrace these languages and empower our students to be active participants in their own learning journeys while fostering a lifelong love of discovery and learning.



The students of the Kindergarten 1B class have been exploring stories. Here the children created short stories in small groups based on their interests and ideas. They then created characters to link to their imaginative dialogues.

The Gingerbread Man

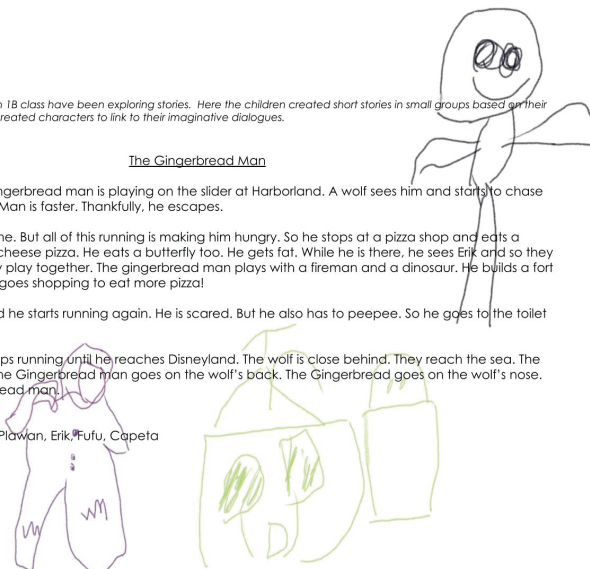
Once upon a time, the Gingerbread man is playing on the slider at Harborland. A wolf sees him and starts to chase him, but the Gingerbread Man is faster. Thankfully, he escapes.

He runs to catch an airplane. But all of this running is making him hungry. So he stops at a pizza shop and eats a cheese pizza and a spicy cheese pizza. He eats a butterfly too. He gets fat. While he is there, he sees Erik and so they go to Erik's house and they play together. The gingerbread man plays with a fireman and a dinosaur. He builds a fort with the furniture. Then he goes shopping to eat more pizza!

He sees the wolf again and he starts running again. He is scared. But he also has to peepee. So he goes to the toilet and washes his hands.

The Gingerbread man keeps running until he reaches Disneyland. The wolf is close behind. They reach the sea. The Gingerbread man stops. The Gingerbread man goes on the wolf's back. The Gingerbread goes on the wolf's nose. The wolf eats the Gingerbread man.

CinCin, Khaleesi, Pangya, Plawan, Erik, Fufu, Capeta



Annual Wai Kru Ceremony 2023-2024

By Thai Teachers

At the start of each academic year, the D-PREP school community celebrates a cherished Thai tradition, the Wai Kru Ceremony. This annual event is not only an integral part of Thai culture but also a beautiful way for our school to blend our rich Thai heritage with our global perspective.

D-PREP values diversity and inclusivity, and the Wai Kru Ceremony provides a perfect platform to showcase these principles. This year, our students beautifully exemplified this blend of cultures by honoring their teachers with flowers and heartfelt cards.

The Wai Kru Ceremony holds immense significance as it recognizes the pivotal role that teachers play in the holistic development of every student. It's a heartfelt gesture from students to assure their teachers that they are valued and that their guidance is deeply appreciated. At D-PREP, we believe in nurturing not only academic excellence but also qualities like perseverance, discipline, respect, and humility in our students. The Wai Kru Ceremony serves as a manifestation of these values.

One of the core strengths of D-PREP is the strong bond between our teachers and students. This bond is built on mutual respect, trust, and the belief that together we co-create a learning environment that fosters personal and academic growth. Our CO-CREATOR values—respectful, thankful, and ethical—are not just words but the foundation of our school's ethos.

During the Wai Kru Ceremony, this bond becomes even more evident. Students and teachers come together in an atmosphere of reverence and gratitude. The act of "Wai" involves a slight bow with hands together in a prayer-like position, showing respect and humility. This gesture encapsulates the essence of our school's values: respect for each other's cultures, gratitude for the knowledge imparted, and an ethical commitment to harmonious coexistence.

In these moments, we see our students not just as learners but as responsible global citizens who appreciate the wisdom and guidance they receive. The teachers, in turn, recognize the potential and enthusiasm of their students and reaffirm their commitment to nurturing young minds.

The Wai Kru Ceremony bridges Thai traditions and our global educational approach. It's a day when our school community, comprised of students from diverse backgrounds, unites to celebrate the beauty of Thai culture while reaffirming the values that make D-PREP unique.

In conclusion, the Wai Kru Ceremony at D-PREP is not just a ritual but a reflection of our school's essence. It symbolizes the harmonious coexistence of Thai culture and our global perspective. It is a reminder that, at D-PREP, we are not only nurturing academic excellence but also creating a community of respectful, thankful, and ethical individuals who co-create a better world through education.

Nursery - Kindergarten 2





Primary (Grade 1 - Grade 4)



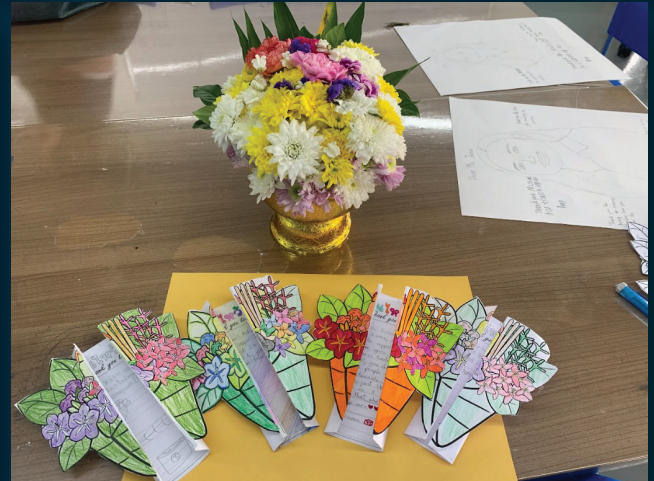




Secondary (Grade 5 - Grade 10)







D-PREP Celebrates Mother's Day

By Ms. Jamrell Vincette Buynay



In a heartwarming display of reverence and unity, D-PREP International School recently celebrated Mother's Day with an event that paid homage to Queen Sirikit, the Queen Mother, and all the mothers in the D-PREP community.

The day started with a sense of unity as the school grounds and everyone who attended wore light blue in respect to Queen Sirikit. The event then opened with a speech by School Director Ms. Lady, who set the tone for the day's festivities. Being a mother herself, Ms. Lady talked about a parent's unconditional love and how mothers will always love their children no matter what they do or don't do.



The speech was then followed by a song by two talented students, Jessica and Pleng, and Ms. Lady herself. Their rendition was a powerful blend that left the audience captivated.

The pinnacle of the event was next as the students took to the stage to honor their mothers with a "Wai" before giving them garlands and handmade cards.



The celebration concluded on a note of gratitude as parents, especially mothers, as they went home with big smiles on their faces. We want to thank everyone who attended, and for all mothers near and far, we wish you a Happy Mother's Day!



D-PREP'S First Day of School 2023-2024

By Ms. Jamrell Vincette Buynay



We're excited to welcome back the students and staff for this new academic year, 2023-2024! Returning students, after a long summer break, reunited with friends and enthusiastically welcomed new faces. D-PREP International School was buzzing with smiles, good vibes, and a promising start to the new semester.

The students, who missed the camaraderie of school life during the summer, were overjoyed to see their friends again. It was heartwarming as they shared stories of their adventures and caught up on the latest news. New students, eager and excited, joined the D-PREP community, where they were greeted with open arms.



This year, D-PREP is also proud to introduce new teachers and leadership team members. We are looking forward to the upcoming events scheduled for this school year. These events promise exciting opportunities for students to learn, grow, and bond with their peers.

D-PREP Holds Parents' Orientation for SY 2023-2024

By Ms. Jamrell Vincette Buynay



Setting the stage for an exciting academic year, D-PREP International School hosted its first parent orientation for the upcoming school year 2023-2024.

The event, which was held at the Dream Building, discussed different aspects of D-PREP, such as the school vision and mission, leadership, academic and extra-curricular programs, and more. To start the orientation, the D-PREP school director, Ms. Lady, talked about the school's history and the direction that it was headed.

Having studied in the US, Italy, Finland, and Thailand, Ms. Lady shared her vision for the school as a mix of the best aspects of the countries' educational systems. She then explained how she hopes to nurture holistic students who are not just academically excellent but also great stewards of the community they are in.



D-PREP's new leadership team consisting of Ms. Malia, Ms. Maricar, and Dr. Fitz, took to the stage next and explained the school's emphasis on experiential learning. They mentioned the different fieldwork and outbound activities, including the upcoming family outbound this November.

To end the orientation, the parents got a chance to meet with the teachers from all grade levels and share an energizing dance exercise.



D-PREP
INTERNATIONAL SCHOOL
Dream. Discover. Deliver.

D-PREP School Honors King Rama 9: A Special Day of Tribute

By Ms. Jamrell Vincette Buynay



Last October 12, students, teachers, and parents came together for a special celebration to remember and honor the life and works of His Majesty King Bhumibol Adulyadej, or as many lovingly call him, King Rama 9.

The first thing you would have noticed when you arrived at D-PREP was yellow. Everywhere you looked, people were wearing yellow shirts and dresses. Yellow is a color that symbolizes respect and love for their beloved king.



The gathering took place at the Dream Building, where everyone came together to pay their respects. It was heartwarming to see students, teachers, and parents standing side by side, all with the same purpose – to honor King Rama 9.

The students confidently stepped up to the stage and spoke about King Bhumibol, telling everyone about the wonderful things he did for Thailand. They talked about how he dedicated his life to making Thailand a better place for everyone. Their speeches were full of gratitude and respect for a king who had worked tirelessly for his people.



After the speeches, the students sang a song dedicated to King Rama 9. A video followed, showing the incredible contributions of King Bhumibol to Thailand. The video reminded everyone of the king's inspiring efforts to improve the lives of the Thai people and teach them how to live in harmony with the environment.

The day ended with a lovely surprise. Parents were invited into their children's classrooms, where they saw all the hard work and creativity their kids had put into their studies throughout the semester. It was a unique opportunity for parents to connect with their children's learning and see how much they had grown.



It was truly a day that showed the D-PREP community's strength and unity and a wonderful way to end the first semester. See you next semester!

D-PREP SCHOOL CLUBS

By Ms. Jamrell Vincette Buynay

For this academic year, we are thrilled to introduce new after-school clubs. One remarkable addition is the student-led clubs, initiated by middle school students themselves. These clubs, covering diverse interests such as dance, board games, art, music, and technology, showcase our students' creativity, leadership, and sense of community. In addition to these student-led clubs, D-PREP has also welcomed the Scholastic E-sports club, a unique initiative focused on the academic aspects of esports and 21st-century skill development.

Student-Led Clubs: Fostering Creativity and Responsibility



One of the most heartening developments at D-PREP this year is the rise of student-led clubs. Middle school students have taken the initiative to create clubs tailored to their interests and passions. These clubs are more than just extracurricular activities; they represent an opportunity for students to assume leadership roles and take on the responsibility of teaching their peers.

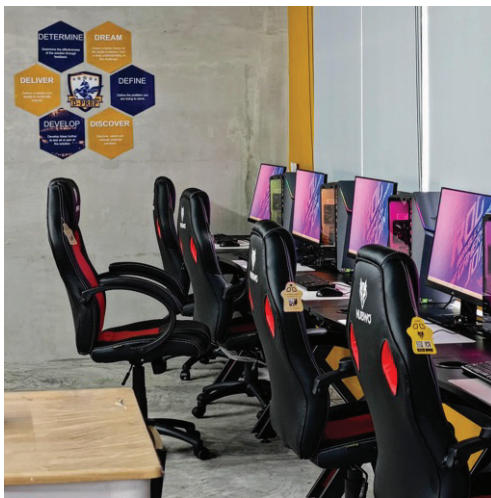


The student-led clubs span a wide range of interests. Dance enthusiasts are grooving to the rhythm of self-choreographed routines. Art aficionados are expressing their creativity, board game fans are fostering critical thinking, and technology enthusiasts are learning to develop their own online games. The music club allows budding musicians to harmonize and create their own melodies. This initiative not only promotes inclusivity but also helps students grow into well-rounded individuals who excel not just academically but also in their extracurricular pursuits.



Scholastic E-sports Club: Building 21st Century Skills

The Scholastic E-sports club is another exciting addition to D-PREP's after-school program. While esports have gained immense popularity recently, this club takes a unique approach. Rather than focusing solely on competitive gaming, it emphasizes the academic aspects of esports. The goal is to teach students essential skills that will be valuable in the 21st century.



As an educational institution, D-PREP recognizes the importance of adapting to the evolving needs of the job market. The Scholastic E-sports club aims to prepare students for the careers of the future. It goes beyond traditional gaming and introduces students to a world where gaming skills can be leveraged for academic and professional growth.



Within the Scholastic E-sports club, students can explore various skills, such as graphic design, shout casting, video editing, and documentation. These skills have practical applications not only in the gaming industry but also in other fields. For example, graphic design is essential in marketing and advertising, video editing skills are valuable for content creation, and documentation skills are crucial in project management and research.



As we celebrate the diverse interests of our students and encourage them to embrace a holistic approach to learning, D-PREP is taking a significant step toward nurturing the innovators, leaders, and problem-solvers of tomorrow. The future indeed looks bright for our students, and we can't wait to see where these clubs will take them this academic year!

The Importance of Goal Setting Conference

By Ms. Maricar Dorego



Individualized Learning Plans:

Goal-setting conferences provide an opportunity to tailor learning experiences to the unique needs and aspirations of each student. By involving students in the goal-setting process, educators can create individualized learning plans that cater to their strengths, interests, and areas for improvement. This personalized approach enhances engagement and ownership of one's education.



Promoting Student Agency:

Goal-setting conferences empower students to take an active role in their educational journey. When students are involved in setting their academic and personal goals, they develop a sense of agency and responsibility for their learning. This intrinsic motivation positively influences their work ethic and commitment to achieving their objectives.

Enhancing Communication and Collaboration:

Goal-setting conferences foster open lines of communication between educators, students, and parents. Through these discussions, stakeholders gain insights into the student's academic progress, challenges, and aspirations. This collaborative approach strengthens the partnership between the school and parents, creating a supportive network that encourages the student's overall well-being.



Setting Realistic and Achievable Targets:

The goal-setting process allows for the establishment of realistic and achievable targets. Through thoughtful discussions, educators and students can identify specific, measurable, and time-bound goals. This clarity not only facilitates focused efforts but also promotes a sense of accomplishment as students make progress towards their objectives.



Developing Critical Life Skills:

Goal-setting conferences provide a platform for students to develop critical life skills, such as time management, organization, and self-reflection. As students work towards their goals, they learn to prioritize tasks, and adapt their strategies based on their experiences. These skills transcend the academic realm and are invaluable for future success.

Fostering a Growth Mindset:

Goal-setting conferences contribute to the development of a growth mindset among students. Emphasizing the process of learning and improvement over fixed outcomes, students learn to view challenges as opportunities for growth. This mindset shift not only enhances resilience but also encourages a positive attitude towards learning and facing new challenges.



By involving students in the goal-setting process, educators and parents contribute to the holistic development of the individual, fostering a sense of purpose, motivation, and resilience. As schools continue to recognize the importance of goal-setting conferences, they pave the way for a future generation of empowered learners ready to tackle the challenges of an ever-changing world.



D-PREP

INTERNATIONAL SCHOOL

Dream. Discover. Deliver.

www.dprep.ac.th