Vision and Purpose Statement

Educating the mind, strengthening the body, and developing character for leadership and service in the world of today and tomorrow.

Mission Statement

CNG serves a diverse student population and prepares responsible global citizens through an accredited American/Colombian college-preparatory program focused on motivating students to achieve their individual potential for excellence.
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School Improvement — these two very simple words reflect one of the most widely uttered phrases in education today. Yes, easy words to say... yet far more difficult to achieve through actual deeds. We entered this school year with a focused plan to engage in a school-wide effort to evaluate our entire program and range of services. This extensive process of analysis and evaluation formed a mandatory part of our re-accreditation requirements to develop a systematic process of continuous school improvement.

Although all schools receiving U.S. accreditation must complete this process every five years, after evaluating many schools throughout the region as a chief evaluator for the Southern Association of Colleges and Schools (SACS), I have yet to encounter the optimal alignment between word and deed in continuous improvement at any school. Fortunately at CNG, the joint efforts of our Board of Directors, Administration, Teachers, Students, Parents, and community organizations have generated a dynamic series of positive outcomes at our school. Continuous school improvement clearly reflects The CNG Way with wonderful benefits for our students.

You might be asking yourself at this point, “How do we know that school improvement truly signifies The CNG Way?” As you read through this issue of Insights Magazine, you will undoubtedly encounter a multitude of positive deeds that demonstrate that we have taken these two words — school improvement — and made this phrase spring to life at CNG. You will see it in action across every program and find it embedded in both word and deed. Among the many articles in this edition, you will see continuous improvement in our technology program, in student leadership, within the culture of classroom instruction, and in our support of student in the counseling program. You will also find it on campus within our facilities and organizational improvements as well as outside the four walls of CNG in our CWW adventures. I predict that in reading the many articles in the pages ahead, you will discover The CNG Way of continuous improvement to be an extremely vibrant part of your children’s education.

As a final positive note to keep in mind while you read through Insights, the improvements and initiatives shared in this edition that have helped our school and students reach higher levels of excellence only serve as the first in a series of continuous improvement plans. Similar to our tradition of Seniors leading our K4 students up the stairs to the gym for our start-up assembly to begin each school year, our teachers, staff, administrators, and Board of Directors will continue leading CNG upward each year to improve the quality of education, learning, and character development for our students. Continuous school improvement serves to benefit our CNG community whether a child arrives in kindergarten to begin the journey or a young adult prepares to graduate and advance in their chosen field in higher education. Rest assured that you have our continued commitment in both word and deed to help every student reach their individual potential through our long-term dedication to school improvement.
O

the last week of April Dr. William G. Nicoll came as a consultant to CNG. The main purpose of this visit was to strengthen our anti-bullying program and provide the community with clear ideas on how to prevent bullying in our school. He had an opportunity to talk to administrators, teachers, parents, and students. In general he provided us with key points, such as the importance of the role of the bystanders. It is extremely important that the bystanders become more active in not allowing and actually stopping a bullying incident. Their passivity contributes to the continuation of cruel behavior. The CNG community must be ready to intervene whenever such acts are taking place.

Another key point was realizing we are all responsible and should be strong enough to break the silence that always comes with bullying. Parents and teachers have to make our students stronger by providing them with strong emotional bonds. The sense of belonging to the school must be constantly stimulated by adults in our community. Resilience is developed only when youngsters feel safe, protected, and cared for. This is a purpose we all have to strive for. Bullying is like a virus and we must provide our students with “vaccines” which will not allow the virus to penetrate our campus.

CNG has a well articulated socio-emotional curriculum, which will need to be implemented not only by counselors, but also by teachers, parents, and students. Clear consequences and limits will have to be defined. Students need to know which behaviors are acceptable and that cruel behavior will not be tolerated. This includes teachers and parents.

Dr. Nicoll’s visit left us with new energy to continue our quest towards becoming a bully free environment. His comments and ideas were well received by all. In the near future we will see the results of this experience. CNG has a continuous improvement plan in action and antibullying prevention will definitely be on our list of improvements. A special thank you to Dr. Scotti in the State Department who made Dr. Nicoll’s visit possible.

BULLYING PREVENTION AT CNG

By: Annie de Acevedo
Student Services Director

It is extremely important that the bystanders become more active in not allowing and actually stopping a bullying incident.

SCHOOL IMPROVEMENT THROUGH ORGANIZATIONAL RESTRUCTURING

By: María Isabel Wiesner
General Manager and Human Resources Director

When trying to create an improvement plan in the organizational and administrative areas of a school, the ultimate goal is twofold: effectiveness and efficiency. Effectiveness applied in the processes which are established in each organizational section and efficiency in the use of all the resources the school has at its disposal.

During the course of this school year with the arrival of Dr. Habegger as the Director, we have had the very unique opportunity to analyze and look closely into the way each administrative section works and how each could improve. The changes that we have implemented have been the product of very careful consideration after working with the standards as defined by SAC and ISO as a backbone to create a more streamlined organizational structure.

This new organizational structure has provided clearer role definition, taking into account educational background, years of experience, and best practice to delineate management functions and responsibilities. Specifically, by separating the operational functions and responsibilities from the financial ones, there is a more precise control of resources and cleaner lineal processes with more objective oversight. The fact that the financial services of the school have been ISO certified for two years certainly provided a solid backdrop for the new Financial Manager to step in and work with the existing team toward implementing continuous improvement in all aspects pertaining to budget, purchases, and investments.

The new structure should ensure a more reliable and timely management of our financial resources, in keeping with the highest standards for international schools worldwide.

On the other hand, one must not forget that a school is, in essence, a service provider and that approximately 85% of its budget is spent on personnel. This implies that all processes related to hiring and retaining the best people in each position become vital for the school to move forward in becoming the best in the region. When faced with the prospect of having a new head at the helm of the Human Resources Department they will be able to grow, while at the same time improve the quality of the service we provide from the Human Resources Team.

Dr. Habegger has worked with the Board, the Admin team, and multiple stakeholder groups to create a very detailed plan for our school to continue on its quest of excellence and improvement. Now it is up to the new reorganized administrative team to push forward and make things happen. What makes a team excel at their work? What gives it the motivation to go the extra mile for the institution? First of all, common and clear objectives which are communicated and coordinated to create cohesion between group members. Secondly, good role definition which takes into account complementary backgrounds and the skills each member brings to the group. Thirdly, good leadership ensures a balance of contributions, mutual support, structured methods of communication, and conflict resolution. All these elements are present at CNG, and we feel very confident that we will advance effectively and efficiently towards surpassing the objectives set by our Board and propelling our school further along the road to achieving excellence.
In the last few years, the Technology Department has been working towards three main goals outlined in the School's Strategic Plan.

1. Provide the CNG community with excellent Information Technology tools and services to support teaching and learning environments that prepare students to face the challenges of the 21st century.

2. Enable new scenarios and ways of teaching and learning via ICTs (Information and Communication Technologies)

3. Enable new ways of operating and communicating via ICTs

The initial step in achieving these goals was to invest in the tools and resources our stakeholders needed to create new teaching environments, to enable new scenarios of teaching and learning, and to enable new ways of operating and communicating. The fact that one of the common strengths identified in the NSSE school-wide survey was the Access to Technological Resources/computers means that we have executed our plan and have achieved our initial goals.

Now, as Guillermo Villaveces, President of our Board of Directors said in his report to the Assembly, “…each new school year we build upon the foundations of previous years …., capitalize on our strong points, and work hard to continue to address areas for improvement”.

From early on this school year, the school administration decided to bring in an external technology consultant. For this, Mr. Aland Russell, an educator with a large experience in international schools, visited us at the beginning of January. He spent a couple of days meeting with a newly created Technology Committee (a group of teachers from different schools and different subjects as well as administrators), and at the end provided a report with several recommendations and guidelines to develop a new three-year Technology Plan which will guide us in the process of setting and achieving our new goals.

In order to get a fresh view, the school administration decided to bring in an external technology consultant. For this, Mr. Aland Russell, an educator with a large experience in international schools as a Technology Director visited us at the beginning of January. He spent a couple of days meeting with a newly created Technology Committee (a group of teachers from different schools and different subjects as well as administrators), and at the end provided a report with several recommendations and guidelines to develop a new three-year Technology Plan which will guide us in the process of setting and achieving our new goals.

Through our initial internal analysis, Mr. Russell’s visit, the NSSE surveys, and a more specific survey given to the school’s teachers, we have gathered the data we need to begin developing our new technology plan. Whereas in previous years our efforts have concentrated on providing better access to technology tools and resources, we will now focus on “improvements in the use of technology for instructional delivery and student learning”. This is how the objective has been stated in the School’s Improvement Plan in support of one of its four pillars: Curriculum Development and Improved Instruction.

Laying the foundations of our Tech Plan, the Tech Committee made an initial definition of the Technology Department’s Mission and Vision. These statements are under revision by the administration, and they will be the ones that will determine what we are aiming for and whether we have achieved our goals.

Our efforts will encompass four Areas of Focus: Instructional Area, Administrative Area, Communications, and Infrastructure. The following is an outline of the topics being addressed in each of the areas:

**Instructional Area**
- Revision of technology curriculum expectations for students (technology as a subject).
- Definition of integrated technology expectations (technology used as a tool to acquire, enhance, and demonstrate content learning).

**Administrative Area**
- Definition of technology standards for administrators and a formal system to provide technology professional development.
- Definition of hardware and software requirements to meet administrative goals.

**Communication**
- Revision of tools which enhance communications between and among teachers, students, administrators, and parents, such as:
  - Student Information System: we are evaluating new systems to provide easier access of student information to all stakeholders, and a user-friendly management of student performance data to improve learning.

**Web Portal**
- Learning Management System

**Infrastructure**
- Continue to improve data center infrastructure: servers, power redundancy, and security.
- Continue to improve the capacity of our network (cabled and wireless).

As we move forward and begin implementing this plan, we will be sharing with you the action plans, how they are being executed, and ultimately we hope to provide very positive data of the impact we have on student learning.
En Agosto pasado, asumió el liderazgo de la Asociación de Padres, con el firme propósito de hacer cosas que dejaran huella dentro de nuestra comunidad. El primer gran paso fue, presentar a todos en la Asamblea General del PTA, el presupuesto para el año académico 2010 – 2011. Un plan ambicioso que cubría a todos los grupos miembros de la Asociación así como todos los voluntarios, con la limitante de los recursos económicos, pues sólo contamos con el apoyo del 55% de las familias del Colegio. Esperamos que con el tiempo, éste apoyo se multiplique, para que en esta medida la Asociación pueda hacer mejores y más grandes cosas. Cada aporte adicional hace la diferencia. El segundo fue alinear al colegio hacia un norte muy definido. Sin haber terminado aún el año, debo reconocer que paso a paso, hemos ido cumpliendo con los objetivos que nos permitían apoyar de ciertamente programas e iniciativas importantes y de diversa índole. Hoy con gran satisfacción les cuento, que al evento asistieron 2090 personas y que gracias al aporte de cada uno y de las empresas que quisieron vincularse a todo, TECHO PARA MI PAÍS podrá construir varias nuevas casas para los más necesitados, NJHS aportará algo más de bienestar a la Fundación Santa Rita, HNG podrá empezar la adecuación de su jardín infantil y el PTA donará el resto al Colegio.

Durante el primer semestre, invitamos a todos los afiliados a “LA GENTE FELIZ ES MÁS EXITOSA” conferencia de María Clara Villegas, la que fue repetida a petición de quienes no pudieron asistir a la primera ronda, pero que recibieron los comentarios de quienes sí la oyeron en esa oportunidad. Para muchos alumnos de Primaria, Elemental y Escuela Media, fue gratamente sorprendente la oportunidad de asistir a la presentación de uno de los dos cuenteros norteamericanos que nos acompañaron en el mes de octubre, con sus magníficas historias. Su profesionalismo proveyó una manera de aprender disfrutando y de disfrutar aprendiendo.

A las familias en pleno las invitamos a iniciar las fiestas decembrinas con la CEREMONIA DE LA LUZ, con la idea de proveer un motivo de reunión, de esparcimiento y de reflexión. Durante el primer semestre, invitamos a todos los afiliados a “LA GENTE FELIZ ES MÁS EXITOSA” conferencia de María Clara Villegas, la que fue repetida a petición de quienes no pudieron asistir a la primera ronda, pero que recibieron los comentarios de quienes sí la oyeron en esa oportunidad. Para muchos alumnos de Primaria, Elemental y Escuela Media, fue gratamente sorprendente la oportunidad de asistir a la presentación de uno de los dos cuenteros norteamericanos que nos acompañaron en el mes de octubre, con sus magníficas historias. Su profesionalismo proveyó una manera de aprender disfrutando y de disfrutar aprendiendo.

Iniciamos el año escolar con un DESAYUNO DE BIENVENIDA a las familias que llegan por primera vez al CNG, independientemente del grado al que entren sus hijos. Es especialmente gratificante ver cómo, desde ese día, para muchos papás se empiezan a tejer lazos de amistad con otros. Por eso, compartieron el círculo de familia con otros que lo hicieron por diversas circunstancias de la vida han sido mucho menos afortunados, NJHS aportará algo más de bienestar a la Fundación Santa Rita, HNG podrá empezar la adecuación de su jardín infantil y el PTA donará el resto al Colegio.

Y así es como destinamos los aportes que recibimos de todas las familias que decidieron vincularse a la Asociación este año. A ellas, nuestros especiales agradecimientos.

Como ven, nuestro compromiso es con ustedes es con todos, con la Comunidad en pleno. Sólo con ese aporte anual voluntario por familia, podremos seguir construyendo un mejor futuro.  

Igualmente exitoso fue el conversatorio con LOS MINEROS CHILE- 

NOS sobrevivientes al derrumbe de la mina. Los valores encerrados en este episodio fueron los que motivaron a alumnos de diferentes edades, profesores, directivos y papás a asistir y a hacer de ésta una gran experiencia de aprendizaje.

El pasado 26 de marzo, concluimos uno de los proyectos más demandantes en cuanto a tiempo, organización y logística: EI BAZAR 2011. Ocu- rrir cada dos años y buscar, además de construir comunidad, conseguir fondos que nos permitan apoyar de ciertamente programas e iniciativas importantes y de diversa índole. Hoy con gran satisfacción les cuento, que al evento asistieron 2090 personas y que gracias al aporte de cada uno y de las empresas que quisieron vincularse a todo, TECHO PARA MI PAÍS podrá construir varias nuevas casas para los más necesitados, NJHS aportará algo más de bienestar a la Fundación Santa Rita, HNG podrá empezar la adecuación de su jardín infantil y el PTA donará el resto al Colegio.

En los próximos días, tendremos la FERIA DEL LIBRO. Desde ya los invitamos a todos, papás, hermanitos, primos etc., a que vengan con los niños a recorrer los puestos de las distintas editoriales, para que juntos se tomen una buena opción literaria para vacaciones. Un buen libro es un gran amigo!

Por Beatriz Londoño
Presidente Asopadres CNG 2010 - 2011

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Por Beatriz Londoño
Presidente Asopadres CNG 2010 - 2011
BACKGROUND:

By: Zhigoneshi The Communications Centre

In 2001, by decision of the mamos (spiritual leaders), the idea came up to spread the ancestral vision of the indigenous peoples of the Sierra Nevada of Santa Marta through photographs and videos made by the indigenous communities themselves so that people outside their culture could come to know and appreciate this natural, cultural territory and to establish links of alliance for its preservation.

The human rights situation is serious and threats and murders against us have reached unimagined extremes. Three years later, in the Ga'awindía Tayrona Indigenous Organization, a digital image production centre was born which currently houses an important archive covering a variety of aspects of our culture, brought into being wholly by Kogui, Wiwa, and Arhuaco photographers and video cameramen.

This exhibition is the first undertaken by the Zhigoneshi Communications Centre showing the efforts of the Territorial Council of Cabildos (an entity that groups together the four indigenous organizations) to present, through writing and photography, the ancestral thoughts on the territorial organization of the Sierra Nevada of Santa Marta.

“Ancestral Vision became a reality at our school thanks to the support of the EVL, PTA, and administration. Cristina Gomez’s immense effort and coordination to create a space and culture in the EVL for this and future events was fundamental. Its overwhelming success was possible by the electrifying interest and enthusiasm of our teachers and students who made it unforgettable. What this program opened was a space to interact with other cultures, in this case, the cultures and cosmovision of the Sierra Nevada de Santa Marta, and to value their way of life, lands, and invitation to re-member our place in the larger spiritual and natural world.

Students and teachers from all grades connected with the photos and “Elderly Words” documentary to the stunning beauty of the lands, the how and why the “mamos” keep a spiritual balance between man and nature, to the stigmatization and bad use of ca, to the myriad forces that are engulfing and endangering the Sierra Nevada’s ability to sustain itself and the millions who depend on it. But the most powerful aspect was the interaction with the young Arhuaco and Wiwani documentary crew who spoke to and engaged our students. They too, are the hope, the next generation who will contribute to the vision and actions of our collective future. “Are you for real?” a primary student asked young Arhuaco Seyterin as he tugged on his bright white tunic.

How do I begin a reflection on why cultural exchanges like Ancestral Vision are vital and necessary in an educational scope? As a global citizen? Accepting a role within an economically, socially, and ecologically unsustainable culture who can contribute towards a more inclusive, sustainable, and diverse one? As an educator who strives to guide students from learning about the vast world to becoming responsible and active agents within it? As a student and believer of anthropology (yes, a Western tradition), who finds great wisdom and hope among countless other diverse and adaptive cultures? As hope to enlighten our historically infant culture that is rapidly consuming many other cultures and the planet. Or as a person blessed by living briefly in La Sierra, who is forever changed and inspired by their culture of balance and profound sense of spirituality?

What many of us experienced is part of a more comprehensive story unfolding, one told by the original inhabitants of these lands, through their lenses and words. As the last natural and cultural frontiers are vital and necessary in an educational scope? As a global citizen? Accepting a role within an economically, socially, and ecologically unsustainable culture who can contribute towards a more inclusive, sustainable, and diverse one? As an educator who strives to guide students from learning about the vast world to becoming responsible and active agents within it? As a student and believer of anthropology (yes, a Western tradition), who finds great wisdom and hope among countless other diverse and adaptive cultures? As hope to enlighten our historically infant culture that is rapidly consuming many other cultures and the planet. Or as a person blessed by living briefly in La Sierra, who is forever changed and inspired by their culture of balance and profound sense of spirituality?

What role or importance do indigenous cultures have that sustained their lands and culture have to teach us about development? Will they continue to be obstacles or points of entry? Or “development”? Or will they be recognized as living stewards of essential resources such as intact forests, water sources, and sustainable agricultural practices? Are healthy, equitable economies solely dependent on the speculative nature of the global economy and unlimited growth, or are they in touch with sustainable practices and local needs, communities, and dynamics? As we help form tomorrow’s leaders of Colombia and the world grapple these and develop their own questions, the Ancestral Vision experience is of profound importance and relevance to us all.

In this vast forest of buildings called a city, it’s easy to forget what real nature is like.

Jae Gyong Oh

devoured by a global economy, how will the resilient indigenous groups of the world defend their territories, their self-sustaining communities, and their millenary cultures? What role and value do these cultures have in a more sustainable future for all? The ethnical groups of the Sierra Nevada are among the world’s most articulate, organized, and empowered indigenous peoples that are actively reclaiming their ancestral lands, legally. Not to keep and control them for themselves, but to continue to conserve them for future generations. They are reaching out to us, to remind us, as brothers, of the basic values and principles that all humanity shares (and those who have forgotten) in its vital connection to the earth that feeds and sustains all life, not just human.

As Colombia steps to the table with the largest economy of the world to negotiate a free trade agreement, what role do Colombia’s water, mineral, agricultural, biodiversity, and cultural resources play? Will they be consumed quickly for a short-term growth of GDP? Or will they be part of a continually sustaining system, where the economy is part of a broader social and environmental network? What role or importance do indigenous cultures have that sustained their lands and culture have to teach us about development? Will they continue to be obstacles or points of entry? Or “development”? Or will they be recognized as living stewards of essential resources such as intact forests, water sources, and sustainable agricultural practices? Are healthy, equitable economies solely dependent on the speculative nature of the global economy and unlimited growth, or are they in touch with sustainable practices and local needs, communities, and dynamics? As we help form tomorrow’s leaders of Colombia and the world grapple these and develop their own questions, the Ancestral Vision experience is of profound importance and relevance to us all.
En un esfuerzo por promover espacios de escucha de diversas vertientes musicales, el Departamento de Música programó a lo largo del año tres conciertos en los que se le dio lugar a la música de los compositores que siguen la tradición europea, conocida también como la música clásica.

El primer concierto programado tuvo al piano como protagonista y en él escuchamos composiciones de Beethoven, Liszt, Chopin, entre otros. En el segundo concierto tuvimos la oportunidad de escuchar piezas escritas para guitarra, violín y trompeta por afamados compositores como Piazzola, Barrios Mangoré, entre otros. Los conciertos fueron de gran calidad y aunque la asistencia no fue masiva, los instrumentistas se esforzaron en buscar la perfección en sus interpretaciones. Ya para cerrar el año y dentro del marco de la celebración de la Semana de las Artes, más de mil miembros de nuestra comunidad tuvieron el placer de escuchar el bellísimo concierto ofrecido por la Orquesta Batuta. 75 jóvenes músicos entre los 12 y los 19 años mostraron lo que con esfuerzo y disciplina se puede lograr en el difícil arte de la música.

El concierto era una novedad para muchos de los asistentes y así lo entendió el director Juan Felipe Molano quien entre una y otra obra explicaba cada una de las familias de la orquesta y mostraba uno a uno los diferentes tipos de instrumentos. El repertorio elegido por la orquesta no pudo ser más apropiado. El concierto inició con la interpretación del Capricho Italiano de Tschaikovsky, en el que se vislumbraba la capacidad sonora de la orquesta demostrada tanto en los paisajes lentos y profundos como en los rápidos y brillantes. La obertura de la ópera La Fuerza del Destino de Verdi fue la segunda y más compleja de las piezas interpretadas. La orquesta se lució otra vez y con gran limpieza resolvió los momentos más complicados del concierto. Para el cierre escuchamos el Huapango y con esto llegó el toque latino al concierto. Fueron inolvidables también los momentos en los que el público, en especial los niños y niñas de la sección de primaria, respondían emocionados las preguntas del director y llenaban de aplausos a los jóvenes músicos.

Queremos en este espacio resaltar la labor desinteresada de los doctores Wilson Perdomo, Daniel Rodríguez, María Camila Ortiz, Heracio Mateus, y Leonardo Hernández por su participación en los conciertos. Así mismo a la profesora Leonor Bejarano cuya gestión permitió la presentación de la Orquesta Sinfónica Juvenil Batuta.

**EN EL CNG, LA MÚSICA MÁS HERMOSA DEL MUNDO**

Por: Rubén Sánchez
Coordinador Departamento de Música

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Día a día podemos ver como el vóleibol del Colegio Nueva Granada se ha convertido en un modelo a seguir por todos los equipos de Bogotá y Colombia, no sólo por sus resultados, sino también por su ejemplar comportamiento y espíritu deportivo.

Durante la temporada 2009-2010, nuestros equipos de vóleibol estuvieron dentro de los primeros tres puestos en 21 ocasiones de 23 posibles. Para esta temporada 2010-2011 estamos muy cerca de superar nuestros propios resultados, pues ya hemos subido al podio en 20 oportunidades y la temporada tiene aún muchos torneos pendientes.

Seguimos con el firme propósito de continuar poniéndonos a prueba, para mejorar cada día más, sin perder de vista nuestro principal objetivo “Prepare tomorrow’s leaders by educating the mind, nurturing the spirit, and strengthening the body”.

Es así como el Colegio Nueva Granada sienta un precedente en los procesos de formación deportiva de la mano de nuestros experimentados entrenadores.

¡Felicitaciones Voleibolistas del Colegio Nueva Granada!
“One day Alice came to a fork in the road and saw a Cheshire cat in a tree.

“Which road do I take?” she asked.

“Where do you want to go?” was his response.

“I don’t know”, Alice answered.

“Then”, said the cat, “it doesn’t matter.”

Lewis Carroll, Alice in Wonderland

This excerpt from Lewis Carroll’s famous story, Alice in Wonderland, addresses one of the key elements of continuous improvement: goal setting. Only when we have decided where we are heading to, we would know if we are moving in the right direction. In terms of continuous improvement, reaching the goal is a matter of reducing the variation around the target by ensuring that we get to where we are heading. No wonder why, CNG is not like lost Alice in Wonderland.

At CNG we are committed to excellence in the educational services we provide. We seek quality in education through the implementation of two well known accreditation systems: ISO 9001 (International Organization for Standardization) and SACS (Southern Association of Colleges and Schools). Since these accreditations are voluntary methods of quality assurance, they are proof of our ethic of excellence to ensure that all our students learn and develop to their potential.

As we deliberately prepare for the coming SACS accreditation in October 2011, we have engaged in the process of recalibrating our vision, assessing our current reality, designing and implementing plans for improvement, monitoring, and evaluating results through honest self-evaluation. The on-going process of monitoring and evaluating results is what ensures our continuous improvement. We know that we cannot improve what we do not measure.

After carrying out this thorough process of monitoring and evaluation, we know which are the next steps and for what reasons. This trait of high performing school systems has been outlined: “In general, the level of monitoring and intervention in the best-performing systems is inversely proportional to the capacity of individual teachers and the schools to improve by themselves.” (Michael Barber & Mona Mourshed, McKinsey, 2007).

SACS currently works with seven standards that define high quality education. Those standards are our goal. Therefore, we need to take the road that leads to them. Due to the fact that quality is fundamentally relational, it is a matter of reducing the variation around the target by ensuring that we get to where we are heading. No wonder why, CNG is not like lost Alice in Wonderland.

| Allin Means | ISO 9001 | SACS | "Just Do It" | "All in"
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Another graduate wrote “through this program I realized the difference a teacher can make in a student’s life. My students have changed their attitude towards my chemistry class. They are happier and more productive with all the things I have changed.”

The Teacher Training Institute has definitely helped teachers in different schools modify how they view their job. Through the changes they have made, not only have seen better results in their classrooms, but have also found that many of their peers have asked for ideas they can implement in their classes after seeing the results. Continuously improving teachers’ skills and deepening their knowledge is leading to cultural changes in many schools in Bogotá.
every year, the National Council of Teachers of Mathematics, NCTM, holds an annual conference where teachers from different parts of the U.S. and the world, come together to share ideas and research about the teaching and learning of mathematics. This year, NCTM’s annual conference was held in Indianapolis, Indiana from April 13th through April 16th. The theme of this year’s conference was “Geometry: Constructing and Transforming Perspectives.” This year, CNG sent a team consisting of Karla Sanchez, PS/ES Math Coordinator, Angela Torres, MS/HS Math Coordinator, Julie Hunt, ES Principal, and Rita Wilson, next year’s MS/HS Math Coordinator. During the conference, the team was able to meet with Janis Heigl, CNG’s external Math consultant. Attending the conference with a team was extremely beneficial. Due to our current materials’ selection process, we spoke with book representatives to see the new textbooks with the New Common Core Standards, and the resources that come with these programs. We were also able to view manipulatives, resources, and technology, aside from the text series, that will fit nicely with whichever curriculum we choose. We are very thankful that we had the opportunity to attend the NCTM conference, not only to add to our materials’ selection process but also to recharge our love for mathematics and the jobs we do.

By: Karla Sanchez and Angela Torres
Math Coordinators

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Lastly, attending as a team from various levels of CNG, we were able to attend different sessions and reserve time to come back and share what we had learned. In this way a presentation on differentiation or coaching at a primary level could then be applied to the secondary level. Our conversations continued through purchasing resource books to create a teacher library, while visiting different exhibitor booths, and even today within our department meetings.

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This short sentence from Antoine de Saint-Exupéry’s The Little Prince comes to our mind when trying to find words to say goodbye to Mr. Gilman. In essence they describe the way we feel...We see with our hearts as we write.

For the past thirteen years we have been working under Barry Gilman’s leadership. Under his leadership we have all grown to become better teachers, better people, better friends, and, from our point of view, “the BEST school at C.N.G.!”

Barry has been a good leader not just because he is our boss, but also because he has a human side and a way to delegate that is not always easy to find. He is also a good friend when you finally get to know him, and that, like any other thing in life, takes time. Working under Barry’s guidance has been a learning experience in trust and personal growth for everyone in the Primary School.

There are many funny and special things about him: the way he enjoys diving, winning, and golf, his “chao pescao”, his afternoons at Dillo’s, his cooking skills, his love for popcorn, and his never ending diets. And, who can forget the special characters of his Halloween costumes, with Luchy as his loyal partner? Who can forget Raggedy Andy, Dumbledore, Winnie the Pooh, Mickey Mouse, or Horton, among so many others?

These are some of the wonderful memories of Mr. Gilman’s presence amongst us that we will all cherish for years to come.

There are also many other lovable traits about him, such as the way he embraces his work and commits to it, or his tender way of calling us “his family”. We have all witnessed his watery eyes when he gets emotional, his love for children and old students, his heartfelt smile, his blue eyes, and his open door ready to hear us and share his thoughts. Barry is always willing to listen to any personal or professional issues and he is also willing to give us his support when we need it.

Mr. Gilman’s passion for literacy has resulted in hundreds of readers and writers in the Primary School. He is a talented author and illustrator in his own right. He shared his wonderful book about bears with a few of our classes. We were all spellbound!

There are also many interesting things about him: his love for Colombia, his loyalty to the friends he has made while loop here, the way he supports his staff, his pride in the Primary School, his laughter and sense of humor, the compassion he has shown for the different problems we have encountered along this thirteen-year trek, and his great work in Destination Imagination which will make him unforgettable. We have tread over this obstacle course together, but it was precisely because we were together that we were able to surpass these difficult moments.

Barry, over the past thirteen years, you have taught us more than we could ever ask for and, in most cases, ever did ask for. We have been fortunate enough to work with you on a wide variety of challenges. The Primary School is an example of a good working environment and friendship. You did this, when you organized time to spend together, that became a tradition! Armadillo’s and other places were witnesses of your joy and ours when we were sharing throughout the school year. Thank you for teaching us that we have to celebrate life, for always giving us a warm atmosphere, and for opening your heart.

We want to take this special opportunity to thank you, Mr. Gilman, for all the love, support and dedication you have shared with us during these years. You have not only been a principal to us, you have been a friend and a family member. We will never forget your words: “We do what’s best for KIDS.”

“There are instances in our lives in which someone crosses your path and leaves a deep imprint in your heart. With the hustle and bustle of a big city we tend to concentrate on ourselves and our jobs and lose perspective on what makes us human”. We are thankful that Mr. Barry Gilman crossed our path and reminded us what a good human being is all about. During the past 13 years we have been fortunate enough to see examples of what makes us human. These examples have made us ponder and reset our lives in a positive direction. It was through his loyalty, generosity, empathy, respect, and caring that our journey to become better human beings started. Mr. Gilman showed us that caring for each other as well as caring for our students and...”
other colleagues is just as important as teaching how to read and write.

Mr. Gilman has the ability to see the good qualities in others and is able to understand our emotional needs. We have learned to do the same with those around us. Thank you Mr. Gilman for letting us know the importance of having a good heart. Thank you for crossing our path, and thank you for helping us to become better human beings.”

As you move on, we would like to take a moment to remember and cherish our times together. It’s been a significant emotional experience to know you.”

“It has been several years since I have worked directly with Mr. G., but each time I look back on everything we have shared, it brings a smile to my face. I think back to the days when as second grade team leader, Mr. G was ever present to lend an ear and to support all of the curriculum improvements, schedule adaptations, and student incentive programs that our team was so passionate about implementing. This next memory may sound a little too personal, but I fondly recall several occasions in which I have seen Mr. G. in his pajamas as we spent the night together. That’s right, he even made me breakfast the next morning. Did I forget to mention the five to eight other “Destination Imagination” team managers and the 25 to 56 children that were also there? Whoops! I guess I should have mentioned that part first. I’ll miss Mr. G. greatly and the inspirational legacy of family, friendship, team work, and cooperation that he is leaving behind. The Primary School is a very magical place. Its essence is palpable long before you come across Mr. G., “Luch-is”, the teachers, the assistants, and the children. There is no other school at CNG quite like it.

Being a part of the Primary School with Mr. G. as principal was an honor, a privilege, and one of the most enjoyable and memorable experiences I have had in my fifteen years at CNG. Mr. G., Thank you! I wish you all the best today and always!”

Even though we will miss him, we know he is looking forward to this new challenge and to start a new phase in life. This is not a “goodbye”, Barry, only “hasta luego” or “see you later”.

Lovingly,
Your Primary Family.

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Lovingly,
Your Primary Family.
Mr. BARRY GILMAN
CNG Primary School Principal
1997 – 2011

We would like to dedicate this mural in your honor, and to commemorate your contributions to CNG. Your support to the arts and academics has enriched our community beyond words. In the words of your students:

“Mr. Gilman,
Thank you for finding our good teachers,
For helping our school by being a great principal,
And for giving us activities to learn while having fun.
You have given us help and encouraged us.
Thank you for your hard work, for never giving up on us,
And for your smiles every day.”

Written by CNG Second Graders (Class of 2021), on behalf of Primary School Students of CNG.

After making art with children for so many years, I have seen that 90% of the time the process is more important than the final product. This outcome suits our teaching purposes, since we aim to provide our children with the time and space necessary to experiment with a great number of techniques and materials as they express themselves freely and develop a sense of personal aesthetics and abilities.

Sadly many of our children’s masterpieces end up forgotten at the bottom of a drawer we seldom open. However, that will not be the case after making our mural entitled “Birds and Flowers of Colombia”. Our student’s work will be permanent and joyful note added to our everyday school life. At the same time the final cycle in art making is completed as the public and artists complement one another. This mural will forever be displayed in the primary hallway.

Our mural is dedicated to Mr. Barry Gilman, our beloved principal. In the words of our second grade students.

It has always been a CNG policy to increase teachers’ professional development. CNG teachers are expected to be constantly updated with the latest educational theories and trends to promote student learning. Just to mention some of these: Constructivism, Learning Styles, Cooperative Learning, Project-Based Learning, Whole Language Approach, Positive Discipline, PWIM, Brain Gym, Six Traits of Writing, Daily Five and CAFE, among others.

As a kindergarten teacher, I have experienced and worked with these programs and each one of them has provided me with excellent teaching strategies, tools, and resources. I have seen my students constantly develop their thinking as well as their academic and emotional skills.

None of these trends could possibly be taught without a key factor that each teacher, within the independence of his/her classroom, provides in a special and unique way: motivation.

A few months ago, kids in my classroom had the opportunity to experience an enriching and motivating activity that introduced them to the wonderful world of writing. With the help of lovely stuffed fruits and vegetables called NUTRI FRIENDS, the children had the opportunity to describe, express, and share some of their most incredible inner thoughts. All the students developed their ideas with graphic organizers as day after day, drawings, drafts and final projects came to an end. They felt so proud of their work that I decided to share with you how continuous learning occurs daily in the primary building!
In the Elementary School we are committed to inspiring and celebrating our students. This semester we started a new initiative called "In the Spotlight." In classrooms and ES Assemblies, we have set out to highlight and formally recognize our students for behaviors and approaches to learning that align with our CNG vision and mission - such as respect, honesty, responsibility, leadership, optimism, community spirit, teamwork, initiative, independent and critical thinking, creativity and excellence.

Once a month we meet as an ES learning community - students, teachers, and guests - for a special In the Spotlight Recognition Celebration. Students in two to three classes are featured. One at a time, classes go up on stage, and one at a time students are called forward to receive a special certificate from the Principal. Meanwhile, a slide show displays a picture of the featured student in action and student speaks about how it is they display the disposition they are being recognized for. Written in advance, the students consider themselves and what we value, both prompting and deepening their reflection, and heightening the significance of this small moment of public speaking:

“Describing why I’m good at something really made me think about how I act.”

“‘In the Spotlight has me thinking about what is important.’”

“That everybody in the ES now knows something that makes me unique is a good feeling.”

“I was a bit nervous but I went on stage with dignity…”

As the year advanced, classes began sharing brief presentations to showcase units of study and learning. We were treated to raps about literature and rocks, original poetry, songs, book talks, and skits, mostly through multimedia: most entertaining!

By the end of the school year, all elementary students had their moment to shine, to be honored, In the Spotlight, for a specific positive disposition they consistently demonstrated at school. As a consequence, both purposefully and collectively, we made explicit and celebrated what we value as a learning community.

“My mom put my certificate with my other special papers from school. I will keep it forever and show my kids one day. I will always feel proud.”
The word “continuous” in Latin has two embedded meanings: The first one of them is “uninterrupted in time” and comes from continuare. This is how we are meant to use it in this new issue of Insights whose underlying theme is “continuous improvement”. However, the word also comes from continere, which means “to hold together”. My intention is to work with both meanings because we should not only continue to improve, but we should also strive to hold on to our strengths and keep them together.

Our school is already 73 years old. Fortunately for us, longevity in an institution does not necessarily mean decay, old age, or “out”. C.N.G., has had seven decades in which to grow and become the school that we all know now and it is still very much alive and moving forth. But, perhaps, the time has come to analyze what we have and make some choices. Questions that I would ask would be: Are we still sounding like a well-tuned orchestra? Are we all following the same score? Will our concert be a memorable one?

I like to think of myself as a musician in an orchestra. Wherever I am, as a string, a woodwind, a brass, or a percussion instrument, I cannot just go ahead and play as I would like. I have to follow the score and I must look at the conductor to help make this performance a memorable one. Depending on who is in front of me as conductor, I know that, even though the score is the same one, it is he or she who envisions the “whole” and will set the tempo and the mood for all of us.

As a lover of music since birth, I keep many versions of the same piece played by different orchestras and conductors. For example, Beethoven’s 7th symphony is not the same when the conductor is Toscanini, Abbado, von Karajan, Norrington, or Casals. The tempo is subtly different in each case and the mood is also very different depending on where the conductor has chosen to put the most emphasis. Thus, the same symphony becomes a very different listening experience depending on its version.

I like to use the analogy of an orchestra for a school because the same elements are in place. We have a conductor who is looking at the big picture and is making sure that all the pieces are correctly assembled, and we also have musicians: teachers and students who can either play very well, not so well, or even badly. I want to imagine all of us being in tune and playing very well.

A good orchestra rehearses extensively before a concert. A good orchestra does not improvise in the middle of a performance. The musicians know their score and are conscious of the fact that they must all tune their instruments to that of the first violin. Moreover, all musicians know that, if they want to play like soloists one day, they must work hard, and practice long hours, every day, to be better, because there are many others in the world who also want to get to where they are going and only a handful will be chosen.

Teaching has long ceased to be an “easy” career where anyone can get by with minimum effort. In fact, the world has become so competitive that only the fittest survive. We should not forget this. Systematic, lifelong learning for students and teachers is now a “must”. Ongoing accreditation for the school and certification for teachers should also become a must as a means of guaranteeing our quality and extending our longevity as a learning community.

In the same way that we have been able to have a smoke-free environment, we should also be able to guarantee a healthy, non-threatening, hazard-free environment. This translates into an attitude of mind where everyone cooperates towards a “masterpiece” school and, eventually, a masterpiece country or world. We do not litter our beautiful grounds, we greet one another every day, respect our environment and the species that live in it including ourselves, and we are willing to let go of our individual peevves to become anonymous musicians in a great orchestra whose perfect sound and fame can reach the farthest corners of the world.

We can actually be this and much more if each and every individual in the school, young or old, is willing to give the best of him/herself every day from whichever place he/she is. This is the definition of continuous improvement: towards a “masterpiece” school and, eventually, a masterpiece country or world.

[...] everyone cooperates and it including ourselves, and we are willing to let go of our individual peevves to become anonymous musicians in a great orchestra whose perfect sound and fame can reach the farthest corners of the world.

It is up to all of us, and we know it!..
Raffaella and Alessandra Gallo participated in the National Vaulting Championship held at Club El Rancho on October 2010. They won first place in the category "Parejas D Reducida" among eight other couples from different Colombian clubs.

The first day they end up in second place after their "obligatorios" but on Sunday they performed a beautiful choreography that earned them first place and crowned them as National champions in their category.

Raffaella and Alessandra started practicing vaulting four years ago at La Escuderia Vaulting School.

In setting the foundation for a culture of continuous improvement in the classroom, Elementary School Chinese students began by reflecting on what they are really good at and how they got that good. They highlighted that to improve they, "Never Give Up!", "Practice a lot!" and "Fix a time to regularly practice."

Then, they were introduced to the expression "越来越好", which characterizes Chinese mentality and culture. It means "better and better" and is used very frequently in daily life. It can describe a situation, "I am 越来越好 at writing Chinese characters!"

"Our basketball team is 越来越好!", "CNG is 越来越好!" It is also used to express determination for improvement. A student would say, "I can (get) 越来越好!" After success in any endeavor, people will say, "越来越好!" - we are not going to stop here, we will keep on making efforts to get even better!

This led us to think about our dreams, what we are doing to fulfill them, if it is working and what changes we can make to get more out of our efforts. All backed up by the idea of wanting to be 越来越好!

Having made strong connections with the students’ personal experience and daily lives, we took the step towards thinking about our subject matter: Chinese. What makes the writing of a Chinese character correct? We pinpointed 3 aspects: stroke order, proportions and the shape of the individual strokes. Now, when learning any new character, students know what to do to write it 越来越好!

They are also aware that it is not just a matter of doing the same thing over and over again, but in determining what they need to do when they write the character again, to make it better. Below is the tool that we now use in class. It gives students ownership of their learning process and supports their efforts to fulfill the high expectations set for them.

These activities and the use of this tool have been the initial steps to instill a culture of continuous improvement in the classroom.
By: Enrique Arias, Daniel Hamburger, Tomás Herrera, Josefina Rodríguez, María Camila Artunduaga

Destination Imagination (DI) is about solving situations using your creativity and imagination. To us, DI is cool because it allowed us to meet new people and to learn how to work as a team. DI also gave us many opportunities to create, express, and share ideas with our peers and to understand ourselves better.

Our experiences with DI this year were extremely tough, but it was fun at the same time because our team managers challenged all of us in many different ways. They put a lot of pressure on us because they wanted us to do our best. As a team, we worked very hard together despite the fact that there were some misunderstandings from the beginning. Nonetheless, the more time we spent working together, the stronger we got and at the end, we were one.

After so many meetings after school, weekends, and the countless number of hours, it was time for us to shine at the National competition at Colegio Jorge Washington, Cartagena. The competitions were really hard, but we could think about was to do our best.

We had to compete against seven other teams within our challenge. At the closing ceremony we were extremely excited and surprised when “Team Daedalus” was announced for first place winner. We did not expect to win because this was our first time doing DI.

Even though DI is an amazing program, we would change a few things if we could. We would:

- Want DI to be part of our daily activities during school hours.
- Hope that the Global Finals could be at different places around the world.
- Hope that first place winners for National competitions would get the privilege to go compete globally for free.

We love DI because it gave us the opportunity to challenge ourselves. It provided us with the chance to do things that were out of the ordinary by using our imagination and creativity. We would recommend DI to other students because:

- You get to visit different places in Colombia.
- You get to meet new people around the world.
- You get to show people your talents.
- You learn so much.

Favorite DI Moments:

- Daniel: “When we found out our structure held 148 lbs.”
- Tomás and Enrique: “When Mr. Gilman announced -and the winner is Team Daedalus.”
- Josefina: “The outcome of the instant challenge.”
- María Camila: “When I was putting on weights.”

The Destination Imagination program is well underway with three CNG teams meeting bi-weekly in order to prepare for a national tournament in April. The teams have all chosen challenges that need to be innovatively solved through performance, improvisation, and creativity.

In order to strengthen their performance, presentation and improvisational skills, DI students participated in a weekend workshop. This workshop included a theater component conducted by the extraordinary third grade teacher, Steve Aubin. He challenged the students to step out of their comfort zone by exploring voice, movement, and body position on stage. Not only were theater basics addressed, like where to stand on stage so the audience can see each actor or how to enunciate your words on stage, but he also introduced the world of imaginary props to the fresh CNG performers.

The students started by walking across stage to explore how to change their movement. They had to pretend to walk across hot sand, slide across an ice skating rink, or bounce like they were on the moon. While imagining these changing surfaces they used their expression and movement to convey the new surface to the intrigued DI supporters standing off stage.

The students also had to work as a team in order to create a room in a house. Students learned how to transform their bodies to make chairs, tables, refrigerators, and coat racks. Afterwards, each team worked together to build a machine using their bodies. It was fascinating how a huddle of students can suddenly turn into a washing machine, with two bodies as the edges, one as the loading top, another as the control panel and lastly, one dropped inside, ready to spin, playing the part of the laundry.

Team members in DI know that there is more than one solution to any challenge. There is never just one idea, one opinion, or one perspective. The last activity helped students to see simple objects that are usually used on a daily basis in a completely different light. A long black stick, turned into a magic wand, a fishing pole, an umbrella, a flute, and more. Using imagination, a piece of large bulletin board paper turned into a magic carpet, a super hero’s cape, a mummy’s wrappings, a giant’s tissue and more.

This workshop shows that the Destination Imagination program welcomes the opportunity for strengthening skills that CNG students will not only need in their tournament presentations, but also what they need to develop as creative and innovative problem solvers. The teams have all shown continuous improvement throughout the year so far and we appreciate all those that help continue this improvement as the year goes on. Thank you to Steve Aubin, who conducted such a fantastic exploration of presentation and imagination!
**UN VIAJE AL PASADO**

**Por: Gabriela Franco Prieto**
Grado Quinto - Recurso Elemental

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El Pasado en Piezas de Oro

¿Es posible viajar al pasado? Pues claro que sí! El Museo del Oro nos muestra el principio de nuestra cultura, nuestro pasado. ¿Cómo lo hace? De una manera simple y bonita a la vez, recordándonos las costumbres, los objetos hechos de pedacitos de oro que los indígenas creaban hace muchísimos años. Estos objetos no hablan, pero nosotros los contamos histórias. Narraciones del pasado que siguen frescas en la superfi cie dorada del Museo del Oro.

Así al lado de un parque alegre, pocas personas salen, pero muchas entran. Adentro todo es grande, tan grande como el talento de los Quimbayas para fabricar objetos de oro, y como las estatuas megalíticas de San Agustín. 

Subimos las escaleras y entramos a un cuarto oscuro como las plumas. Entre las entradas que seguro te gustaría explorar nos esperan los tesoros... Sí, también veo una vasija, gorda abajo en su base, y me llaman la atención, pero no entramos porque tenemos el tiempo con- dado. ¡Qué Viaje tan inolvidable!

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El poporo era el Fundip de los Quimbayas. Bueno, no exactamente; adentro no había polvo de dulce, sino cal y coca. Ellos, nuestros antepasados, metían un palito adentro de él para untarlo con esa mezcla y después lo chupaban. Lo hacían sólo en ocasiones especiales. Me preguntó si los niños también lo probaban. ¡Qué diría que hay un Fundip con empaque de oro! Seguimos el recorrido. Puedo ver personas norteamericanas mirando nuestros tesoros... Sí, también veo una niña japonesa con su familia y una pareja muy interesante que parece que venían de una película de aventuras en la jungla pues uno de ellos tenía un pendiente de pluma y los dos usaban pantalones de camuflaje, esto me hizo reaccionar y pensar: nuestro pasado es único, personas vienen de todo el mundo para verlo.

El poporo de oro de los Quimbayas no era oro podrido ni pintado, ¡eran tesoros... Sí, también veo un pendiente de pluma y los dos usaban pantalones de camuflaje, esto me hizo reaccionar y pensar: nuestro pasado es único, personas vienen de todo el mundo para verlo. 

Dentro de la caja fuerte había diferentes partes, una que me interesó especialmente era un tesor verde, no era oro, pero estaba hecho de cosas, como con un dedo largo, y me llamaba la atención...

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El pasaje de oro de los Quimbayas está al lado de un parque alegre. La balsa Muisca y el poporo Quimbaya. 

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Me encantó haber visitado el Museo del Oro porque sentí una conexión con el pasado que no había sentido antes...
Por: Melba Calderón
Profesora de Español - Elementary School

EN TRABAJO EN EQUIPO

En la medida en que se camina por la vida profesional siempre se está en alerta, en darles a los estudiantes estrategias para que lleguen a ser autónomos y a la vez aprendan a compartir sus ideas y a escuchar las de otros. El mejor ejercicio es el TRABAJO EN EQUIPO, donde se da la oportunidad al niño de participar activamente brindándole las condiciones necesarias para que él, a través de la interacción con sus compañeros, sea quien finalmente construya su propio conocimiento.

"En un salón de clases ideal todos los estudiantes aprenderían a colaborar con otros, a competir por versión y gusto y a trabajar en forma autónoma por su cuenta". Tomando esta frase de los hermanos Johnson y Johnson, quiero compartir mi experiencia de Daniella McCausland estudiante de cuarto grado:

"El trabajo en equipo para mí es bueno. Tiene muchos privilegios. Dos o tres mentes son mejor que una. Llegas a conocer a tus compañeros y encontrar en ellos cosas especiales y únicas. Trabajar en equipo es pensar jun- tos para crear algo aún mejor. También es bueno porque tienes una ayuda. Si trabajas solo no estás seguro y te pre- guntas: ¿Este está correcto?, ¿esto se ve bien? Cuando trabajas en equipo hay más opiniones. Trabajar en equipo me hizo sentir bien".

También se transcribe el comentario de Rosario Rueda, mamá de Antonio Triana:

"Mi hijo Antonio que está en grado 4ª, tuvo la oportunidad de realizar un proyecto en grupo acerca de la Región Andina. Con gran entusiasmo los niños(as)os solicitaron a las mamás que les permitieran reunirse para hacer el proyecto. Cada uno (a) investigó la parte que le correspondía, luego integraron toda la presentación, la cual complementaron con una actividad lúdica (un baile) que entrenaron durante varios días. Esta actividad es un claro ejemplo del trabajo en equipo. Se vio claramente el respeto por los diferen- tes puntos de vista, la creatividad, el compromiso, la responsabilidad y una gran motivación por buscar la excelencia. Más que competir se complementaron unos con otros. "La unión hace la fuerza." A las mamás nos sorprendió el sistema de retroalimentación y evaluación que recibieron de sus propios compañeros (as), quie- nes de manera respetuosa exaltaron los aspectos positivos e hicieron recomendaciones sobre posibles mejoras. Este tipo de metodología le permite a los niños (as) vincularse a la realidad que enfrentarán en su vida profesional, donde cada vez más se ve el tra- bajo colaborativo".

Esta experiencia confirma que el trabajo en equipo fortalece al estu- diante cuando puede compartir sus ideas, cuando optimiza su aprendizaje y el de los demás, cuando se logra que el desempeño de uno, sea el resulta- do del esfuerzo individual y colectivo. Y se sienten orgullosos y celebran jun- tos, cuando logran éxito, y, como diría Henry Ford: "Unirnos es un comienzo, mantenernos unidos es un progreso; trabajar juntos es un éxito".

Desde hace mucho tiempo, nuestro país ha estado suf- riendo la inclemencia de los grupos al margen de la ley, haciendo un país inseguro y en donde los soldados de nuestra patria se han vuelto héroes combatiendo en la selva, con el fin de que todos podamos tener un mañana lleno de paz y de seguridad.

Como programa de sensibilización de nuestros estudiantes, el colegio se ha unido por medio de una campaña llamada “Semilleros de valores” iniciada hace más de siete años por la señora Charlotte Samper, directora de programas especie- ciales. La campaña consiste en donar víveres no perecederos y revistas, y hacer que los estudiantes escriban cartas para que, a través de sus mensajes, nues- tros alumnos les brinden una voz de aliento y les alegren la vida.

Este año queremos destacar el trabajo de las profesoras de primero y se- gundo de primaria, Clemencia Toro, Esperanza Agüero y Clara Posada, quienes motivaron a sus estudiantes escribiendo cuentos.

WORLD STACKING SPORT CHAMPIONSHIP

By: Solita Barón
Condor Activite Director

World Sport Stackers from around the world participated on April 16th and 17th in the 2011 WSSA World Sport Stacking Championship held in Dallas, Texas.

The 2011 WSSA World Sport Stacking Championship is an invitational event that drew the fastest stackers on the planet from 20 countries, all vying for world records and titles.

For the first time, the Colombian team shine with our CNG stackers, Simón Serrano, 3rd grade, and Daniel Serrano, 4th grade, who competed in individual events 3-3-3, 3-6-3 and cy- clo, and were able to go through to the finals.

They both won medals each for its country being a major achievement for the School and for our students.

Congratulations!
We all know from experience that children are much more likely to do what is best when they see us doing the same thing. The adage, “Do as I say, not as I do”, doesn’t work any better at school than it does at home. As parents, we know that our own children learn more when they see us making appropriate choices than from the time spent lecturing and chastising about correct behavior. For example, it is much easier to get our children into the habit of reading when they see us reading on a regular basis. When we model what we expect, our kids see it as important and meaningful, and not just as one more thing they have to do.

In the Middle School we are committed to continuous improvement for all, both as a current practice and as a life skill. For teachers, ongoing professional development is a critical aspect of continuous improvement. Teacher development occurs in several ways. As a school we devote 3-4 full days each year as well as numerous shorter faculty meetings to inservice training on topics such as lesson planning, curriculum alignment, and classroom management. Using research-based methods, we work as a team to align our practices toward common goals, sharing strategies and challenging each other to improve.

On an individual level, all teachers create annual professional growth plans that outline goals for improvement and plans for meeting them. Teachers assess their progress toward those goals throughout the year, and seek opportunities to reach them. Also, all teachers are required by our accrediting agencies, as well as by individual state and provincial requirements for our North American staff, to participate in a number of hours of formal education every year to maintain certification. Most teachers devote weekday evenings, weekends, and sometimes part of the summer taking courses to satisfy these requirements. Continuous learning directed at professional growth and improvement is an integral part of every teacher’s career.

Just as our teachers are dedicated to continuous improvement on an individual level, they are equally committed to facilitating steady, ongoing growth for our students. Carefully designed lessons tied to learning standards and benchmarks are only the beginning. Effective teachers are constantly assessing student learning in a variety of ways and making adjustments to their instruction to ensure optimum potential for academic growth. Students are provided with feedback that allows them to adjust their own learning strategies such as re-reading the text, studying more carefully for the next test, or staying after school for additional help. With guidance, students eventually come to the realization that learning is not just about receiving and regurgitating information. Effective learners take ownership of their education, adapting and adjusting what they are doing to meet their goals.

No matter what career path they choose, successful students see that learning is a never-ending process. No matter what career path they choose, successful students see that learning is a never-ending process.
Congratulations to the coaches and athletes in defending the Middle School Binational Champions for the 2nd straight year. CNG not only won the “General Cup” trophy by capturing more medals than any other school, our delegation was also awarded the “Sportsmanship Award” given to the school that best demonstrates teamwork, respect, camaraderie, and esprit de corps on and off the field. A truly great accomplishment!!

Overall tournament results:

<table>
<thead>
<tr>
<th>Event</th>
<th>Place 1</th>
<th>Place 2</th>
<th>Place 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Volleyball</td>
<td>CNG</td>
<td>Bolivar</td>
<td>Menor de Quito</td>
</tr>
<tr>
<td>Girls Volleyball</td>
<td>Bolivar</td>
<td>CNG</td>
<td>G.I.</td>
</tr>
<tr>
<td>Girls Soccer</td>
<td>Bolivar</td>
<td>CNG</td>
<td>G.I.</td>
</tr>
<tr>
<td>Girls Basketball</td>
<td>G.I.</td>
<td>Menor de Quito</td>
<td>K.C.P</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td>Bolivar</td>
<td>K.C.P</td>
<td>Columbus</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>Bolivar</td>
<td>K.C.P</td>
<td>Columbus</td>
</tr>
</tbody>
</table>

Dream Team (All Tournament)
- Girls Volleyball: Daniela Vélez, Laura Rodríguez
- Boys Volleyball: Felipe Ocampo, Martin Arango
- Girls Basketball: Sophia Cuellar, Nicole Hemelburg
- Boys Basketball: Andrew Crisp
- Girls Soccer: Gabriel Maldonado
- Boys Soccer: Pablo Padrana, Tomás Cárdenas

Special thanks to the following coaches for their hard work and dedication.
- Volleyball: María Alicia Orozco, Juan Baldión
- Basketball: Carlos Cifuentes, Andrés Silva
- Soccer: Yesid Mosquera, Ricardo Martínez

We had a wonderful year in NJHS. We started our calendar with the celebration of Teacher’s Day organized by the 6th grade members of the society, to recognize the effort and dedication of all of our teachers throughout the year. We continued with the visit to Fundación El Portal, a place for the children of inmates from la Picota jail. There we were able to give the children a day full of activities, love, and happiness which in many cases is scarce in their lives. In December, we celebrated the traditional “Novenas de Aguinaldos” with the children of Casa de los Angeles, a place where children with cancer or other diseases, in many cases terminal, stay while they are receiving treatment. Then, we had our yearly visit to the wounded soldiers at the Hospital Militar. We took magazines for them, chatted and thanked them for what they have done for us.

In February, we visited a very special place called Hogar Santa Rita, an institution for 52 children with various types of handicaps. There our children helped in feeding them, playing with the ones who were able to do it, folded clothes, or did whatever was needed in the place. It was very moving for all of us. Giving is something NJHS students do all the time, but it is also important to receive the tools to grow as individuals and in this way be able to help others to fulfill their own potential. For this the students received a workshop on how to handle peer pressure.

We ended the year with a beautiful Induction Ceremony where the NJHS students were able to share their experiences and feelings with all the Middle School Staff and students.
From early childhood on, there are people setting examples for us: parents, siblings, grandparents, etc. But when I was a kid I had no example in karate except for that shown by my Senseis and Sempais. The other kids were at most, green or blue belts in karate. It was difficult to be motivated by my peers so I thought it would take a long time to achieve a black belt. That’s when I decided to just have fun in class.

Ever since I started as a white belt, I gave it my all, I tried to always be the one that hit the hardest or kicked the highest. Sometimes I was able to do it and at other times I failed, but the important thing was to practice no matter what.

I was an orange belt when I got my first gold medal in combat at a tournament. I gave my best in combat because I had practiced too much to show up and lose. I won one combat at a time, until I faced my last opponent who was an orange belt twice as big as I and three years older. Even though it was impossible to win I didn’t stop attacking and defending until finally I won. It felt great to win.

Now I am a brown belt – Sempai – and the example to all the new kids that come each year to our class. I still give my best in every class so that these new karate kids understand that you have to practice to be the best.

Our CNG 7th grade students, Silvia Zarrate and Alejandro Arango participated in the Latin American Water Ski Tournament that was held in Morelos, Mexico during Easter Break. Both students competed in the Children’s category, winning several medals.

Silvia’s medals:
- Slalom: Silver Medal
- Ski Jump: Silver Medal
- Trick Skiing: Bronze Medal
- Overall: Silver Medal

Alejandro medals:
- Ski Jump: Gold Medal
- Overall: Gold Medal
- Slalom: Bronze Medal

The Colombia Children’s team came in second place, competing against Mexico, Chile, Peru, Brazil and Argentina!

Congratulations Silvia and Alejandro we are very proud of you!

Continuous improvement in karate is all about discipline, strength and motivation.

From early childhood on, there are people setting examples for us: parents, siblings, grandparents, etc. But when I was a kid I had no example in karate except for that shown by my Senseis and Sempais. The other kids were at most, green or blue belts in karate. It was difficult to be motivated by my peers so I thought it would take a long time to achieve a black belt. That’s when I decided to just have fun in class.

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Once I was an advanced belt – blue, green, violet – I felt more disciplined and I motivated myself to practice on my own to be the best I could be.

Now I am a brown belt – Sempai – and the example to all the new kids that come each year to our class. I still give my best in every class so that these new karate kids understand that you have to practice to be the best.
Her tears signaled to me the change we have come to see in our students – personal involvement in a project that changes lives.

There are few projects closer to my heart than finding ways to change student perception and increase buy-in. I believe that by engaging in work that is focused in this we transform the community around us and, eventually, the world. It is my belief that the changes we have made in social service will have impact long after our students have left CNG, for their actions will resonate with the community and will lead to transformation throughout Bogotá, Colombia, and the world. For the transformation I speak of is one of the heart and the head – a change in our students’ ways of being.

When I arrived in August 2009 it was clear to me that CNG firmly believed in giving back to the community. The Hogar, Alianza Schools, and other projects around Bogotá such as Un Techo para mi Pais and began asking why our students didn’t have greater choice and involvement.

In August of the 2010 school year I pulled together Mr. Sheldon Guenther, HS Associate Principal, Ms. Gloria Russi, HS Social Service Coordinator; and Ms. Charlotte Samper, Director of Special Projects. We began dreaming of what the high school social service program could become and came up with many new options for our students. At HS Open House, students made their choices. Many of the options offered were led by Seniors accompanied by a faculty member. We noticed greater involvement on the part of our students and there were students who so enjoyed their experience that they continued on, after the required hours were completed. In fact, just yesterday a senior came into my office shedding tears of joy at the accomplishment of collecting sufficient funds for nine houses to be built for Un Techo para mi Pais the last weekend in April. Her tears signaled to me the change we have come to see in our students – personal involvement in a project that changes lives.

We have looked into other options and for the 2011-2012 school year students will have 12 different options from which to choose – and the number is still growing! Students who so enjoyed their experience that they continued on, after the required hours were completed.

We believe that a vast majority of our students will complete far more than the requirement and that they will do so in a vast collection of projects that mean something to them on a personal level. Through that engagement, our students will begin to buy-in to social service, see the transformation it brings to individuals, communities, and themselves, and slowly, they will begin to change the world.

High School Social Service Opportunities 2011-2012

The “Outreach Adult Diploma Study” provides tutoring to adults who are completing their elementary and Bachillerato education. Primarily students in grades 11 and 12 serve as guides in the adults’ progress of validating courses from primary school through 9th grade of secondary education. The schedule is from 7:00 AM – 2:00 PM each Saturday.

The “Activities for Bosque Calderón on Children” help children of Bosque Calderón’s School (Simón Rodríguez) in their cognitive development, developing psychomotor skills, and improving their affective and behavioral needs. Children attend Saturdays from 8:00 AM – 12:00 noon and Wednesdays from 2:00 PM – 4:30 PM to work on English, Art, and choir.

“Dios es Amor” is a charity in Tenjo, a small town about an hour away from school. It is a home for some sixty girls ranging from ages one to fifteen who have been sexually abused by their families and now live in the home. As a group we get together to go visit them every other Saturday from 8 am (we meet at CNG at this time) to 1 pm (we arrive at CNG at this time), and we carry out different activities with the girls. We watch
movies, play games, have water balloon fights, and help them with their English homework.

The “Bosque Calderón Adult Computer Class” is a program that is offered to adults of the neighborhood where they can acquire basic knowledge and skills on use of computer tools and programs. The classes are in Spanish and we are meeting every Monday from 2:15 pm – 4:30 pm in H120.

“Operation Smile” is a non-profit organization that has as an objective to make free surgeries to people, especially kids, from low income families who suffer from cleft lip, cleft palate and other facial deformities. The surgery is just the start; they accompany the patients and their families from beginning to end by preparing them psychologically and physically by having dentists, psychologists, phonon audiologists and every kind of professional volunteer that can help cure the patient. The aim of CNG in Operation Smile is to lend a hand with anything they need: typing information for the patient. The aim of CNG in Operation Smile is to lend a hand with anything they need: typing information for the patient.

"Santa Rita Foundation" – Santa Rita is an orphanage and home for children with mental and physical handicaps. Students go to visit and play with the children at the foundation. Students currently visit on Tuesdays and Wednesdays from 2:00 – 4:30 PM.

"Hogar Experience Project" – This is a project we are beginning in August 2011 in order to provide our Hogar students with the opportunity to use some of the CNG facilities to further enhance their education. We will be offering activities such as science labs and gymnastics after school hours. The activities will be led by CNG staff and students.

“Saturday Alianza Talentos Program” – The Talents Program is offered to students from two of the Alianza schools, Santiago de Atalayas and Argelia. The best students between 12 and 14 years of age sign up for enrichment classes in one of three areas: technology, the arts, and English. Students come ten weekends a semester from 8:00 to 12:00 A.M. CNG students can fulfill their social service hours by helping teachers, or actually teaching these classes.

"Un Techo para mi Pais" – For the past three years, CNG has worked together with Un Techo para mi Pais, a non-profit organization that builds houses for those in extreme poverty here in Bogotá and throughout Colombia. Our students look for ways to raise money throughout the year, and then actually participate in the construction of the houses, usually on weekends. The work is extremely rewarding, and the relationships that occur between the students and the families for whom the houses are being built are very strong.

"Best Buddies Colombia" is a non-profit organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, and leadership development for people with intellectual and developmental disabilities.

"Coprogreso" is a foundation designed to support the education of children of low income families. It is willing to open opportunities for CNG students to get involved and make a difference in the community. The integration of CNG and Coprogreso would involve activities such as helping the children in their activities, organizing materials, and restoring facilities, and helping with homework and tasks at the scholar orientation center. This project represents a great opportunity for the school to increase their social awareness and get involved with the Colombian reality.

The year started out with many expectations for the improvement of CNG’s Model United Nations. Over the course of the year, we have formalized several processes and policies within MUN including those of officer elections, delegate promotions, and admittance to the organization. In addition, we democratized the process of selecting new participants to include the opinions and votes of veteran delegates. We have also worked hard to better prepare our students to successfully face the challenges of Model United Nations.

Through these steps of continuous improvement and our long history as a part of MUN, we have been able to send representatives to local and national conferences with pride and honor. Another course of improvement was the building of a more cohesive MUN culture within Colombia. Most notably, our partnership with Anglo Colombiana has strengthened the MUN experience and the relationship between our schools. Together, we organized one of the first joint models in Bogotá and this new model UMUN drew hundreds of students from cities around Colombia. In total, 22 schools were in attendance. This joint model experience is only the beginning as our two schools are already looking ahead and preparing for UMUNI and the 30th anniversary of CNG’s Model United Nations.

Like every model, students work together to debate, discuss and attempt to solve issues facing today’s world. The topics this year were designed by the students of Anglo and CNG and showed a depth of understanding of current events and overarching objectives of the United Nations. The delegates were confronted with important issues that generated analysis and debate as they searched for viable political, economical, and humanitarian solutions.

2010 and 2011 proved to be a great year for delegate participation. In total, students of middle and high school attended eight national conferences. CNG students participated a total of 128 times representing various commissions. Of the 128 representatives, 59 came home with awards or recognition. Still to come are conferences at Gimnasio Moderno, Universidad de Rosario, and Colegio Caobos de Bogotá. Even as the year draws to a close, we continue to work hard so that these upcoming conferences will be successful models for our CNG delegation.

Lastly, a special thanks is extended to everyone that made Model UN such a success this year. Thank you to all of our administrative team members that helped us organize our trips and logistics, to the student delegates who put forth their best effort, the board, and above all to our Secretary General Nicolás Zuleta for his leadership and commitment to the project this year.
Indeed, the two go hand in hand: leadership involves continuous personal growth which subsequently draws out community growth and vice-versa. The CNG leadership program strives to provide activities that enhance personal growth, through skill development, visioning, and reflection, while at the same time creating opportunities in which students can improve the community—both the CNG community and the community beyond the school.

The primary leadership activities of this school year have successfully come to completion and some senior leadership students and sponsor teachers were invited to share what they believe leadership is based on these experiences. Each of the paragraphs below shares a strong message of how leaders participate in continuous improvement at various levels. The themes of building integrity, receptivity, and a strong inner “compass”, ring true in these paragraphs which address the importance of personal improvement as a leader.

Equally important, as we see in the reflections below, is helping others, trusting, serving, and bringing people together to build community. Let us hope and trust in the leaders of our school, our communities and our countries, that they—we—might strive to embody in how leadership is bringing out the best in ourselves and those around us.

Peter Bagnall (H.S. Math Teacher)

Leadership is COMMUNICATION.

No leader is effective without communication. It is not just conveying, but also receiving information that makes a leader. It sounds cliché, but from a logical standpoint, leadership without communication is impossible. If you can’t comprehend a situation fully you cannot deal with it effectively. Learn to give orders clearly and sparingly. Too much information gums up the works. Part of communication is trusting that your team has brains of their own, and that they will come to you if they need information. That trust may be the hardest part of communication.

When I started in CNG’s leadership program I didn’t know how to listen. I could give orders, sure, but so can any two-year old. My group is famous for having broken down in one of the easiest activities, all of us yelling (often expressing the same idea) and only hearing noise coming from everyone else. I learned my lesson. It is listening to your team, trusting them to listen, and adjusting your strategy accordingly that makes you a real leader.

Ana Gutiérrez

Leadership is COMMITMENT.

Leadership is about using collective efforts to help others and to help close the gaps (social, physical, mental, economical) that separate individuals. A leader identifies the area in need of support and makes a commitment to make his/her best efforts towards actively helping ease the stress of the situation. Leadership is about finding the way to use one’s strengths to participate in the development of one’s society, and about committing to persevere against all odds in order to serve the people that need your help. A leader only does something if he/she is willing to do it right, so, optimistic about a better world, leadership is about meeting up to one’s social commitment and doing it right.

Santiago Ossa
Leadership is being proactive within your community. If there is room for improvement, there is room for help. A leader is able to recognize his/her strengths and weaknesses and use this knowledge in order to contribute efficiently to a task. Leaders are conscious that to have a better future, they must act in the present. They are grateful for their fortunes but understand that with them, comes great responsibility. A true leader is never mediocre when helping others because he/she understands the importance of his/her actions for others.

Laura Duarte

Leadership is giving everyone a part.

Leadership can be interpreted in many different ways. It is most commonly associated with one person taking control over the rest and being responsible for directing everyone’s actions. But leadership is much more than having one person conduct the rest. It is about team work. About working together to reach a solution and then do the same to achieve the desired results. Everyone has something important to say, and their opinions are all valid. To be a true leader, working to get your words out while respecting what others have to say, is critical. Thus, leadership becomes something that is not found only in one person but in everyone who is part of a team, even if most do not have a leading role.

Gabriela Paredes

Leadership is taking initiative.

A good leader recognizes struggles in situations and is always ready to take control. While doing this, he or she openly receives help and advice from others in order to complete the task much better. He or she does not expect others to do as he says. He or she expects them to follow and help. Taking initiative is recognizing advantages, being resourceful, and having the courage to lead, to start and then to work together with the ones that follow.

Isabella Copello

Leadership is endurance.

Leadership is being true to your values, standing up for what you believe in and getting others to support your cause, or idea. A leader earns respect by respecting and being honest to those around him, as well as himself/herself. A leader is open-minded and recognizes when it is most useful to follow (wholeheartedly), or to take the reins, while always through teamwork.

A leader perseveres, is true to the cause, will put all his/her effort to succeed, and constantly radiates a positive attitude. A leader helps accomplish greatness and helps overcome obstacles, while always learning from the people and experiences he or she encounters. A leader is unselfish, looking for a common good and general happiness. Being a leader takes courage. It is rewarding but difficult, if sometimes brings success, sometimes failure. Leadership is a big responsibility, but the power to positively influence and help is worth the sacrifice.

Cristina Bayona
When we talk about visual arts, we are talking about all the disciplines that involve creating and communicating through a visual work or object. These disciplines include drawing, painting, sculpture, printmaking, crafts, photography, and, nowadays also digital media.

With the profound belief that the visual arts and the arts in general are crucial in education today, the CNG H.S. has been expanding the program to offer students many opportunities in the arts. The H.S. program has 20 electives in the visual arts plus 10 electives in the performing arts. We can find electives like Abstract Painting, Elements of Art, Principles of Design, Calligraphy, Graphic Design, Theater, Photography, Sculpture, Crafts, Collage, Mural Painting, Rumba, and Music, among other options.

This variety gives students the opportunity to explore different techniques, develop creativity and imagination, express themselves, and appreciate art and aesthetics.

As in math, or any other subject, the students have to use their problem solving skills and their critical thinking skills in order to succeed. The arts are also important, because the work of artists becomes a witness of thinking skills in order to succeed. The different artistic disciplines offered to the students allow them to explore many possibilities. This is a great opportunity for them to become in touch with the artist in them, be it the music, drama, or the visual art of graphic design. CNG also offers Pre AP art and AP Studio art classes which gives students interested in exploring the artistic field, university level classes with many challenges that will make it clear to them if they are choosing the right path for their future or not.

In the world we live in, information is accessible to everyone. That is why we believe that the arts are so important. It is the creative vision that will make the difference in the job opportunities that our children are offered, for it is the uniqueness they will offer that will allow them to succeed. CNG students are very privileged to have such a wide spectrum of art subjects, where they can develop their creative path, whichever one it is.

It is also very interesting to observe the different strengths that students find while exploring the different techniques, and the different attempts with which they get involved in a project. Each student has a different creative process and as teachers we are able to support every process in the best possible way for them to communicate effectively what they wish.

The art rooms provide a peaceful atmosphere where students can create, express their feelings, and prepare for their future careers whether they are in the art realm or in other areas.

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InSights 18
Co ledge
Nueva Granada
NEWS
By: Zhang Gui Yuan (Kevin) Confucius Classroom Teacher
CNG students showed their open mind and talent, got a very good record, and learned a lot from it. So here we congratulate to these four students. Maybe you don’t know, but you have made CNG history by being the first CNG students to win the prize in Chinese Speech Competition. You represent all the CNG high school students! We are proud of you all! 贺你们！我们为你们骄傲！加油！

Last year three CNG students obtained a complete scholarship from the headquarters of the Confucius Institute of China. They are currently studying in Beijing, Shanghai, and Tianjin. All of them and their families appreciate the challenge they are undertaking. One of these students will continue her four years of university education in China. This school year we have five seniors applying for the scholarship. They are all in Chinese classes in CNG Confucius Classroom. The scholarship will be issued to the excellent students from Confucius Classrooms, and it will cover all tuition expenses, learning materials, health insurance and outpatient service, meals, living, and at the end of their study, they will also receive some money for supporting them to travel in China.

Good luck to these five applicants.

Likewise, Dr. Eric Habegger, Ms. Claudia Gama, and Ms. Shaysann Kaun have interviewed two new Chinese teachers, who come from CNG’s sister school, Tianjin Yasha School, China. They are coming to join us in July. We are happy welcome them here!
Every year, our students have the chance to compete against others but especially against themselves. This is my tenth year in charge of Math Olympics at C.N.G. and it is a pleasure to see how the students that started participating in math Olympics in 4th grade now are in 11th or 12th and are still participating in the tournament.

Last year we had the chance to participate in the “Día Regional de Matemáticas” with students from 6th to 10th grade and compete by teams. As a result some of our students were invited to an award ceremony on October 30 2011 at Universidad Antonio Nariño.

Daniel Moreno was second place in Primary Olympics, Jack Akerman and Lorenzo Castellanos obtained 5th and 6th place respectively in Primary Olympics.

We hope to continue supporting our students and observing how they progress in their mathematical ability.

WELL DONE CNG STUDENTS!

The Ambassador Program at CNG was created quite a few years back to promote the school’s cultural diversity and encourage community integration. The Admissions Director and the High School counselors lead this organization. It is one of the many programs which allows students to represent CNG spontaneously. The High School faculty nominates students who must be role models in behavior and exemplars of the CNG Code of Honor. When selected, they become ambassadors and embody the CNG image during different events. Their main function is to tour prospective parents around campus, helping to present our school from the view point of the student, and giving a firsthand impression to those applying to admission at CNG.

I have been an Ambassador for the last two years. It has been an extremely gratifying experience, as it has allowed me to grow in many more ways than I envisioned. First, in order to represent the school well, it is important that I be familiar with the facts about the school, understand how it works, its history and the programs offered. This has meant that I feel I understand my school better and can identify with its philosophy and mission. Second, it has forced me to be thorough when I speak. When one is required to present in public, usually, it entails hours of practice and careful annotation of facts. As an Ambassador, anyone of us can be called upon to give a tour, without warning, during any given day. Our audience varies and thus we must learn to accommodate our “speech” depending on their interests and the questions they formulate. Third, it has taught me to value being part of a team, working together for the benefit of our school and hopefully helping prospective families make an informed decision about the school their children will attend.

CNG provides scores of opportunities for students to participate in diverse programs and organizations. In fact, I am and have been part of several. However, I feel a certain pride in being an Ambassador, walking around our campus being given the chance to give back to my school, while sharing personal experiences and welcoming visitors to our community.
Hí probadas en mí la curiosidad de disfrutar tanto leer y escribir como yo lo hago. Desde pequeña tomaba cualquier libro que estuviera a mi alcance y lo ‘devoraba’. Dicen que a los niños no es fácil enseñarles el gusto por la lectura y mucho menos por la escritura. Puede ser un caso extraño, pero desde siempre preferí leer y escribir antes que cualquier otra actividad académica. Para mí nunca fue un problema tener que leer un libro para una fecha específica y luego hacer un reporte o un ensayo. Es más lo hacía sin dificultad y con el mayor placer. Tal vez tuvo que ver que mis papás siempre han sido fanáticos de la lectura, a mi abuela me leía hasta el regalo más valioso del mundo, respirar toda la vida y que si me es posible dar cuenta que no solo tiene que ser una pasión o un hobby, sino que puedo hacer que la gente se interese por lo que tengo que decir. Y es por este motivo y por el apoyo que tengo detrás de mí, que lo voy a hacer posible al menos un día. Mejor para mí, que lo voy a hacer posible al menos un día. Me puedo ver sentada en un sitio tranquila y leer por horas. Después, tal vez, tomar una hoja de papel y empezar a escribir todo aquello que me loca, mientras que él quería porque yo prefería leer por horas analizando las descripciones más largas, contar las cosas más bonitas, tomar una simple característica y volverla algo tan grande que pareciera imposible. Lo mismo hacía, y aún hago, con mis papás. Para mí era mucho mejor escribir las cartas más dedicadas y con mayor sentido que darles otro regalo más. Me sentaba por mucho tiempo a escribirlas y después las decoraba como mejor podía. Sólo que mi abuela tiene aún todas estas cartas guardadas y que cada una te alberga como si fuera el regalo más valioso del mundo. Es este tipo de ambiente, el que me hace dar cuenta que no solo tienes que ser una pasión o un hobby, sino que puedo realmente llevar una vida placentera dedicándome a ese gusto interminable por la escritura y la lectura.

Así como me dedicaba a contar cuentos, escribir libros cortos y cartas, también llevaba un diario de cada viaje. Estos pequeños tesoros también los tiene mi abuela, pues era ella quien me los compraba y prefería leerlos antes que olvir un refrito simple de cualquier otra persona. No podía evitar llegar ansiosamente al final del día y contar mis aventuras en sitios nuevos y lejanos. A veces mi mamá me ayudaba a recordar los detalles más específicos, porque su memoria nunca falla. Ahora que lo pienso, y sin darme cuenta, desde ese momento demostraba que lo que yo quería hacer en la vida era exactamente eso: transmitir al mundo mis ideas, las noticias y eventos más significativos, mediante mis escritos.

Poco a poco, pasé a hacerlo solo por interés, a tener que cumplir con requisitos académicos. Siempre fui sobresaliente en materias como español, historia, e inglés, porque para mí eran estas clases las más productivas y llamativas de todas. Mis ensayos constantemente sobrepasaban el mínimo, me gustaba impartir más allá de lo requerido, incluía ejemplos y citas que no muchos hubiesen imaginado. Los libros los leía siempre a tiempo, me gustaba saber qué iba a pasar y estar al tanto de la historia. Todavía es así, pase lo que pase, no hay mayor gusto para mí, que sentirme en un sitio tranquila y leer por horas. Después, tal vez, tomar una hoja de papel y empezar a escribir todo aquello que me loca mentalmente, pero no lo veo como algo negativo.

Ahora que me voy a estudiar en la universidad he decidido que voy a ser periodista. Lo admito, no siempre tuve esta idea en la cabeza. Pero fue durante todo el proceso de aplicaciones y de conocer las universidades, cuando me di cuenta que no me imagino a mí misma haciendo ninguna otra cosa. Uno con aprender del mundo a mí alrededor, con estar al tanto de todo lo que ocurre, de saber cómo relatarlo y hacer que la gente se interese por lo que tengo que decir. Y es por lo que me sentía más identificada con mi abuela, que me pasó una hora leyendo, mientras que él quería porque yo prefería leer por horas analizando las descripciones más largas, contar las cosas más bonitas, tomar una simple característica y volverla algo tan grande que pareciera imposible. Lo mismo hacía, y aún hago, con mis papás. Para mí era mucho mejor escribir las cartas más dedicadas y con mayor sentido que darles otro regalo más. Me sentaba por mucho tiempo a escribirlas y después las decoraba como mejor podía. Sólo que mi abuela tiene aún todas estas cartas guardadas y que cada una te alberga como si fuera el regalo más valioso del mundo. Es este tipo de ambiente, el que me hace dar cuenta que no solo tienes que ser una pasión o un hobby, sino que puedo realmente llevar una vida placentera dedicándome a ese gusto interminable por la escritura y la lectura.

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There’s one thing the world can agree on; it is the brilliance of William Shakespeare. Every year his plays are produced in hundreds of different languages around the world. We might even go so far as to say that the greatest privilege of an English speaker is to hear the poetry of his language and magic of his verse. But how to communicate all that Elizabethan era brilliance to students? Simple: play.

I love putting on Shakespeare plays with students. There’s something magical about resuscitating the Bard onstage with students. However, it does take a bit of young Elvis to get the Mozart in to play. For example, our first year we tried a professional wrestling version of Taming of the Shrew complete with ring, light shows and pyrotechnics. Last year we produced a bilingual version of Romeo and Juliet, in which the Capulets, or Capuletos spoke Spanish (thanks to Pablo Neruda’s translation). And if that weren’t enough of a departure, we set it in a jail.

This year I’ll be co-directing my third full-length production of Shakespeare and I can honestly say it never gets easy, or boring, for that matter. This year we’ve decided to perform the comedy Twelfth Night. Written in the same year as Hamlet, it is undoubtedly one of Shakespeare’s greatest plays, filled with irony, ridiculous narcissistic characters, a plethora of mix-ups and, and musical mayhem.

But we don’t only do Shakespeare in Colegio Nueva Granada’s theater. We’ve also been the first high school to perform Mary Zimmerman’s Tony Award-winning, Metamorphoses, that allows actors and audience members to enter the phantasmagoric world of Greek and Roman mythology through forms of popular expression. Earlier this year we adapted Japanese Nobel-Prize winner Yukio Mishima’s Kantan — a sort of modern Noh play — for a high school audience.

I should admit that much of the success of our program depends on Colombia’s thriving theater scene. Many schools in the United States don’t even offer drama courses anymore, let alone full theatrical productions. For our student-actors their fondest high school memories will probably have taken place on the stage. The actors’ classmates may best remember them as one the characters they’ve played. One of our students has even earned the name of Romeo after his spectacular performance. Is there a better way to bring Shakespeare back to life?
ECOS
CRUCE DE MIRADAS SOBRE LOS JÓVENES DEL MUNDO
Por: Lina María Rozo Ocampo
Estudiante ICART

La exposición “Ecós: cruce de miradas sobre los jóvenes del mundo” fue una exposición de fotografía, organizada por seis estudiantes del Master “Ingénierie culturelle et médiations” del ICART École du commerce de l'art et de l'action culturelle à Paris en el marco del curso: “Dirección de proyectos”.

El objetivo general del curso era hacer un acercamiento a la realización de un evento cultural, desde su concepción hasta su realización. De esta manera, los estudiantes estuvieron enfrentados al desafío de plantear un proyecto cultural que no sólo interesara a sus participantes sino a empresas y/o particulares dispuestos a brindar patrocinio al proyecto.

El equipo de trabajo reunía cuatro nacionalidades diferentes y esto conllevó, de manera natural, a buscar un proyecto intercultural. Se pensó en una muestra fotográfica, pues la fotografía se evidenció como el medio principal que no sólo interesara a sus participantes sino a empresas y/o particulares dispuestos a brindar patrocinio al proyecto.

En cuanto a la exposición, el principal objetivo era lograr un diálogo intercultural alrededor de dos temas universales como lo son la familia y la felicidad. La riqueza de la muestra consistió en la puesta en valor de las diferentes percepciones y de los puntos en común que tenían los jóvenes de estas culturas tan diferentes.

La participación colombiana estuvo a cargo del Colegio Nueva Granada y vale la pena decir que se destacó por su organización bajo la dirección de Stalin Lopez profesor de fotografía, por el respeto de las fechas establecidas, la calidad del trabajo y la originalidad que mostraron los estudiantes.

La exposición se llevó a cabo los días 15 y 16 de enero de 2011 en la Galería Atelier Z ubicada en el número 62 de la Avenida de la Grande Armeé a unos pasos de los campos Eliseos en París y contó con la presencia de un público numeroso entre los que se destacaron la prensa cultural chi-

BISCLICK
UN NOVEDOSO RECURSO EMPRESARIAL
Por: Daniel Toro P. y Luis Miguel Mejía
Estudiantes de Grado Once

Desde hace más de cuatro años somos apasionados lectores. Las historias de nuestros ídolos nos llenaron de ilusión y anhelo. Luis Miguel (Bimbi) leía acerca del rey Arturo e imortales héroes de la historia mientras Daniel leía sobre los héroes del momento y las grandes empresas del mundo.

En BisClick, pretendemos construir un nuevo concepto de “Cybercomunidad”, en la que podrás buscar, ofrecer, entender, profundizar y generar tu propio networking con seguridad y sin complejidades.

BisClick es el vehículo para exponer tus iniciativas empresariales ante un mundo de oportunidades.

Esperamos que nuestro proyecto sea de gran utilidad para tus empresas y los invitamos a todos ustedes a formar parte de nuestra red inscribiéndose en www.bisclick.com.

Han sido meses de trabajo intenso y gran aprendizaje. Pero ya tenemos el gusto de ofrecer a ustedes nuestra primera empresa.

Toda la generosidad y el conocimiento de quienes nos ayudaron a estructurar este emprendimiento, no habrían sido posibles de recibir sin el apoyo del colegio como institución. Para todos, nuestro agradecimiento.
El pasado 17 de marzo celebramos el Congreso de Literatura que año tras año señala más ventajas y beneficios culturales para los estudiantes de bachillerato. Asistieron profesores y alumnos representantes de los colegios Alianza Educativa, Ciedi, Jordán de Sajonia, Instituto Pedagógico Nacional y Ramón B. Jimeno. Todos ellos junto con los estudiantes del Colegio Nueva Granada, quienes siempre han sido excelentes anfitriones del evento, compartieron sus experiencias y saberes que habían preparado durante el año, para la ocasión.

A esta XXI versión del congreso le hicimos algunas innovaciones y cambios en la estructura, condición que observamos necesaria para que el evento fuera más significativo y diera más oportunidad de participación a los diferentes talentos y dotes artísticas de nuestros alumnos. Hubo presentación de videos, danzas, exposiciones de pintura y fotografía como también interpretaciones musicales juveniles.

En torno al tema de la ciudad como ámbito donde se construye la experiencia de los hombres, se leyeron las obras, se hizo investigación, hubo discusiones y se escribieron ponencias que se presentaron en el congreso sobre grandes obras y maestros de la literatura. Las novelas estudiadas fueron:

- "El Paraíso En La otra Esquina" de Mario Vargas Llosa
- "Ensayo De La Ceguera" de José Saramago
- "Las Intermitencias de La Muerte" de José Saramago
- "Las Ciudades Invisibles" de Ítalo Calvino
- "Don Quijote de La Mancha en Medellín, Cuando la Ciudad se llenó de Gigantes Inventados" de Jorge Franco.

Dos personas engalanaron el evento: nuestro rector, Doctor Eric Habegger quien nos hizo un esbozo de la literatura latinoamericana e invitó a los jóvenes a leer, y el columnista del periódico El Tiempo y comentarista literario en Lecturas Dominicales, Jorge Iván Parra quien nos dio una amena y anecdótica charla sobre los dos premio Nobel estudiados, Saramago y Vargas Llosa.

La jornada terminó con su respectiva evaluación, la cual dejó muchas satisfacciones, y con una propuesta de tema para el próximo año, la novela del dictador.

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La Academia Colombiana de la Lengua ha venido haciendo una campaña entre los colegios para preservar la buena ortografía. Una de las estrategias que ha implementado es “El concurso de ortografía”. Lo llevamos a cabo en dos categorías y obtuvimos los siguientes resultados:

Semifinalistas de los grados 9º y 10º:
- Jorge Rodríguez
- Juan Samper
- Yvette Abadi
- Emilia Pacheco
- Laura Durán
- Pamela Forero
- Paula Van Meerbeke
- Nach Young

Con la palabra “Zaguán” se definió la ganadora Emilia Pacheco.

Felicitaciones a todos los participantes.

Semifinalistas 11º y 12º:
- David D’Achiardi
- Felipe Palacios
- Gabriela Paredes
- Bettina Dererer
- Ana Gutiérrez
- Sofía Linares
- Daniel Toro
- Marcelo De Vivo
- Daniel Rais
- Pedro José Santamaría
- Daniel Navarro

Con la palabra “giba” se definió la ganadora Ana Gutiérrez.

Felicitaciones a todos los participantes.
Student Services at CNG had a good year. Most students were able to master their goals at the L.C. and are now doing well academically. Growth was seen in almost every student attending our programs. The Infirmary continues to promote healthy habits in our students. Students and teachers visit the Infirmary on a regular basis and in general we have been able to stop the propagation of colds and other viruses, by teaching our community how to take care of their illnesses and not be contagious to others. In the counseling department we have seen less emotional issues and we are especially proud of the fact that substance abuse has decreased substantially this year. Through restorative practices, we have been able to resolve conflicts and, most importantly, we have developed more empathy among our students.

L.C. teachers and L.C. Director attended various seminars in Boston, New York and Bogotá, where they learned about the latest teaching remedial strategies. There are important findings in the field of neuroscience that have shed light on how the brain learns best. Novelty and motivation continue to stimulate the brain more than anything. Working memory can be improved and teaching according to students’ interest is optimal. Routines and limits at home and school allow a brain to become organized. These are some findings we will be implementing. Please read reports from each of our divisions of Student Services, College Counseling, Read to Succeed, Fast ForWord, Inclusion – Shadows program.

By: Annie de Acevedo
Student Services Director
LA LECTURA

Por: Visky G. de Pinzón
Coordinadora Lectura Exitosa - Spanish Support Services

Todos aprendemos a diferente ritmo. Por eso raíz Lectura Exitosa es el programa que acompaña a los niños que necesitan más tiempo en el proceso de aprendizaje de lectura y escritura.

Trabajamos teniendo en cuenta el estilo de aprendizaje de los estudiantes y desarrollamos actividades que promueven la decodificación ágil, la comprensión de lectura y la escritura de textos que llenen un mensaje claro. Los juegos, concursos, rimas y poemas hacen de la lectura una actividad lúdica que permanecerá con ellos a través de su escolaridad y su vida adulta.

Lectura Exitosa empezó en marzo de 2006, como un programa piloto. Al año siguiente se ofreció para los niños de primero y segundo. Se han beneficiado un promedio de ocho estudiantes por año, con muy buenos resultados.

By: Wendy Raisbek

FAST FORWARD

The Fast ForWord program is a learning acceleration program based on over 30 years of neuroscience research, designed for educational institutions. The Fast ForWord program develops the cognitive skills that enhance learning. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntactical grammar, and other skills necessary to learn how to read or to become a better reader.

For your English Language learners, the Fast ForWord program builds a strong cognitive academic language foundation. Learners experience rapid improvements in English language and literacy skills, including the essential skill of reading for meaning.

Participants work on the Fast ForWord program three to five days a week for approximately eight to twelve weeks. In studies, students have experienced gains in reading skills averaging one or two years.

By: Wendy Raisbek

CONTINUOUS IMPROVEMENT IN THE COUNSELING DEPARTMENT

The Counseling Department at CNG is an excellent example of continuous improvement. For our school counselors, continuous learning is key to successfully address students’ needs. This year counselors went to several workshops offered by experienced professionals in each of the areas of training. One of the workshops was with professionals in sexual abuse from the organization OPCIONES, in order to obtain more tools on detecting sexual abuse and addressing the problem whenever present in any student’s life. They also attended a workshop offered by Isa Fennegra de Jaramillo. This workshop provided tools to better serve our families during a grieving process after they have had a significant loss in their lives. Eferń Martinez also invited some of our counselors to a presentation that underscored the importance of enhancing a sense of life in our students, parents, and teachers in order to give more significance to everything everyone does, encouraging positive and healthy life styles.

Aside from learning and applying current practices into their own practices, counselors have been very assertive in improving processes and procedures in their buildings. After several years of doing random testing, the protocol for this procedure was revised and updated in order to better address the matter. This new protocol has proven to be successful as we have had no positive drug test results this year. Additionally, we have had positive feedback from stakeholders that confirm that this procedure has had a positive effect as a prevention tool.

The counseling department is also proud of continuing to improve the process of referring students to the Learning Center for support. Counselors in Primary and Elementary have been working hard on better communication with the different specialists at the Learning Center and, therefore, being more assertive in the recommendations given to the families to better address the needs of their children. In Middle School and High School there has been a lot of work in studying each individual student with learning difficulties to better suit their needs inside the classroom and determine the best academic programs for them, in accordance with their IEPs and the requirements for obtaining the High School and Bachillerato diplomas.

In the High School, parent networks have been on the run. Counselors have divided the grade levels into groups and have been meeting with parents to listen to their concerns and plan actions that better address the topics that they consider need to be reinforced. CNG strongly believes on the positive effects of parent communication and, therefore, has been encouraging these strategies through the networks.

The Counseling Department is continuously improving!
In the Sensory-Motor Program for K4 students, the main goal is to strengthen motor-perceptual abilities that are building blocks for academic learning. The importance of integrating the sensory-motor stimulation to the regular curriculum, has been and continues to be, to assess the students sensory-motor skills and to strengthen this developmental process. At present, 108 students in K4 benefit from this class twice a week.

In the Sensory-Motor Program, the students practice exercises and activities that increase their abilities in the following areas:

**Posture Control**: The emphasis is placed in strengthening body muscles (especially the ones on the neck and back), increasing balance. The mechanization of these functions allows the student to assume adequate postures while working, to control eye movements, and to maintain attention and readiness in schoolwork.

**Motor Development**: The stimulation of this area provides awareness of body parts, coordination, motor planning, differentiation and dissociation of movements, directionality and laterality.

**Fine Motor Skills**: This area continues with the previous stimulation of motor performance in a more specific way. It promotes basic skills such as eye-hand coordination, pencil grip, traces accuracy and motor control.

**Visual Perception**: This area stimulates the ability to recognize, discriminate and interpret visual stimuli. It also promotes visual-motor integration.

Students enrolled in R2S this school year (2010-2011) in Elementary Tier II should always increase the intensity of instruction. Tier II is almost always given in small groups. Students move in and out of the program in about 20 weeks. Criteria for referral are primarily based on teacher impression that a student is performing below grade level expectations in reading and writing, supported when possible with assessment data. The decision of when a student is ready to exit the program is based on triangulation of data: formative assessment, performance based assessments, and the teacher’s judgment.

In Read to Succeed (R2S) we follow the Response to Intervention Model (RIM). According to the RIM, the severity of a given learning difference is determined by the response to the interventions provided. As a result, although we expect all students in R2S to reach grade level expectations in literacy, we eventually have students who do not make the gains we expect, and who consequently, will require more individualized and systematic interventions. According to the RIM, R2S corresponds to Tier II intervention and Learning Center support to Tier III, more individualized interventions. Therefore, while some R2S students reach grade level expectations in literacy, others make progress but not enough to reduce the gap, and are for that reason recommended to receive Learning Center support.
INCLUSIVE PROGRAM
SHADOWS

By: Claudia Nigrinis
Learning Center Specialist

Inclusive education means that all students at school, regardless of their strengths or weaknesses in any area, become part of our school community and develop a sense of belonging.

Inclusive education involves all kinds of good teaching practices. What shadow teachers do is to think thoughtfully about children and develop ways to reach all of them.

When good inclusive programs are in place, the child who needs the inclusion does not stand out. The inclusive curriculum includes strong teacher involvement and a lot of hands-on and heads-on involvement.

Inclusive education means teachers working with students in a context that is suitable to a diverse population of students. It also means the teacher may need alternative expectations and goals for students with this need. Almost all students with severe learning difficulties should start in a general classroom, and then, depending on their needs, move into more restrictive environments.

Inclusive education helps the development of all children in different ways:

- While students with specific challenges may gain in cognitive and social development, they do fine when the general environment is adjusted to meet their needs.
- The other children gain higher levels of tolerance; they learn to make most of whoever they are interacting with.

Our responsibility as Shadow Teachers is to provide academic and social support within the mainstream classroom to children diagnosed with any type of severe special need.

This is the most recent Support Program of the Student Services Department. This year we have 22 students and 13 Shadow Teachers. Depending on the case we provide individual (1/1) or small group (1/3) support. By modifying and adapting our curriculum 90% of our students are being successful. Depending on the need of our students they receive additional interventions as shown in the chart below:

<table>
<thead>
<tr>
<th>Occupational Therapy</th>
<th>Learning Center Support</th>
<th>Fast ForWord</th>
<th>Special Math Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of our students</td>
<td>100% of our students</td>
<td>100% of our students</td>
<td>100% of our students</td>
</tr>
<tr>
<td>Language Therapy</td>
<td>Spanish Support Service</td>
<td>English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>100% of our students</td>
<td>100% of our students</td>
<td>100% of our students</td>
<td></td>
</tr>
</tbody>
</table>

We feel very proud of the achievements of the students in this program, since they are not only growing as learners but also providing their classmates with the opportunity to tolerate and respect differences.
What is the definition of true happiness? Many philosophers have dedicated time to this topic; recent studies have tried to identify the ingredients of a situation all human beings are trying to find. For some happiness is in many ways as elusive as the pot of gold at the end of the rainbow. For others, happiness is a state they live in frequently, notwithstanding the problems they must necessarily face as they move through life.

One of the important ingredients of happiness is that of serving others. Research has found that happiness is a result of actively involving oneself in sharing, helping others, or making an effort to connect with the needy. Parents of CNG frequently comment on how happy their children are at school. Teachers and workers in general also find happiness at CNG. There are many reasons for this; however, one of the main reasons is that CNG offers everyone the opportunity to give to others, to share with those that are not as blessed, to develop a deep sense of social responsibility and as a result, continually refine their social skills and sensitivity.

Our main social project is the Hogar Nueva Granada which serves families in the very poor neighboring communities. How do we continuously improve skills? Our students and teachers in Primary and Elementary have shared classroom experiences with students from the Hogar this year. The activities help the Hogar students learn more English and CNG students reinforce their English skills by teaching others. The Spanish department has also become involved. Parents also serve as volunteers in the library, classrooms, as professionals, tutoring, and selling at the used clothes store. The feeling of satisfaction of having given to others and improved others’ situation has been greatly felt. Some parents come on a regular basis and, with their children, train the Hogar students in soccer or ballet.

The sharing of experiences through DI, the Talentos program, social service, and the Model UN have helped our CNG students find happiness and improve their social skills as they give and receive from the Alianza and HNG students. Both these projects require long term preparation, creativity, and teamwork—important twenty-first century skills.

Sharing and working with others not only develops and helps improve social skills but brings with it the satisfaction and happiness of knowing that one has made an effort and created positive results. The opportunities CNG offers can be picked up by everyone in many different ways. One can give time as a volunteer, money for scholarships, plan activities, or offer educational experiences for children or adults. Any of these choices will help us move along the path of continually improving our lives and those of others.
MEJORAMIENTO CONTINUO DEL SER HUMANO

Por: Gloria Russi
Coordinadora Servicio Social High School

Inmediatamente pensé en el ejemplo y la responsabilidad que todos tenemos con nuestros semejantes, no sólo la escuela o el estado, sino también la familia.

El mejoramiento continuo se debe reflejar en un conocimiento del otro, y en el intercambio de pensamientos y voluntades, que nos enriquecen y nos ayudan a superar dificultades y a compartir logros.

Los programas son verdaderamente beneficiosos en la medida en que los procesos consigan un intercambio auténtico con la comunidad.

Fernando Savater en su libro "El Valor De Educar" nos enseña que esa auténtica relación con el otro es lo que hace que seamos verdaderos seres humanos. "El hecho de enseñar a nuestros semejantes y de aprender de ellos es más importante para el establecimiento de nuestra humanidad que cualquiera de las conocimientos concretos que allí se perpetúan o transmiten."

Creo que este mejoramiento en hacer de los estudiantes del CNG mejores seres humanos se refleja en la actitud y alegría del Profesor Peter Bagnall quien asiste a los sábados a las clases de inglés, al igual que Tatum Cochran, donde intercambian con los participantes del programa. También en el ejemplo que nos da Karen Bliesgraef y su grupo de estudiantes trabajando en Un Techo para mi País, y el estímulo de Amber a los estudiantes para que permanezcan en la Fundación Santa Rita, fundación que trabaja con niños que padecen enfermedades terminales. Es allí donde Mariana Flores e Ivana Dacaraff, con amor y mística, encuentran felicidad.

También hay que destacar el aporte importante de Julieta Calvo y Pilar Aguirre en las conferencias que hacen para el grupo de Educación Continuada en donde sus exposiciones son fundamentales para la formación de conceptos y cambios de actitud. El aporte de las clases de computadoras para adultos, que con cariño y responsabilidad orienta Guzmán Julio, donde los estudiantes tienen la oportunidad de conocer de cerca a sus vecinos, y ellos pueden referir historias de cada uno de ellos y a la vez sorprenderse también de lo que de ellos se aprende.

Nicola Zuleta en la Fundación Dios es Amor se reúne con otras estudiantes para visitar jóvenes con alto riesgo de caer en la prostitución y las drogas, Hay que resaltar el compromiso serio que asumió David Janna y Luis Hishiyama con los deportes para adultos, la tenacidad de la profesora Carmen Aguirre en las conferencias que hacen para la Escuela de Educación Continuada, donde sus exposiciones son fundamentales para la formación de conceptos y cambios de actitud. El aporte de la escuela de computadoras para adultos, que con cariño y responsabilidad orienta Guzmán Julio, donde los estudiantes tienen la oportunidad de conocer de cerca a sus vecinos, y ellos pueden referir historias de cada uno de ellos y a la vez sorprenderse también de lo que de ellos se aprende.

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Los educadores ayudan a que nuestros semejantes sean mejores seres humanos. ¿Cómo motivar a nuestro estudiante a servir y relacionarse con otros? Ellos nos sirven de ejemplo para que cada día busquemos ser mejores seres humanos.
Después de una ardua recolecta de donaciones voluntarias por los salones de escuela Alta, Media y Elemental, en las últimas dos semanas, tres estudiantes de High School, logramos comprar con 3,012 pesos 100 mercados exactos para los damnificados del invernadero. Estaba planeada la entrega los días 14 de Mayo a una vereda cuya alarma situación señaló de nuestra ayuda. Llegamos en un buso del Colegio con tres estudiantes, un profesor, el jefe de seguridad, y el conductor.

Con nosotros venía un bus con 12 estudiantes del Colegio Anglo Colombiano y un grupo de apoyo de profesores y coordinadores, con aportes reunidos en dos semanas. Llegamos casi a mediodía al Girardot donde nos reunimos con la primera dama de la alcaldía y la policía con todos los mercados. Fuimos a un barrio cuyas casas, la orilla del subido rio Magdalena, habían sido destrozadas en la última violencia, dejando a los residentes de sus orillas sin hogar en un solo momento.

Nos encontramos entonces con un barrio desolado, sucio y desorganizado donde con toda la voluntad bajamos uno por uno mercados para reacercar a algunos de usar violencia para saciar su desespero.

De ahí salimos con la incertidumbre de saber si lo que habíamos hecho realmente estaba haciendo algún bien, no, pero aún así, seguímos. Llegamos después a una urbanización llamada "Corazón de Cundinamarca", donde ya la gobernación había relocalizado a 300 familias damnificadas, para seguir con nuestra misión. Al llegar nos dimos cuenta de la tristeza de condiciones difíciles que persistían a pesar de tener ya un techo.

Decidimos empezar la repartición de los mercados de los casas, buscando a algunos de usar violencia para saciar su desespero.

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CNG and RECA together opening pathways to training and employment for people with intellectual disabilities

For: Catalina Salazar Troconis
CNG Alumna-Class’79, Director, RECA, FIDES Board of Directors since 1994

In February, 2009, I sent an e-mail to Dr. Mc Combs, former CNG Director, about “Supported Employment beyond Disabilities.” I was hoping to find opportunities for adults with intellectual disabilities to have access to work, to obtain a decent employment, and a better life.

In my e-mail I explained the essence of Supported Employment, the reason why I thought the school’s working environment was ideal, and how CNG’s community would benefit from including individuals with intellectual disabilities among its co-workers. I knew CNG had great experience and knowledge in structuring learning programs for students with special needs, but what about hiring personnel with intellectual challenges?

People with intellectual disabilities represent nearly 2% of the world’s population, that is, approximately 130 million people. In Colombia this is also true. The majority of these people are excluded from education, training, and employment due to lack of opportunities, stigma, and discrimination. RECA, Red Empleo con Apoyo Colombia, intends, through Supported Employment, to open working opportunities in inclusive job sites.

As a CNG graduate, I am familiar with the school’s caring and open community which is based on respect and acceptance of differences. For this reason, I met with Dr. Mc Combs and CNG’s administration and proposed the project. CNG decided to hire a PE. Auxiliary Assistant, a School Supply Shop Auxiliary Assistant, and a CNG Diner Auxiliary Assistant. We needed positions with repetitive tasks and where CNG “good soul-staff” members would help out in the process. Supported Employment is about providing the right support, making the correct adjustments and doing the perfect job-match between the tasks and the individual. All we needed was to find the right positions and the right person to fit in.

In 2006 we started working, together with SENA – Servicio Nacional de Aprendizaje - on a training program especially designed for people with intellectual disabilities. The program focuses on a practical model designed to provide skills such as punctuality, responsibility, abilities to develop communication and problem solving, provide self-organization strategies and increase abilities to follow instructions.

CNG steps forward

On February 8, 2010 a group of 23 RECA-SENA apprentices started the Learning Stage at the CENTRO NACIONAL DE HOTELERIA SENa and Maria Fernanda Villalobos, Angel Octavio Leno, and Darío Sarmiento were selected by CNG as trainees. They signed a RECA-SENA Apprentice Contract for 18 months. Gimnasium Moderno and Gimnasium Campestre and important Hotels in Bogotá hired the other apprentices. During the first six months, they attended SENa to train in working habits and other routines involved in the development of the basic skills needed at the work place. They were immersed in practical functions such as learning how to clean rooms and bathrooms, making beds, hallway maintenance and working in the laundry department, with tasks such as folding, organizing, selecting towels, sheets and tablecloths. Although the training was conceived for hostels it is valid for schools and restaurants, and other task-repeative jobs.

On August 9, 2010 they moved into the productive or working stage for the next 12 months. Dario, MaFe, and Angel arrived at CNG where they met with Prof. Hernandez who from the beginning became their guide inside CNG. Darío was to work with Profé as his PE. Assistant, Angel would assist Yudy in the School Supply Shop area, and Maria Fernanda would be positioned at the CNG Diner organizing lunch trays and helping out in different tasks. At this stage RECA was present helping out in the adaptation process, defining tasks, and adjusting routines. During the following months, the new workers learned to do their jobs and today they are part of the staff. They have grown as productive adults and have given their lives a sense of dignity. During the entire process RECA has given support in finding strategies to help co-workers understand how to communicate and deal with any situation that may be challenging to overcome. RECA Job Coaches evaluate their progress and are able to collaborate in various ways. Throughout the process we have worked with all the people involved to promote and develop positive relationships, including their families.

We hope that by the end of the Apprentice Contract with SENa and RECA next August 9, 2011, the different schools, hotels and companies will consider hiring people with intellectual disabilities as an option. We also hope that they will have determined that these workers are committed, responsible, and that they contribute to real work. Hiring people with intellectual disabilities shouldn’t be done as a favor, or out of pity. It helps develop social responsibility, contributes to social change, and teaches values among the community.

On April 25, 2011 a new group of 50 RECA-SENA Apprentices started. They will be going to SENa for 6 months to be trained and will start to work next October. We need to find working places for them. We hope CNG’s experience can become a model for this initiative and contribute to the social acceptance of the intellectually challenged adult. In doing this, CNG will not only contribute to making these persons feel needed, worthy, and capable, but it will serve as a role model for other educational institutions to do the same. Furthermore, it will brighten the future of people with intellectual disabilities, who through their work, discover that there is a whole new array of possibilities for them to lead a better, fulfilling, normal life.

Learn more about MAFe, DARIO, and ANGEL. We have posted their life stories and their working experience at CNG at: www.reca colombia.org. If you have comments or questions please contact me at: direccion.reca@gmail.com.
As CNG identifies the key strategic goals for our School Improvement Plan, it is evident that one of the specific objectives we need to attain is to base decision-making on measurable data. This obviously applies first-hand to our academic, curricular programs as a way of ensuring that our students are maximizing their performance and growth across multiple subject areas. We must however, not forget, that it is also very important to analyze the learning that takes place within the co-curricular activities offered at CNG. As CNG’s stakeholder groups continue to identify the three main pillars as the basis for our Vision and Purpose Statement, we must ensure that all of the co-curricular programs educate the mind, develop character and strengthen the body.

In order to reaffirm this commitment, we offer CNG students, across all grade levels, the opportunity to participate in an experiential education program, the Classroom Without Walls Program. In order to ensure that this Program is successfully addressing these three pillars, we set the goal of measuring the learning associated with the CWW experience. Each year, we strive to guarantee that the majority if not all of the CWW Programs include a service learning experience that will allow our students to apply their academic skills and knowledge to address the real-life needs of local communities. As a result, together with one of the education companies we work with, Off-Bound Adventures – ZAMBO, we carried out a study in an effort to gather the data that would allow us to analyze the benefits of the CWW program, as well as identify the areas for improvement.

I invite you to read the following article that will allow you to learn about these findings. I am proud to share with you in advance, that these findings are evidence that we must continue to offer the CWW Program to our students. It is clear that in order to achieve the objectives identified in our School Improvement Plan, and in order to maximize student’s performance in all areas, we must continue to offer our students high quality co-curricular programs.

By: Claudia Gama
Academic Support Services Director

CWW PROGRAM AT CNG
YOUTH DEVELOPMENT OUTCOMES OF THE CLASSROOM WITHOUT WALLS EXPERIENCE

For the past 3 years, Off Bound Adventures (OBA) has been working closely with CNG in the design and implementation of the Classroom Without Walls program. Through Zambo, its Outdoor Education Division, OBA has partnered with the School to develop trips that are safe, enjoyable and, most importantly, educational.

During the 2011 trips, Zambo implemented the Field Trips Learning Outcomes Evaluation, a comprehensive study of the educational impact of the Classroom Without Walls program. The study, designed by Off Bound Adventures with the support of the American Camp Association and the International Camping Fellowship, examined the effects of the programs in the students’ developmental process.

For many years, field trips have been an important aspect in students’ curriculums, but there has been a lack of structured initiatives directed to measuring the degree and types of learning associated with the experience. While it is commonly accepted that students experience significant pedagogical gains that become apparent when they return home; there hasn’t been a scientific study that allows a detailed insight into said learning experience. The Learning Outcomes Evaluation represents an effort to start gathering rigorous data about this important pedagogical aspect of students’ life.

Scope of the study: Facing the 21st century.

Children and youth are growing in a quickly evolving and challenging environment; This reality has motivated many educators around the world to pivot away from traditional approaches to education into others that allow for the development of skills that will equip the students with the tools needed to face the demands of the 21st century. A robust body of evidence suggests that the outdoor education experience is a powerful tool to develop a particular set of skills that are usually not promoted within the classroom environment.

The Field Trips Learning Outcomes Evaluation measured the extent to which the CWW experience had an impact in a select group of skills that have proven to be crucial for the students’ developmental process. The following table illustrates the six areas that were evaluated during the study.

<table>
<thead>
<tr>
<th>Area</th>
<th>Reported Improvement</th>
<th>Mean Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Competence</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>Awareness</td>
<td>85%</td>
<td>60%</td>
</tr>
<tr>
<td>Social and Environmental Awareness</td>
<td>80%</td>
<td>40%</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>75%</td>
<td>30%</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>70%</td>
<td>20%</td>
</tr>
</tbody>
</table>

The evaluation consisted of a 46-question survey that was taken by 382 students of middle and high school during the last day of the field trip. The students participated in the study traveled to the Coffee Zone (6th grade), Santander (7th grade), the Amazon (9th grade), and Providencia (11th grade).

The evaluation represented an effort to measure the degree and types of learning associated with the experiences that students experience significant gains in their developmental process is a powerful motivation to CNG’s unique commitment to promote diverse and significant learning experiences for their students. They also reinforce the importance of out-of-school experiences as an effective complement to academic learning.

The results of the Field Trips Learning Outcomes Evaluation are encouraging and, inspiring, yet challenging. Understanding the extent to which students experience significant gains in their developmental process is a powerful motivation to CNG’s unique commitment to promote diverse and significant learning experiences for their students. They also reinforce the importance of out-of-school experiences as an effective complement to academic learning.

Looking ahead:
From great to excellent.

In addition to the specific results of the study, further lessons emerge as to the value of evaluation and measurement. Only by assessing rigorous will we be able to fine-tune, enhance or redirect pedagogical interventions. Likewise, evaluation provides valuable tools to promote accountability; a paramount value of quality education.

Some interesting findings of the study indicate:

- The greatest change (90%) is seen in the students’ ability to be more curious, inquisitive, and eager to learn new things. Field trips are the perfect scenario for students to leave their comfort zone and reinforce their interest in exploration.

- 85.2% of students perceived an improvement in their academic skills while having a fun-out-of-school experience. Even though they are not attending any formal class, they are transferring skills, exploring concepts, learning by doing and self-directing their learning; all of which constitute important tools when performing in the academic field.

- CNG Service Learning programs as well as the significant cultural exchange with local communities during the trips allowed for over 88% of the students to recognize significant improvements in their social and cross-cultural awareness.

- 84% of the students consider that during the CWW programs they increased their ability to meet new people.

- 87.6% of the students indicate that they became better at taking care of themselves.

- 86.3% of the students report that the program helped them feel comfortable interacting with people of different social, ethnic and cultural backgrounds.

- 76.9% of students recognized that the program allowed them to enjoy the process of academic learning.

- 81.4% became better at relating concepts learned in the classes with the experience lived during the field trip.

Relevant Findings

As illustrated in the following chart, the perceived gains during the field trips are impressive: the aggregate data indicates that between 84% and 90% of all participating students reported significant improvement in all the areas that were evaluated. It is also noteworthy that not a single student reported a decrease in their perceived ability in any of the areas. These results were consistent (with slight variations) across all age groups, destinations visited and gender.

Looking ahead:
From great to excellent.

The results of the Field Trips Learning Outcomes Evaluation are encouraging and, inspiring, yet challenging. Understanding the extent to which students experience significant gains in their developmental process is a powerful motivation to CNG’s unique commitment to promote diverse and significant learning experiences for their students. They also reinforce the importance of out-of-school experiences as an effective complement to academic learning.

However, they also show that there are significant opportunities for improvement: while the results across all areas are encouraging, there is still space for betterment; programs can be refined to offer further spaces of personalization that meet the needs of each student, rather than those of most of them. Similarly, CNG and OBA-Zambo may further their collaboration to include areas of development that target specific school objectives.

There are reasons for the CNG community to be proud: Classroom Without Walls has remained a milestone of students’ lives in spite of the enormous logistical challenges, the constant pressure that educators face to increase, rather than reduce academic hours, the challenging, albeit improved, security situation of Colombia and, more recently, the tragic flooding endured by the country. The results of the Field Trips Learning Outcomes Evaluation are a powerful indicator that these efforts have yielded significant returns in what matters most: our children’s education.
KINDER FOUR AT FINCA LA MARÍA

By: Edna Granados
K4 Teacher

This year, Kinder Four students and teachers had the great opportunity to visit Finca La María, thanks to the Classroom Without Walls program and the Bluefields organization as our host. For many children, this was their first time traveling without their parents! Everyone was very excited about this and what a wonderful place to choose as a first destination to go on a school trip.

Regardless of the familiarity each student may have with being close to nature, there is still ample room for fascination to happen. As teachers, we are impressed with how engaging this environment is for our students. Just being out there, sets them in a different mode and triggers their curiosity and their will to explore. The settings allow each child to visit diverse stations in which they experience different aspects of life and work at the farm, and, at the same time, they develop an awareness of the importance of caring for our world.

One of the greatest hits of the trip was definitely being in direct contact with animals. Being pulled by a horse on a wagon, feeding rabbits, goats, and ducks and having the chance to milk a cow is something nobody wanted to miss. This hands-on experience could have lasted a few more days! Observation skills were used at their most and connections to past experiences were laid out all the time.

There were also very important quiet moments as we embraced the challenge of climbing up a mountain and at the very top stop catching our breath to observe the horizon. We pointed out how land can be changed by men or by nature. How lucky we were, I thought, to have the chance to hear the sounds of silence.

Another surprise our children loved was to see a real living character of one of our Colombian legends, the Mohan. As we walked through the wetlands, something called our attention. It was someone moving under the plants in the water. He gave us some tips on how to make good use of the water. After that, the kids could not stop looking for him and yelling his name!

And there was one more plus in this field trip: traveling in the same bus with our very own classmates and teachers, singing along with them, playing games and telling jokes. Nothing can be more fun than that! There is a big chance that the first memories from school will include these images. We certainly hope these experiences will happen again. What a fun, bonding, and great learning opportunity!

LOS LAURELES KINDER FIVE

By: Natalia Nebel
K5 Teacher

Our first station was insects, so we ventured into the deep vegetation, because the grass was almost as tall as the children and they felt they were in the middle of the jungle. We walked about ten minutes and arrived at a beautiful forest close to a small lagoon. Our guide started to explain to the children the different kinds of insects they could find in the area, and after the explanation, children got the chance to go down the hill and look for them.

Our next station was even more exciting. We were able to row a real boat in a lake filled with water life. We had to put on our life vest, get into the boat and row, listening very carefully to all the interesting information provided by our second guide. My students were delighted by this experience, and some of them even felt they were real sailors in charge of a real boat.

Then we went through the tall vegetation back to the house and got into a smaller forest. Our guide explained the importance of trees and how they contribute to our environment and welfare. It was fascinating to see how children asked questions and commented on the things our guide was saying. Afterwards, they were able to plant a tree.

Finally we met one of the guides who taught us the importance of rituals in the Colombian Indians and he showed us many of the different instruments used by Indians a long time ago to worship nature and what nature provides for us. It started to drizzle and we danced and chanted to stop the rain, and even though it did not stop, we kind of agreed that we had managed to make it lighter.

Classroom Without Walls is a wonderful experience, both for teachers and students. We get to experience nature, and to learn more about all the living and non living things that are part of nature. We also get to know about the different creatures that live in the forest and their habits. Children get to express their opinions and share their knowledge with other children, while visiting the different stations created for the field trip.
We are going to tell you about our CWW trip to Nemocón. When we were on the bus we were talking and playing. When we arrived at Nemocón, we had a snack. We ate sandwiches, apples, chips, and juice. After eating our snack, a guide came and told us that we were going to do a competition. The first challenge was to find which was the sauco tree and what was it good for. There were two teams. Our team won the three rounds. The second challenge was to count the rings on the highest wax palm and find 17 gold coins. The third challenge was to get the Mayor’s name. Then we split the gold coins went to a museum and ate lunch.

Finally, we went to the mine, we saw a heart made of salt and we went to the church that was inside of the mine. We ate lots of salt and we made lots of wishes. When we came to the bus, Camila Valencia and María Guzmán sang fun songs. We had lots of fun!
Classroom Without Walls is about new experiences, new connections, and new places. The third grade CWW embodied all of these ideals.

On a misty morning we made the trip with fingers crossed that the weather would hold. Sleepy after a long bus ride, we entered the enchanting world of Aldeafeliz.

For those unfamiliar, Aldeafeliz is a cooperative and sustainable community located in San Francisco, Cundinamarca. About 15 permanent residents make their home at Aldeafeliz, in ecologically friendly (and rather stunning) little houses. Having been briefed on the nature of the trip, the third graders were full of questions and ready to get their feet wet. As each group moved through the ten different stations, the Aldeafeliz residents and Bluefields staff led us in small workshops including solar energy, water conservation, compost, and biodiversity.

Somewhere around the middle of the trip, many students began to remark that they would like to live at Aldeafeliz. As it turns out, many of the Aldea residents do come from big cities, hold advanced degrees, and have lived abroad. While the image of a third grader packing up, leaving it all behind, and joining the Aldea, could not become clear in my mind, it was comforting to know that we met our Classroom Without Walls goals—students were in a new place, appreciating a different way of life, and making connections that would broaden their horizons. And, alas, the weather did hold.

After months of waiting, the day had finally arrived! Despite rescheduling not once, but twice, due to uncooperative weather, student enthusiasm was high and there was excitement in the air. Students and teachers were headed to the magical Páramo of Chingaza. After the colored strings were tied and students were aboard the bus, Fourth Grade’s 2010-2011 CWW was officially under way. An hour and a half bus ride outside of Bogotá, and not a raindrop in sight, we had finally arrived. A short snack later, the groups split, half going up to Buitrago while the other half continued on to Monte Redondo.

In Monte Redondo, with the keenness and expertise of the Bluefields staff, students participated in a variety of activities focusing on the various flora in the park, while learning about the important role the park plays in Bogotá’s water system. Students were encouraged to absorb the peaceful surroundings and to take a minute to listen to the sounds of nature. The howling wind and occasional call of a bird were soon replaced by laughs, questions, and the sounds of students working together, making new friendships, discovering the importance of taking care of our environment, and yes, getting a little muddy along the way.

Our patience and decision to reschedule the trip were rewarded. The rain held off until we arrived back at CNG. When students were asked to reflect on what they learned from our trip to Chingaza, they were quick to report all kinds of information about the unique flora, specifically the frailejones. However, and perhaps more importantly, students walked away with a confirmed sense of the power in teamwork, the ability to challenge themselves, and the rich experience of learning outside of school.
What and Where:

Don’t Want to Miss a Thing!

This fieldtrip is very worthwhile for many reasons. We learned both academic and physical things. All of them were incredible and fun to learn. For example, in the Juan Curi waterfalls, we learned and saw the relationship between a domestic and natural environment. Having gone on the Santander trip three years in a row, I am happy to say it just keeps getting better and better. Each year, we meet before the trip to make suggestions and organize ourselves, and meet again afterwards to assess and evaluate the experience. One of the new improvements we put into place this year was how the students would reflect on the learning that took place and showcase it for the CNG community. We decided to have the students take the first two days back from the trip to create a newsletter about their experiences. The following articles are a showcase of the work produced by our students. I am sure you will be as impressed as we were the depth and breadth of the learning that took place.

Rappel was a really fun and challenging experience. We learned to overcome fear. We also went in a pond and had a lot of fun. One afternoon we went to a “trapiche” factory. We learned how “trapiche” is done. We also ate “panela” and made “melcocha.” It was delicious.

Volunteers was a beautiful experience where we got to meet little kids and their school and help them make it better. It was hard and tiring but when we finished, we felt happy knowing that what we did, was work that will help and stay in this kid’s heart. One of the best things in the trip was rafting. A really fun activity that needs to have team work. We learned how to raft and work as a team. Some of us even learned how to guide, and words in rafting like “atraz”, “adelante” and “al piso.” It was a really fun activity and we had a really good time full of laughter.

The “Caminata Real” was a long hike. Not everyone liked it but we learned about the Colonial time. In Guane, we went to a museum of fossils and learned they were even filmed “La Pola.” Discovering Barichara was very cool and we learned a lot! It was funny too meeting people that live differently from us.

No one wants to miss all of these things! Learning, and having fun, all at the same time. All students should go on this fieldtrip!

Daniela Vélez

Developing a Social Conscience:

Guayubi

We visited a school named Guayubi, in Barichara, Santander to volunteer for community service. After walking up a steep road we arrived at the school. The school had only 17 students, between two to twelve. As soon as we got there, we were given the volunteer shirts which gave us the spirit of an abandoned room. We worked in two groups: the cleaners and the painters. The goal in the room was to peel off the walls’ green paint so it looked new.

Before, it was just a never-ending paved floor with no limits or ways to be fair in a game. We used green and white paint to give lively colors to the court. Inside the room there were two types of workers: the cleaners and the scrapers. The goal in the room was to peel off the walls’ green paint so it could be painted white again to have a brighter background. After the work was finished we went to the recently painted court and used it to talk about this great day and to talk about our experience and how all together we had done in ten hours of volunteer work.

We were about 160 individuals (including teachers and instructors). So: 10 x 160 = 1600 hours of work in total. The lesson of the activity was that we can always give a helping hand to someone who really needs it.

We worked hard all day and when we finished there was a smile on every single kid’s face. Well we could notice that they were grateful for making them a better environment where they can actually be kids. But as we left there was a part of us who understood that we had touched their lives forever.

Andrés Silva

Camila Preciado, Jack Akerman and Pablo Tello

CWW Bogotá

This year in the 7th grade CWW Bogotá, we went to three places in four days. We went to Ubaté (twice), Villeta, and Sesquilé. In these four days we did activities that you all have to do before dying. I am talking about activities like building your own boat with ropes and trash cans, or entering a cave full of bats.

In this trip, you will have a social experience that you will never forget. You will spend a whole day with kids from a school in Sutatausa. First, you will go horseback riding for about an hour, and then followed by the “astillería” activity. In this activity you will have to build your own boat with trash cans, ropes, and logs, and then use your boat to cross the river. You will learn many things about the daily life of the countryside. For example, how to be knots and horseback riding. You really need to do this at least once in your lifetime.

On this trip you will also fight many fears. These include the fear of heights, bats, the dark, and being in enclosed spaces. There is a three hour hike where you will see landscape you will never forget. After you arrive at the bat caves, you stay for about half an hour and then turn around and head back to where you started. This takes another three hours.

You cannot do all of this without seeing some Colombian culture. So, the last day you will be visiting some Musicas in Sesquilé. You will learn their culture, the medicinal plants they use, and what they use them for. You will also learn some techniques for crafting clay. You will never regret coming on this trip!

Andrés Silva

Camila Preciado, Jack Akerman and Pablo Tello

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Andrés Silva
Our Social Project

The first day on our trip, we went to Ubaté, where we met up with the local kids around the town. They told us great tips about horses, and how to act around them. The locals only spoke Spanish, so it gave the people, who didn’t speak Spanish as a first language, a chance to practice.

After horseback riding, we moved on to another activity with the local children. We had to build rafts to take us across the lagoon and bring us back. This taught us to work as a team and gave us a chance to really meet the kids.

On this trip, I learned that you had to get out of your comfort zone and meet people from other cultures. I had a fun time learning with the locals. A way you could keep learning and helping from others is charity work, help out the Hogar, and donating items to charities annually. Ubaté was a great experience for me. It could keep helping and learning from others is charity work, help out the Hogar, and donating items to charities annually. It was an interesting experience to learn how other cultures differ from mine.

Makenzie Knight

Working with Zambo:

Experience With Zambo!

Zambo is the division of the company “Off Bound Adventures” that does the school field trips. It creates trips to different locations in Colombia and Latin America. With Zambo we have had great experiences in the Coffee Region and now in Santander.

What we like about Zambo is that it teaches us important values for our lives in fun activities. Some examples are: the overcoming of the fear of heights in rappelling and to take risks to get what you want in the auction. Zambo also teaches us very important facts and activities about the region we are visiting as well, but incorporates aspects of the outdoors while educating the mind, strengthening the body, and developing character.

Closing Remarks:

This is just a small sample of the articles the students wrote to give you an overview of our experience. If you would like to see the articles about the environment and the culture they experienced, not to mention some of their misadventures, we have uploaded all the newsletters on the Middle School SharePoint page. Enjoy!

Alejandro Samper

Ms. O

IN TUNE WITH NATURE
HIGH SCHOOL CWW CONTINUES TO IMPROVE

By: Sheldon Guenther
High School Associate Principal

When William Wordsworth wrote, “For this, for everything, we are out of tune,” he was likely referring to a generation that had lost the love of nature post-industrial revolution, not to CNS students in 2011. However, in our modern technological age, it is easy to forget the many wonders and lessons nature has to offer us. Here at CNS, our Classroom without Walls program attempts to, and succeeds in, refocusing our students on the beauty of the outdoors while educating the mind, strengthening the body, and developing character.

The CWW program has fast become the most popular week in the school calendar. This year our grade 9 students once again went to the Amazonas, splitting the time between the Colombian and Brazilian sides of the border. Greater emphasis was placed on social service projects and on experiencing the culture this year, and Paula Aparicio and the grade nine team did an outstanding job of organizing the hundred and fifty students who went. Highlights included painting a local school, spending several nights in hammocks, walking through the jungle at night, and participating in a variety of adventure opportunities.

The expansion of the eleventh grade trip meant that students had the option of going on an international trip to Peru/Bolivia, visiting Providence off the coast of Colombia, or doing social service work here in Bogotá. Those who went on the international trip were treated to an excursion which for the first time in our CWW history included a couple of days in La Paz. This followed a magical hiking adventure to Machu Picchu, a tour of Guazzo, and a stop at Puno and Lake Titicaca. The trip ended with a day in Lima, surfing and enjoying the local cuisine.

The Providencia trip focused on nature as well, but incorporated aspects of social responsibility and teamwork which proved to be a huge success. Marca Pilato and Yolica Barros and the Zambo staff did an amazing job of captivating the students with an array of adventurous activities and social projects that positively changed the students who participated. The response to this trip was overwhelmingly enthralled, and we hope to build on this in the years to come.

Those students who stayed in Bogotá were offered a variety of social service activities. One day was spent working with the elderly in Usaquén, and another at Fundación Santa Rita working with children. The last three days were the most physically taxing, as the students built houses for Un Techo para mi Pais. While extremely difficult, the work was also incredibly rewarding, and the handing over of the house to the owners was an amazing experience.

Perhaps the greatest improvement to the CWW program this year was the implementation of a grade 12 trip to Buenos Aires. The trip, presented by Zambo and led by Stalin Lopez and Trevor Todd, was a first for our program in that it allowed for greater student autonomy in choosing their locations and activities. The seniors who went were extremely satisfied with the trip, and learned a great deal not only about Argentine culture, but also about their own capabilities. The hope is to develop independence and curiosity within a safe environment, and we expect that with the feedback the students have given, we will have many more participating in this program next year.

The only setback in this year’s CWW program was with the grade 10 trip to La Guajira. This trip had to be cancelled due to safety concerns, and though we looked at many other alternatives, unfortunately we could not make a trip happen. The positive out of this experience was that the grade ten students raised a great deal of money which went toward helping a community in La Guajira, and it was wonderful to see the energy many of them, led by Santiago Arroyo and Karen Blescigraf, put into this fundraising effort.

Based on recently released survey results from Zambo, we can see that the students clearly feel they learn a great deal through these experiences. It is wonderful to see them inspired by the many lessons nature and other cultures can impart, lessons that are often impossible to learn in the modern classroom setting. With CWW, our students are definitely becoming more in tune.
YEAR AT A GLANCE
2011-2012 SCHOOL YEAR

FALL TERM - 2011
Total Instructional Days 1st Semester: 90

OFFICIAL START UPS AND END OF TERMS
Start: August 15, 2011
End: December 16, 2011
First day of school: August 8, 2011
Last day of school: December 8, 2011

New Teachers Arrive: July 26, 2011
First Day for Teachers: August 8, 2011

HOLIDAYS
July 4, 2011
July 20, 2011
August 15, 2011
October 17, 2011
November 11, 2011
November 14, 2011
November 24, 2011
December 8, 2011

Sagrado Corazón
Día de la Independencia
Anunciar de la Virgen
Día de la Raza
Todos Los Santos
Independencia de Cartagena
Día de Thanksgiving
Día de la Inmaculada Concepción

BREAKS
October Recess
Sept 16, 2011

Professional Development Days
Sep 16, 2011
Dec 17, 2011 - Jan 10, 2012

SY 2011-2012 CNG SY 2011-2012

SPRING TERM - 2012
Total Instructional Days 2nd Semester: 90

OFFICIAL START UPS AND END OF TERMS
Start: January 11, 2012
End: June 14, 2012
First Day of School: January 11, 2012
Last Day of School: June 14, 2012

End of 1st Semester: January 27, 2012

Holidays
January 1, 2012
January 9, 2012
March 15, 2012
April 5, 2012
April 6, 2012
May 21, 2012
June 11, 2012

Año Nuevo
Día de los Reyes Magos
Día de San José
Día de la Virgen María
Día del Trabajo
Día de la Asunción
Corpus Christi

BREAKS
Christmas Break
Dec 17, 2011 - Jan 10, 2012
Easter Break
March 31 - April 8, 2012

Professional Development Days
January 3, 2012
15 June 15: last day for teachers

EXPECT EVEN GREATER THINGS AHEAD!
Educating the mind, strengthening the body, and developing character for leadership and service in the world of today and tomorrow.

CNG Mission Statement
CNG serves a diverse student population and prepares responsible global citizens through an accredited American/Colombian college-preparatory program focused on motivating students to achieve their individual potential for excellence.

Vision and Purpose Statement
In-Sights is the official all-school magazine published two times a year (December and June). Its purpose is to keep the CNG community informed about the overall life of the School and its members. We encourage you to write articles or letters. Please contact or submit them to the editor.

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“Even though summer has arrived, student learning needs do not take a vacation.”

Barack Obama