

SEPT 2022 | VOLUME NO.1

JC NEWSLETTER

The Official E-Newsletter of Jumeirah College



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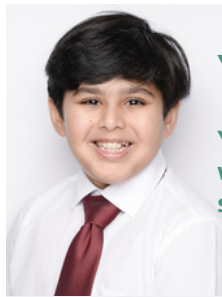
The first newsletter of the
Academic Year 2022-23.



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Student of the Month



Yaash Chopra 7G2

Yaash has admirably immersed himself into the life at Jumeirah College. He is a positive, enthusiastic student who is ready to represent his school in many different forums. He volunteered to speak to over 200 parents and students during the annual Year 7 Marhaba Evening. Well done Yaash!



Charene Razvi 8F2

Charene is a fantastic member of the Year Group. Charene has gone out of her way to make the new members of the year feel welcome, supported and at ease. Charene embodies the Jumeirah College values of kindness, respect, integrity and positivity. She is also a very valued member of the Year Council also and always makes very valid contributions and helps in the Year 8 initiatives diligently and conscientiously. She is a great role model and should be commended for her consistent, determined and dedicated approach to school life. Well done Charene we are very lucky to have you in our Year Group.



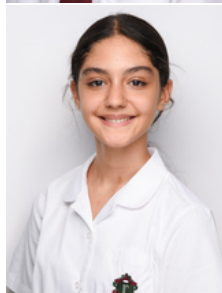
Armaan Mahajan 9G2

Armaan has made an excellent start to year 9. His hard work and positivity has been recognised by his teachers by awarding him many recognition points this month. Armaan is a diligent student who has embraced the values of Jumeirah College with vigour and enthusiasm. Armaan makes effective and meaningful contributions to his lessons and form time. Well done, Armaan.



Hadi Bilal 10M2

In lessons, Hadi is extremely enthusiastic and engaged. He is a team player, an excellent role model to his peers and he is always inclusive. This was particularly evident this term, when he went out of his way to help the new students who joined, nothing was too much trouble for him. A shining example of empathy and kindness. Well done Hadi.



Salma Ali 11S2

Salma has made an incredible start to the new academic year. Her commitment to strive for success in all that she does is clearly evident based on her early outstanding GCSE grades in Mathematics and French. I look forward to witnessing Salma continue to conduct herself in this positive and productive way throughout the year.



Charles Free

Charles Free for student of the month, Charles recently was appointed co-editor of the JC History journal. Charles is also co-chairing the History and Politics club and yesterday he (along with y13s) facilitated a debate in ECA. During the debate Charles epitomized the JC values. He was generous with his fantastic subject knowledge and was kind and compassionate in his encouragement and appraisal of students work and was very thoughtful of our younger students while also encouraging students to be hardworking and resilient. He has come bounding into year 12 as a perfect example of what a sixth former is to JC.



Aryan Shyamsudar 13M1

Student of the month for September in Year 13 is Aryan Shyamsudar 13M1. During the summer break Aryan did a series on Teen Mental Health called TeenWork. He hosted a learning platform called Upturn Learning where he interviewed mental health experts (from Washington Post columnists to Psychiatrists and Therapists) from all over the world. Well done Aryan



GEMS TEACHER AWARDS

CELEBRATING OUR INSPIRATIONAL TEACHERS

SEPTEMBER'S WINNER IS
CHRISTOPHER GREENFIELD



The Mariamma Varkey Award
for Inspirational and Outstanding
Teaching at GEMS





Literacy in Schools

‘every examination question at GCSE, A Level and Degree level consists of students providing a response to a comprehension question’

“It’s uncontroversial – uncontested – that reading fluency is a key component in students’ wider learning capacity and confidence.” (Tom Sherrington, [Teacherhead.com](https://www.teacherhead.com))

Tom Sherrington is something of a guru to modern teachers, so when he says something it carries a certain earned ‘weight’. Further to his statement, it is also true, that every examination question at GCSE, A Level and Degree level consists of students providing a response to a comprehension question. This is as true in Science and Maths as it is in English and History. In fact, Renaissance, a firm that specializes in promoting Literacy in schools, found that the hardest to access questions at GCSE were to be found in Geography papers.

This means that we are providing a serious barrier to our children's chances of success, if we do not address their literacy. Anecdotally, a majority of our students have admitted to not liking reading fiction. Few of them admit to ever being 'lost in a book'. While, they are more willing to read non-fiction, because they see the more obvious benefits to their studies, they seldom curl up with a book and read just for the joy of losing themselves in imaginary worlds.

As a father to three boys, none of whom were born to be willing readers, I have had the opportunity to reflect on how to balance the different expectations on their time, and importantly the necessity of gifting them a love of reading. When I was 8 I read the Hobbit to myself and it changed my world. I was suddenly gifted reading for pleasure, the ability to lose myself in a book. I didn't have social media to contend with, I had no device ready to devour my available time. In my family it was considered a sin to be bored or inactive: reading was an easy solution. My sons have always been read to or expected to read before bed. Often they resisted; there was easy access to more brainless pursuits. It took my eldest son's year 6 teacher to provide the solution. He recommended a book which he'd seen transform the attitude of other boys to reading for pleasure. It worked, and now my son studying a Maths degree at Bristol, is also reading Dostoyevsky for fun!

Reading, either fiction or non-fiction, has a huge additional benefit; other than just being enjoyable. It exponentially expands a reader's vocabulary, their ability to apply persuasive techniques, the quality of their written responses, their ability to analyse a source of information for value, their ability to understand the question they are being asked. In terms of non-fiction, resources like textbooks, provide a model for students' own answers – how to make efficient and effective points that examiners find convincing.

“Students who read more, perform better in all their academic coursework.” (Renaissance)

Reading a variety of texts provides students with broader horizons; a fundamental role of an education system. Taken together these benefits make it obvious why governments around the world, including the UAE, have placed such a renewed emphasis on literacy, as a cornerstone of a successful education.

“Selecting a sequence of books which students will have read to them is a powerful way to force children to confront people, places and events way outside their narrow lives and ensure that they experience the expression of thoughts and ideas which would otherwise have remained unthinkable.” (David Didau).

Jumeirah College is committed to addressing literacy across the school. It benefits every subject, student outcomes, and the preparation of lifelong learners. We are aiming to achieve this through a raft of measures and initiatives. As always though, the task becomes more effective and more transformational if we have support from parents. So, my plea to my fellow parents is this: reflect on how regularly do you see your child reading? Is it a daily expectation, do you often read with your child, do they have access to a range of texts at home in English or in their mother tongue, do you allow them to take their devices to bed with them, how many of the highest regarded world texts will they have read in comparison to their peers when they apply to those top universities, which novel will they claim was transformational to them at interview? Together we can alter our children's lives, one turn of the page at a time.

Rob Kesterton (Vice Principal)





“One of the roles of a school is to curate a sequence of encounters which students have an entitlement to experience before they leave. For many students, school may be the only time in their lives when they are given no choice but to navigate their way through events that are unfamiliar and intellectually demanding.

Curating a reading curriculum

Home / curriculum, reading / Curating a reading curriculum

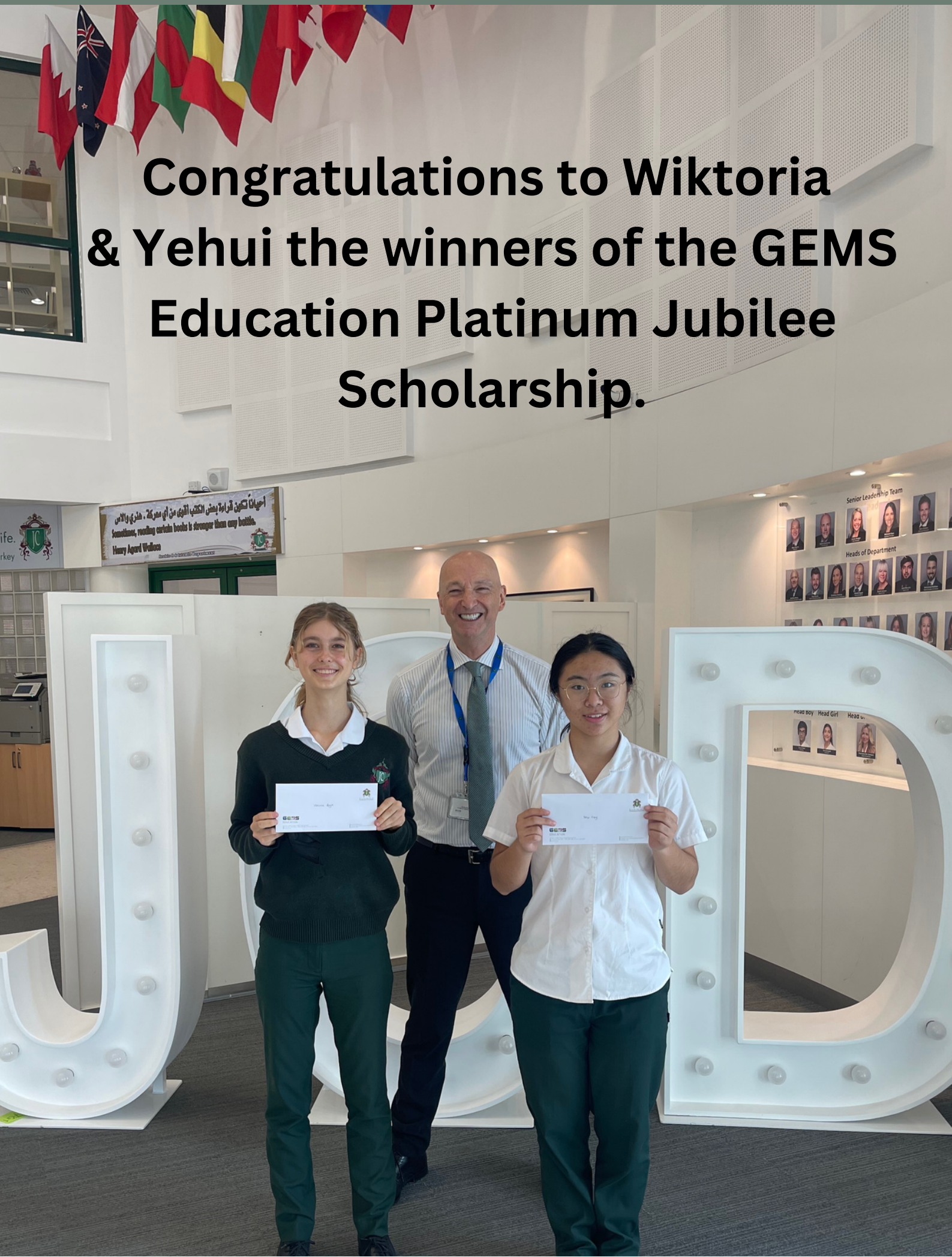


Embedding reading fluency in the KS3 English curriculum

Home / English, reading / Embedding reading fluency in the KS3 English curriculum



Congratulations to Wiktorina & Yehui the winners of the GEMS Education Platinum Jubilee Scholarship.





A Life Well Lived

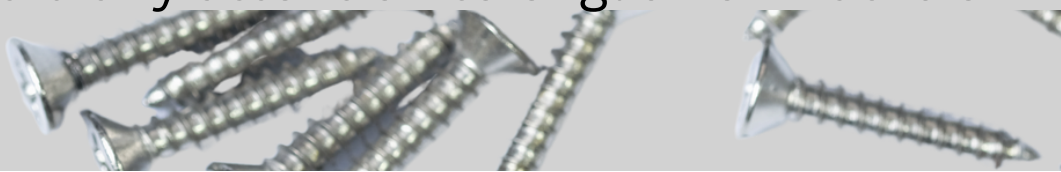
Alex 8S1

Grey skies, as toxic as venom. The world is now more machine than planet. The remaining animals scurry around looking for food. But find none. Not a trace of animal life.

Humans, the very beings that caused this are growing extinct and are trying to stop this prison (formerly known as earth) from becoming even worse and many are trying to save the remaining 13 species. Yet some are ignorant, foolish and corrupt. Only caring about money. They leave their oxygen bubbles and go into the poison (formerly known as air). Their daily routine consists of chopping trees and killing creatures.

But some are better than others.

This is Tom, a 13 year old who is amazing at inventing and loves experimenting with spare parts. He has dark brown hair and green eyes. He was born right when this disaster happened and he is seeking revenge on the past generations for ruining his life and ever since he's been trying to set things right. He went to school, like any normal kid, but he never paid any attention to english or maths or any subject at all.





Except robotics. He paid very close attention to robotics and reached top of the class in a short span of time, building and designing various machines and gadgets.

As he quarantines in his bubble, he is working on a project. Screw by screw, nail by nail, he builds a dark silver piece of metal and junk on wheels, pieces of metal and wires jutting out of it. It is taller than Tom himself but that doesn't stop him. It doesn't look like much but he has hopes. He tinkers with his tools, flipping a switch, inserting wires and hammering metal. He picks up a soldering iron, aware that his parents would expect to supervise its use. But he doesn't ask as his parents don't approve of his robotics anyway, so what's the point in asking. Transfixed with his creation (let's call it Orebot - he looks like an Orebot), he reaches out into a nearby soil bed, one of the only such beds left on earth, and grabs something out of the soil. A handful of sunflower seeds. Very quickly that handful becomes half a handful as a hungry creature ducks out from under a withering plant and grabs a few for his lunch. Tom should be frustrated with this but he can understand hunger in this world. Everyone can understand hunger.

Refocussing, he carefully places the remaining seeds into a tiny, metal compartment in Orebot's belly and presses a red button. Orebot propels himself across the room and slams into a wall. This will take endurance and patience.

Tom tries again and again but feels like he can never get it right. There's always something wrong. Either Orebot blows up, or slams into more walls or places the seeds in the wrong place. Every time he tries and fails he has to rebuild the machine from scratch. After 23 more attempts he tries again, it's been several weeks by this time but he is determined to get this right. This time he finally gets a different result.



Orebot slowly slides across the floor of the room, gliding like a robot vacuum and an iron arm emerges from somewhere deep inside the metal scrapyard. It digs a small hole and plants the seeds in it. Then it automatically waters the area. Tom watches cautiously for the creature he has observed eating his sunflower seeds over the past few weeks. Wouldn't that be a nuisance right when he has got Orebot functioning. He can breath a sigh of relief as there is no conflict in sight and Orebot can safely go about his job without interruption.

Tom feels upbeat for the first time in a long time, as his days of seeking revenge are over. He has the perfect tool to fix the planet. He may be able to live his life so that he and the other kids left can live like the kids in 2021 (I know, so long ago, back in the early days of technology). All these possibilities open up to him like a door to a room of possibilities. He had never experienced the world before. He never even knew how the outside world looked.

He immediately sends Orebot off to the government and asks for permission to go outside his bubble and put him to work replanting. After painful days of waiting (he misses his robot friend and his pod is so quiet while he waits) he finally receives a notification; they have accepted his request and sent his friend back to him.

Tom grabs his gas mask and cautiously opens the hatch to exit his pod. He enters the toxic air. Just breathing it in makes him nauseous. How lucky is Orebot that he doesn't need to breathe. The air is a greenish-yellow colour and the landscape is barren. He has seen pictures of mars and they look no different than what he is seeing in front of his eyes.



He plants his only 7 seeds (seeds are very scarce and expensive – lucky no hungry creatures anywhere in sight) and sends Orebot to go and plant some of them in the barren sand then goes back inside his bubble and falls asleep...

Tom wakes up and starts his daily routine of collecting artificial water to water his plants. Artificial water never seems to do the trick. He decides he needs to find the last remaining lake in his country.

He trudges on, the vast barren landscape stretching out for miles, He has only stopped to sleep and to eat, he is running low on food, and artificial water. “If I don’t find this lake soon, I’m gonna starve to death”, thinks Tom. It is boiling, all he has to sleep on is a tiny blanket he has packed, his gas mask is causing marks on his face. It is digging into his skin. But he can’t stop now. He imagines himself at home, safe and sound. Calming himself, he listens to music and he thinks about turning back. “No” he thinks, “I’ve been travelling for two days, and I’m not turning back.”

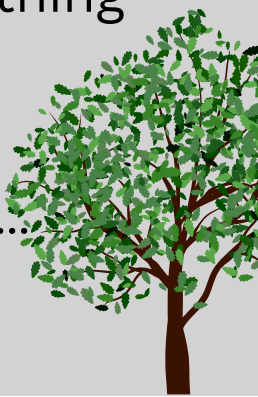


The sky dark. No stars in sight. Tom suddenly wakes up. He hears wind howling in the night air. He is too far away from civilization, his camp is set up right at the top of a mountain. The air worse than ever. Suddenly...Silence. Then a sound louder than he has ever heard, sand scraping, sand filling his lungs. He can't see, the sand is covering his eyes.

He's heard of sandstorms before, but never realised they were so bad. Nothing for it. More sleep to let it pass.

Tom wakes up the next day and in the sunlight he can see it. His destiny. His goal. His many painful hours journeying without food or water. The lake is beautiful, with glistening, crystal clear water. Best of all there is an ecosystem. Trees, grass, creatures you name it. He only could've dreamed of something like this.

But with all this prey, there is always a predator...



All goes silent, the only noise is of animals scurrying away.

It is after him

It is gonna find him.

It's shrill growl embeds in his thoughts.

It is after him

He is so close.

He is so close.

He is so close.

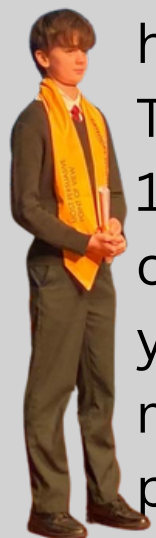
He charges in, ignoring the excuse of a creature charging at him from the side.

He collects the water in a bucket, and then it hits him.

83 years later...

As he lies down on his death bed he ponders his life, all he has done for the world.

The world is a green, natural environment. All thanks to 13 year old Tom and his original friend Orebot. Of course there have been later version of Orebot over the years too. Often functioning better but none that he misses as much as Orebot. At least he will die fulfilling a purpose in life.



Meet the JC PTA Team 2022-2023



MANISHA GUPTA - CHAIR

Manisha studied BSc in Home Science (Nutrition), is a Montessori-trained primary school teacher and is a food blogger residing in Dubai. In all of her roles, places visited, people interacted, there has been a strong connection with food.

YEAR 11 PARENT



LAURENT DE CHAZEUX - VICE CHAIR

Laurent has been a resident in the UAE for the past 12 years. He has worked in investment banking and in the pharmaceutical industry. Together with his family, he enjoys discovering new places and cultures. "Wherever you go becomes a part of you somehow." (Anita Desai)

YEAR 8 PARENT



VANESSA ABERNETHY - TREASURER

Vanessa has been part of the JC PTA since last year and has enjoyed being involved in arranging lots of great events for the parent and student community.

YEAR 8 PARENT



IQRAA MOHSIN - TREASURER

Iqraa is versatile in many ways and just like water takes shape with whatever she does and adjusts to whatever situation she is in. She is colourful, loves all colours and emerges in different colors to create happy memories that last forever like paintings.

YEAR 9 & YEAR 8 PARENT



FIZAH ASJAD - SECRETARY

Fizah is a mother to 3 amazing daughters all studying in the Jumeirah Schools. She has been a teacher and her daughters think that she is the only person in the world who loved school as a student and continues to do so as a mom.

YEAR 8 PARENT



HUMERA AKBUR - COMMUNICATION

Humera has been a part of the PTA board since last year and particularly enjoyed assisting with the National Day and Iftar events. This year she is the Communications Lead and looks forward to a year of exciting events, especially the collaborative ones with JPS, where she is also part of the PTA board.

YEAR 8 PARENT



ASHIMA MATHUR MUKHERJEE - HISTORIAN

Ashima, a media professional, has rich global experience spanning India, Hong Kong and Bahrain before moving to Dubai in 2010. A mother of two, Ashima loves to travel and explore the different corners of the world with her family. She has been an active member of the JC PTA and is looking forward to an exciting year exploring enriching parent - college fraternity collaboration opportunities.

YEAR 9 & YEAR 7 PARENT



SARAH AHMED NOUMAN - HISTORIAN

Sarah has been a JC parent for the last 5 years. She has worked in Advertising previously and now designs Photobooks for her small business. She has been in Dubai for 15 years now and has engaged in several charity initiatives over the years. She is looking forward to actively plan & execute both JC & JPS events.

YEAR 12 & YEAR 9 PARENT

**CHAMILA DE SILVA - HISTORIAN**

Chamila is an ex-banker by profession and a cake decorator. She and her family have been living in this beautiful city, Dubai for the past 20 years. She is a person who loves nature and is always willing to lend a helping hand to anyone who needs it. Chamila is really excited to be a part of the JC-PTA for the 2nd consecutive year and looking forward to working with this fabulous team.

YEAR 8 PARENT**POOJA RAMCHANDANI - SPONSORSHIP**

Pooja is very excited to be part of the PTA this year and is looking forward to creating some great memorable collaborations between the school, students and parents. Offline, she enjoys drama, arts, craft, and storytelling for children and actively engages with and supports a few self-help groups in Dubai and India.

YEAR 11 PARENT**DR SAMEERA MERCHANT - SPONSORSHIP**

Dr Sameera is the CCO of a company, heading a team of 30 members. She loves to take time out to get to know people and understand their strengths and energies. She is passionate about well-being; a qualified Yoga, Zumba, Reiki and Aerobics instructor. Exploring the world with her family is what she enjoys the most.

YEAR 12 PARENT**RAKHEE VIRMANI - SPONSORSHIP**

Rakhee is an Ex-Banker by profession. Her family and she have been calling Dubai their home for the last 16 years and absolutely love it. A foodie, music enthusiast and a hard-core realist, she is looking forward to being a part of the Jumeirah College community and to bringing a positive difference.

YEAR 7 PARENT

JC PTA Committee Members

**AARTHI RAVEENDRAN (YEAR 13)****BINDU THADANI (YEAR 11)****DIVYATA RAJARAM (YEAR 13)****EVA CRUZ ROJAS (YEAR 7 & YEAR 10)****GARIMA BHANDARI (YEAR 9 & YEAR 13)****GEETA HINDUJA (YEAR 9)****HEBA LASHIN (YEAR 11)****HENA SHAHAB (YEAR 7)****HINA VAKIL (YEAR 12)****INDRANI GULATI (YEAR 13)****KOMAL JAJOO (YEAR 7)****KULVINDER SHETTY (YEAR 10)****MARWA ELLABIDI (YEAR 7)****MELISSA YOUNAN (YEAR 7)****NIGHAT YASMIN (YEAR 7)****PING FENG (YEAR 10)****PRIYA SHYAM (YEAR 9 & YEAR 13)****PRIYANKA KEDIA (YEAR 9)****RUTH COATON (YEAR 7)****SAADIA ALI (YEAR 8)****SAIMA YOUSUFZAI (YEAR 9)****SAMIA RAMOUCH (YEAR 9)****SHRUTI SINGH (YEAR 7)****SONAL AHUJA (YEAR 8)****SUMBAL KHOKHAR (YEAR 8)****UZMA LAKHANI (YEAR 10)**

Support for Learning

I am delighted I had the opportunity to meet so many parents, so far this academic year. We held our annual , "Meet the SfL Team" coffee morning on the 9th of September, which had a great turn out.

Other events attended were

- Parents Committee AGM
- Year 13 coffee morning

If you would like to arrange a meeting with me, please send me an email. We can meet either on Zoom or in person.

Next SfL Events

On the 7th of October, at 8am parents with children supported by SfL will be invited to attend a presentation in Jumeriah College on:

"Screen Use and Wellbeing Among Young People."

On the 14th of October, at 8am parents with children attending the literacy intervention programme will be invited to attend a training session with Mrs. Riordan. This session will help parents to understand more about the programme and how they can support their child at home.

You Asked We Provided

Following the results of the SfL parents' questionnaire we have made some changes to our provision of support.

- Students who come to SfL for intervention support will now receive biyearly reports
- We will set up a parent's corner on the Jumeirah College website, where we will share resources and links to training.
- We will increase the number of coffee mornings for parents to attend
- Please provide any additional suggestions to: f.nicconmara_jcd@gemsedu.com

SfL Team

Please welcome Denise Allan the newest member of the SfL team. She will help with the administration of exam access arrangements and work as a learning support assistant.

Denise has a legal and human resources background and has recently completed a dyslexia qualification (Davis Dyslexia Method).

She has two children one in JPS and one in JC , aged 11 and 8 years old.

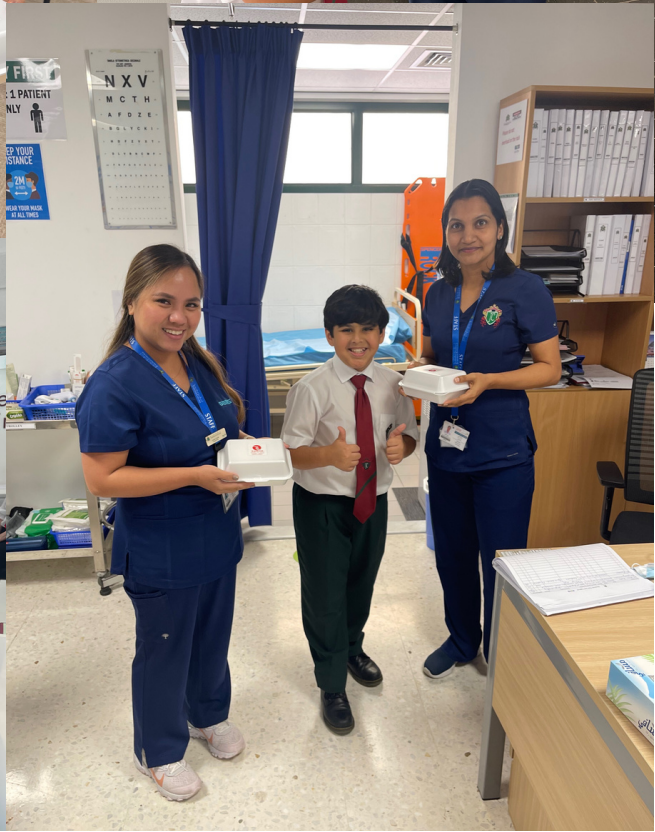
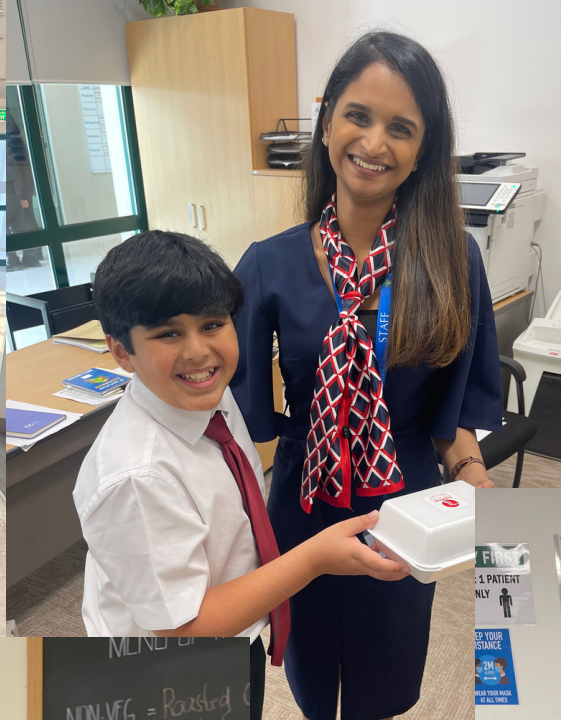




7M1 took part in 'Peace One Day' with vigor and enthusiasm, having arrived at school proudly wearing their blue accessories in support of such an important initiative. Mrs. Pegna enjoyed the moment to show their hard work off, and the smiles you see in this photo are as genuine as they look!

THANK
YOU

SEPT 2022 | VOLUME NO. 1







DONATIONS FOR PAKISTAN

- CHILDREN'S CLOTHES (new)
- Men's CLOTHES (new)
- LADIES' CLOTHES (new)
- SHOES (new)
- BLANKETS (new)
- BEDSHEETS (new)
- BABY DIAPERS
- HYGIENE ESSENTIALS - SOAPS, SHAMPOO, TOOTHPASTE, FEMALE HYGIENE PRODUCTS
- LENTILS
- RICE
- FLOUR
- TOWELS
- MILK POWDER
- SUGAR
- SEMOLINA
- SOCKS





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مؤسسة الجليلا
AL JALILA FOUNDATION

GO PINK ON OCTOBER 14TH

PINK DAY: WEAR PINK CLOTHING AED10

PTA STAND: LEMONADE, COOKIES & PINK ACCESSORIES ON SALE

دائرة الشؤون الإسلامية والعمل الخيري
Islamic Affairs & Charitable Activities Department

