



# Australian International School Elementary School Teachers



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As an International Baccalaureate World school, AIS is committed to your child becoming an active, compassionate and lifelong learner.

Your child will become a part of a dynamic learning environment where they can actively inquire, continually build on their understanding of the world and take responsibility for their learning.

I feel privileged and I am so excited about leading the Elementary School at AIS.

During my career in education spanning over 25 years, I have taught and held leadership positions in the United Kingdom, New Zealand and Australia.

Since joining AIS in 2018, I have thoroughly enjoyed working and learning as one of the Assistant Heads of the Elementary School, overseeing curriculum development P-5. I have been afforded many opportunities in leading the school's strategic plan, including the implementation of a Personalised Learning Model to improve student outcomes P-12. Progressing from P-12 teaching into educational leadership, I have had the invaluable and highly rewarding opportunity to translate my passion for learning into a commitment to driving best practices for continuous school improvement.

Motivated to establish positive and highly engaged working environments that prioritise educational excellence, I build and sustain cohesive and inclusive educational models that stimulate intellectual curiosity and offer diverse, holistic educational opportunities.

My vision for the Elementary School at AIS is to cultivate a culture based on a high level of care, mutual trust and understanding, respect and compassion. In doing so, we seek to create learners that are agents of change and flexible thinkers, who are resilient, tolerant and kind.

Furthermore my vision includes a strong focus on Academic and Personal Excellence; achieved through a broad rich curriculum, strong academic outcomes, progress and value add. Nurturing a sense of Global Citizenship which is underpinned by successful Character Development is central to my vision for students at AIS.

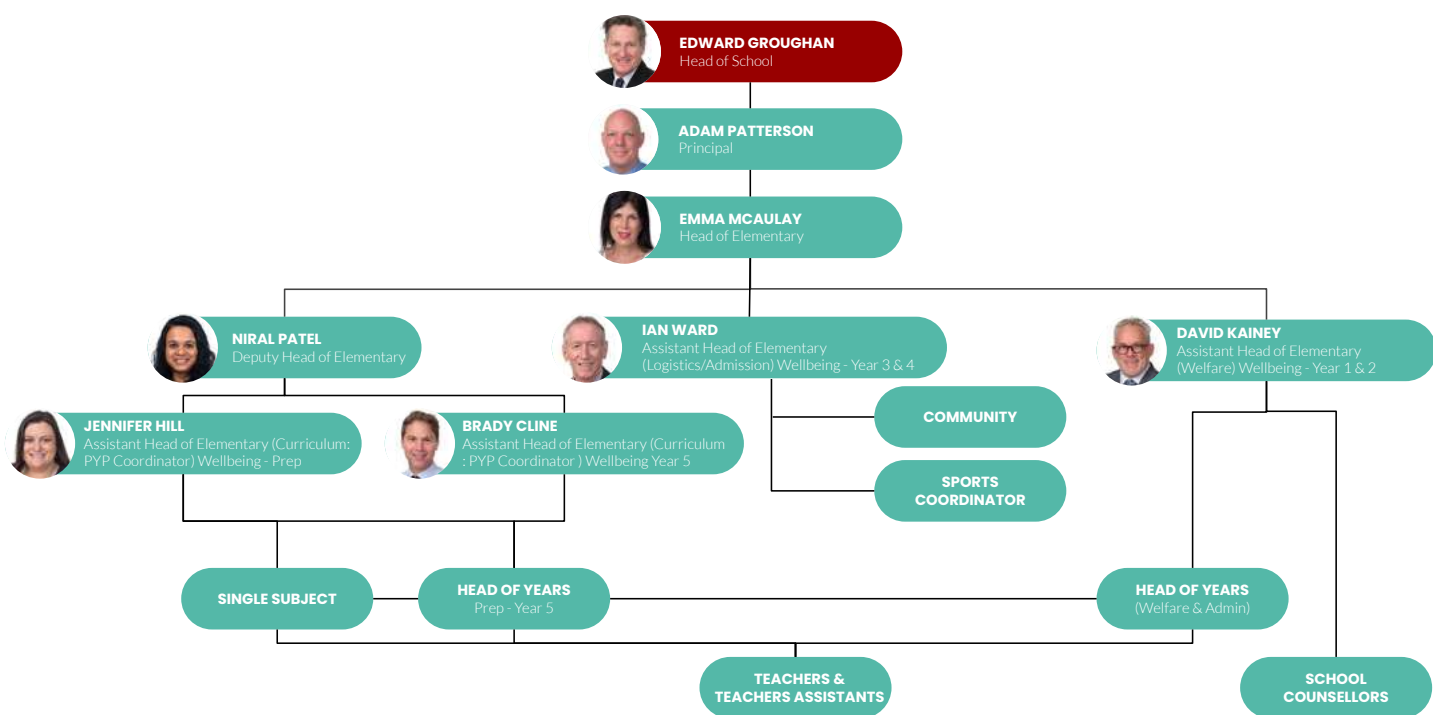
Before joining AIS, I spent 15 years as a leading academic team member at an Independent P-12 school in Sydney and played a pivotal role in securing the School's formal authorisation to become a recognised International Baccalaureate (IB) World School.

Emma McAulay, Head of Elementary

A handwritten signature in black ink that reads "E. McAulay".



# ELEMENTARY ORGANISATIONAL CHART







# ELEMENTARY STRUCTURE



**EMMA MCAULAY**  
Head of Elementary  
Lower Elementary office

- Shared Vision
- Pedagogical Approach
- Assistant Head - Welfare
- Assistant Head - Logistics



**CHRISTINE SHEEHAN**  
Elementary Academic  
Administrator  
Lower Elementary office



**NIRAL PATEL**  
Deputy Head of Elementary  
Upper Elementary office

- Professional Learning
- Let's Talk
- PYP Coordinators
- HBL
- Middle Leaders
- Associate Teachers
- IT Integration
- Data and Reporting



**JENNIFER HILL**  
Assistant Head of  
Elementary: Academic  
Well-being - Prep  
(Transition - P4)  
Lower Elementary office

- PYP Coordinator  
(Curriculum,  
Assessment/ Reporting)



**BRADY CLINE**  
Assistant Head of  
Elementary:  
Well-being - Yr 5  
(Transition - Yr 6)  
Upper Elementary  
office

- PYP Coordinator  
(Curriculum,  
Assessment/  
Reporting)



**IAN WARD**  
Assistant Head of  
Elementary:  
Academic Well-being Yr  
3 & 4  
Upper Elementary office

- Logistics/Admissions



**DAVID KAINEY**  
Assistant Head of  
Elementary:  
Academic  
Well-being Yr 1 & 2  
Lower Elementary  
office

- Welfare

## Elementary Secretaries



**SYAZRINA  
TALIB**



**AIDA  
BRUAL**



**KELLY SOMERVILLE**  
Head of Inclusion:  
Academic Well-being  
Yr 1 & 2

- EAL
- LE
- Admissions

## Middle Leaders

- Heads of year -  
Curriculum
- Heads of year -  
Welfare
- Specialists Department  
Heads
- ES Head of Learning  
Enrichment and EAL

## Instructional Coach

- Driven by data
  - Vertical articulation
- Curriculum Ambassadors

## EX OFFICIO: Middle Leader Opportunity



# WHO WE ARE

## ‘GLOBALLY FOCUSED, DISTINCTLY AUSTRALIAN’

At AIS, we aspire to be recognised internationally as an institution that represents educational excellence. Our philosophy commits us fully to the notion of a holistic, rounded education, which cherishes the arts and sports and academics essential to each student’s education.

We are equally committed to teaching our students to have a moral commitment to making our world a better place as reflective, caring, knowledgeable and principled people. Each child is unique. Each is important.

We never forget the inextricable links with the culture and education system of many of our students and staff or our humble origins at our first campus in Singapore 25 years ago.

We are and will always remain non-selective in our admissions policy, confident that it is not intellectual ability alone that determines an individual’s worth or contribution to the advancement of our world. At AIS, we live the principles outlined in our Mission, Vision and Values.

# OUR MISSION

To enable our students to realise  
their potential through exceptional opportunities,  
within a nurturing community  
which equips them to flourish in life  
and to make a difference for good.

# OUR VISION

AIS strives to be a globally recognised  
centre of educational excellence whose  
students consistently exceed expectations  
and are committed to addressing  
the needs of our world.

# OUR VALUES

RESPECT

OPPORTUNITY

ACHIEVEMENT





## High Quality Learning and Teaching

Guided by the AIS Vision, we strive to be a community of learners encompassing both children and adults. We believe in the capacity of each individual to engage in a meaningful, personally challenging learning Journey. We believe that a student's ability to become a life-long learner is shaped by their capacity to both develop self-knowledge and contribute meaningfully to the communities in which they live.

At AIS, we believe that learners construct knowledge, skills and understanding through integrating new experiences with their prior learning. We understand that learning is optimised when knowledge is organised around major concepts and that it is best promoted through the use of authentic, collaborative learning experiences.

We believe that effective learning necessitates metacognition, with a focus on helping students to become skilful thinkers supporting the broader educational aim of developing them as resilient, self-directed and independent individuals. We do this through the process of promoting and applying Academic Wellbeing where our students are first happy, healthy, safe and engaged, then they can go on to be the best learners possible.

We understand that such capabilities are enriched when students are challenged to reflect upon ethical and moral viewpoints, while being provided with opportunities to take socially responsible action. To that end we develop global citizens who seek to make a difference for good in our world.

# Learning Principles

Learning principles are assumptions or premises grounded in research regarding successful learning. We believe that a solid understanding of the conditions necessary for deep learning leads naturally to high quality teaching.

- Learning involves the whole body and mind with its emotions, senses and receptors
- Learning is constructed when new knowledge and skills are built upon prior learning
- Learning is maximised when knowledge is organised around major concepts and ideas
- Learning is assisted when learners collaborate in a variety of situations
- Learning takes place best in real and virtual contexts which are relevant to the learner
- Learning requires feedback, reflection and metacognition
- Learning is enhanced when the learner feels secure, has a sense of belonging and their ideas are valued and respected
- Learning occurs when the purpose of the learning is explicit

Learning and Teaching at AIS supports international standards for teacher to student ratio which ensures age appropriate student to teacher ratio for developmental stages. In the Early Years, student to teacher ratio is 1 Teacher per 5 or 7 students (depending on age). Mainstream classes in the Elementary school and Secondary school have a 1 teacher:25 student ratio. Those students in English Language support programmes are in group sizes between 1:12 in the Elementary school and 1:20 in the Secondary School. Students requiring specific interventions are supported on a needs basis which may be 1:1 or 1:small group support for specific and targeted learning outcomes.







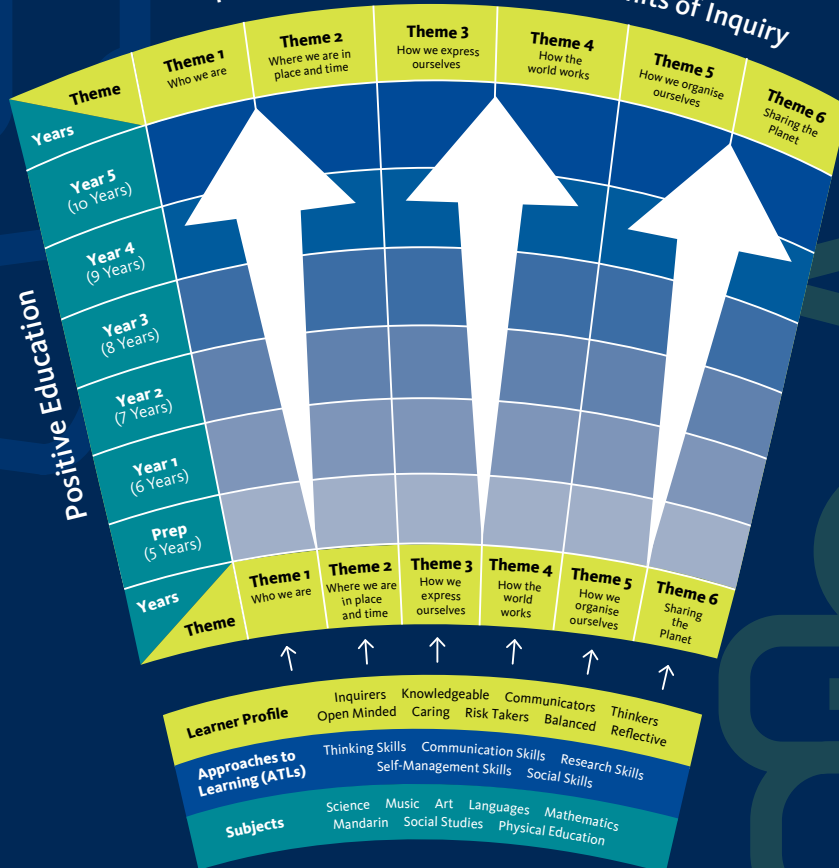
Australian  
International  
School

# Elementary School

A rigorous curriculum with a focus on academic wellbeing



## Primary Years Programme (PYP) Units of Inquiry



### High Impact Cognitive Teaching Strategies

- Setting Goals
- Structuring Lessons
- Explicit Teaching
- Worked Examples
- Collaborative learning
- Multiple Exposure
- Questioning
- Feedback
- Metacognitive Strategies
- Differentiated Teaching

### Mathematics

A spiral curriculum that repeats itself multiple times a year to ensure students revisit and practise key mathematical concepts. These concepts grow in difficulty and complexity as the students progress from Prep to Year 5.

### Language

Students are explicitly taught the skills to understand the complexities of the English language through research, evidence based programs, such as InitialIt.

### Positive Enhanced Education Curriculum (PEEC)

PEEC is an explicit dedicated Positive Education curriculum where students are taught the key concepts of wellbeing so they can live healthy and fulfilling lives.

### Complete PE

Complete P.E. is an interactive primary Physical Education program designed to support the implementation of a high quality Physical Education curriculum.



# A SELECT OVERVIEW OF WHAT WE DO AT AIS:



## The AIS Library Network

All are welcome at our four library branches:

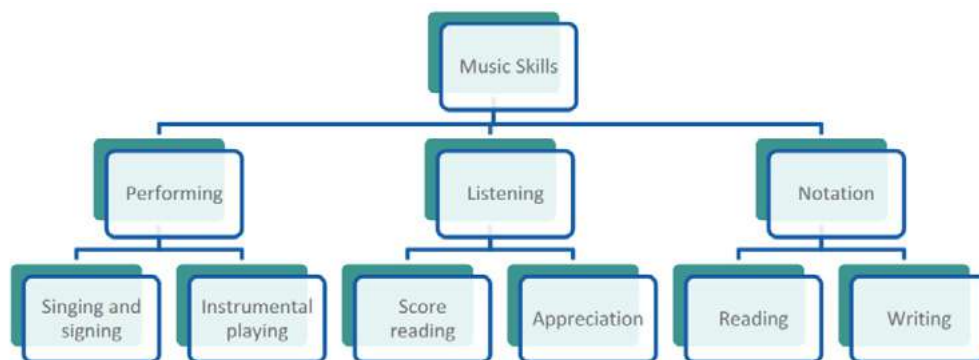
- **The Nest** - Supporting the Early Learning Village community
- **The Hub** - Supporting our Lower Elementary community
- **The Link** - Supporting our Upper Elementary & Lower Secondary community
- **The Source** - Supporting our Senior Secondary community



## Music

Students are provided with a range of individual, group, performance based and theoretical learning opportunities in which to practise, apply and master these components. In each year level, students are challenged and engaged as the concepts and skills are taught with increasing complexity and depth.

7 Concepts of Music						
Pitch	Duration	Tone	Colour	Texture	Form	Expressive Technique



## Visual Art

Students will be exposed to a wide range of experiences that will illustrate the creative process of Visual Arts.

These creative processes include both traditional and contemporary skills acquisition and application, and range in diversity to include:

Elements of Art and Design	Self Portrait	Still Life	The Role of Appropriation in Art	Representing events and Celebrations through Art	The application of Abstraction	Artist studies – the artist process
Symbolism representation in the Arts	Community Art Project	Aboriginal Art	Medium study and its influence on composition	Photography and Digital Manipulation as a medium (ICT as a medium)	Practices in design and its process – selecting, researching and idea or theme for an artwork	



## Visual Art continued

Paralleling the creating aspects of these units will be the responding theoretical component of the program. The responding elements will look at art in society with students responding and reflecting on their art processes and theoretical understandings through self reflection, peer discussion, interview, review, art interpretation and art history.

The responding component of the program will look specifically at the areas of:

Comparing , Connecting and Contrasting Art	Artist studies Art history	Artist influences	The role of Art in representing Faith and belief	The link of Art to culture	Traditional and Contemporary Arts study	Art as social commentary
Public Art	The role of Art in Society	Art as a response to conflict	Understanding Artist process and practice	The role of selection and criteria in Artist process	Artist response and representation of real world	

## Mandarin

Welcome to Elementary Mandarin/欢迎来到中文天地!

At the Elementary School, daily Mandarin lessons are offered. Our program has proved to be successful in helping the children develop their interest in an additional language and steadily build on their knowledge and understanding of Mandarin as well as Chinese culture.

Our dedicated and creative team of Mandarin teachers endeavour to provide an engaging, meaningful and differentiated program in the classroom. Feedback and suggestions from students and parents are appreciated. Please contact me or other Mandarin teachers should you need assistance or have any queries.

Students learn by linking Mandarin to the content within units of inquiry, and through the study of developmentally appropriate topic based units. Lessons are designed to provide authentic contexts for learning, which increase in language complexity and foster confidence to speak, listen, read and write in Mandarin. Regular revision lessons are included to consolidate learning and apply the newly acquired language to new situations.

让我们共同在中文世界里探索遨游！

## Physical Education

At the Australian International School, students in Preparatory to Year 5 have the opportunity to participate in different learning experiences through physical activities. Our aim is for the students to be physically literate and promote an active and healthy lifestyle.

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## Physical Education con't

Personal, social and physical education (PSPE) is concerned with the development of knowledge, attitudes and skills related to personal, social and physical well-being in order to make healthy lifestyle choices. Personal and Social Education is embedded into the daily practice of teachers and counsellors, and is an integral part of the Programme of Inquiry. Physical Education is taught by classroom teachers in the Preschool and primarily taught by the specialist Physical Education teachers in the Junior School and Primary School.

The path and pace of development in Personal, Social and Physical Education is unique to each learner. The following table outlines the phases most relevant to the learners within each year level.

Preschool	Preparatory	Year 1	Year 2	Year 3	Year 4	Year 5
Phase 1	Phase 1	Phase 1-2	Phase 2	Phase 2-3	Phase 3-4	Phase 3-4

## The Physical Education component of PSPE

Physical education is concerned with the development of knowledge, attitudes and skills related to a range of physical and health related activities. Learners will:

- Learn about body control and spatial awareness
- Master new skills and techniques in a variety of physical activities
- Manipulate equipment or apparatus
- Recognise the importance of fair play
- Understand how strategies can assist when participating in physical activities
- Use co-operative behaviours in order to function as part of a group or team
- Use proper safety precautions when engaging in physical activities

### Physical Education in Lower Elementary

Students are involved in physical education lessons and sessions which focus on the development of fundamental movement skills.

#### Physical Education Lessons

Individual Pursuits	Movement Composition	Adventure Challenge	Games	Health related fitness
Running, Jumping and Throwing	Gymnastics	Team-building Roles and Responsibilities	Modified sports Multicultural games Skill based games	On-going and integrated within units of inquiry. Benefits of Exercise and participation

#### Fundamental Movement Skills (FMS)

Locomotion	Balance and Stability	Manipulation (Catching, Throwing)	Ball Skills Kicking and Striking	Gymnastics	Movement Composition - Zumba
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## Physical Education in Upper Elementary

Students are involved in physical education lessons and sessions which develop essential skills and strategies for sports and fitness related activities.

### Physical Education Lessons

Individual Pursuits	Movement Composition	Adventure Challenges	Games	Health related fitness
Athletics (3-5) Water Safety (3-5)	Gymnastics (3-5) Malay Dance (3) Tai Chi (4) Modern Dance (5)	Leadership Games (4) Team Building (5)	Invasion Games (3-5) Spatial Awareness 3-5 Hitting and Striking Games (3-5)	Fitness (3-5) Emergency Care (5)

### Sports Program

Athletics	Football	Netball	Australian Rules	Basketball	Biathlon	Zumba
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## Identity, Active Living, Interactions

The following statements define the overall expectations of students working within a particular phase.

### Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

### Overall expectations

#### Phase 1

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

#### Phase 2

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

#### Phase 3

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

#### Phase 4

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognise and describe how a sense of self-efficacy contributes to human accomplishments and personal wellbeing. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

## Active living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

## Overall expectations

### Phase 1

Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognise the need for safe participation when interacting in a range of physical contexts.

### Phase 2

Learners recognise the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

### Phase 3

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximise enjoyment and promote safety.

### Phase 4

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

## Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

## Overall expectations

### Phase 1

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

### Phase 2

Learners recognise the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

### Phase 3

Learners understand that group work can be enhanced through the development of a plan of action and through



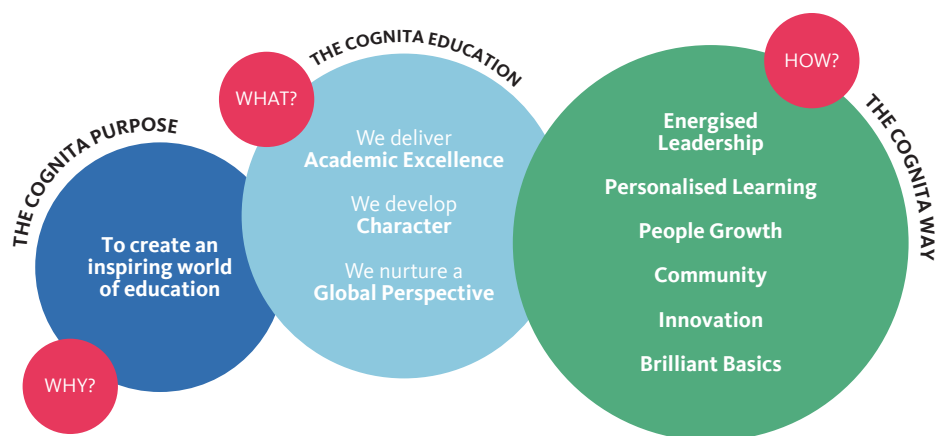
identifying and utilising the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

#### Phase 4

Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognise that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.



# Our Cognita Family



AIS is proud to be part of the global Cognita family of schools. Cognita is an extraordinary group of diverse yet connected schools joining forces in an inspiring world of education with one common purpose: building self-belief and empowering individuals to succeed.

With some 85+ schools in Europe, Latin America, Asia and Middle East, we employ across 12 countries, 10,000 teaching and support staff in the care and education of more than 58,000 students. Together, our schools ensure that each student receives a rounded Cognita Education:

- We deliver academic excellence
- We develop character
- We nurture a global perspective



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Australian International School Pte Ltd is registered by the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG).  
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