



Australian International School

Head of Secondary

Candidate Information



COGNITA

Australian International School is part of the global Cognita family of schools.
www.cognitaschools.com



Welcome to the Secondary School at AIS.

An AIS Secondary education is the final phase of a student's journey through compulsory schooling. It is a phase of life where the young men and women in our care will move from childhood and into their adult lives and become the best versions of themselves.

It is the goal of the Secondary School at AIS that we seek to produce well-rounded young men and women of character who will go forth and make a positive contribution in this ever-changing global society. We believe in the education of the whole student. We want our students to be lifelong learners and have a real passion to want to get better at everything they do. Therefore, the programmes that we offer are diverse and inclusive in nature to allow all our students to experience success. 2021 academically saw the best results in the school's history in the IGCSE and IBDP programmes.

The School offers innovative academic programmes:

- Australian Curriculum Years 6 – 8,
- IGCSE Years 9 and 10,
- IBDP Years 11 and 12,
- HSC Years 11 and 12

Each of these programmes offers excellent preparation for life beyond AIS. They provide outstanding scope and sequence, are well resourced and taught by highly qualified and motivated teachers. The teaching staff engages appropriate pedagogies that promote differentiation and assessment for learning. Technology is

ubiquitous in the programmes of study but is not the only means of delivery. Tried and tested modalities like handwriting, class discussions and questioning are still important components of lessons. Our students are encouraged to collaborate and seek enquiry to enhance their learning journey.

The academic well-being of every student is an essential aspect of the AIS Secondary School. A proactive programme that seeks to provide students with guidelines for life is engaged. Clear expectations for behaviour are articulated and perpetuated by all staff. The STRIVE teacher is the central person in the lives of all students. They will meet with them each day and provide stewardship for each student. The STRIVE teacher is supported by appropriate structures that seek to ensure that the young men and women in our care are central to all aspects of school life. We are a school that prides itself on being student focused and solution orientated.

The Secondary School provides students with a superior co-curricular programme. Options that we offer are diverse and impressive. Students can engage in a variety of options from competitive sport to community service, to academic activities. The most impressive aspect of this programme is that it is inclusive and caters for the needs of our entire community. I urge all students to avail themselves of these wonderful opportunities. It is these activities that will remain etched in the minds of students long after they leave school.

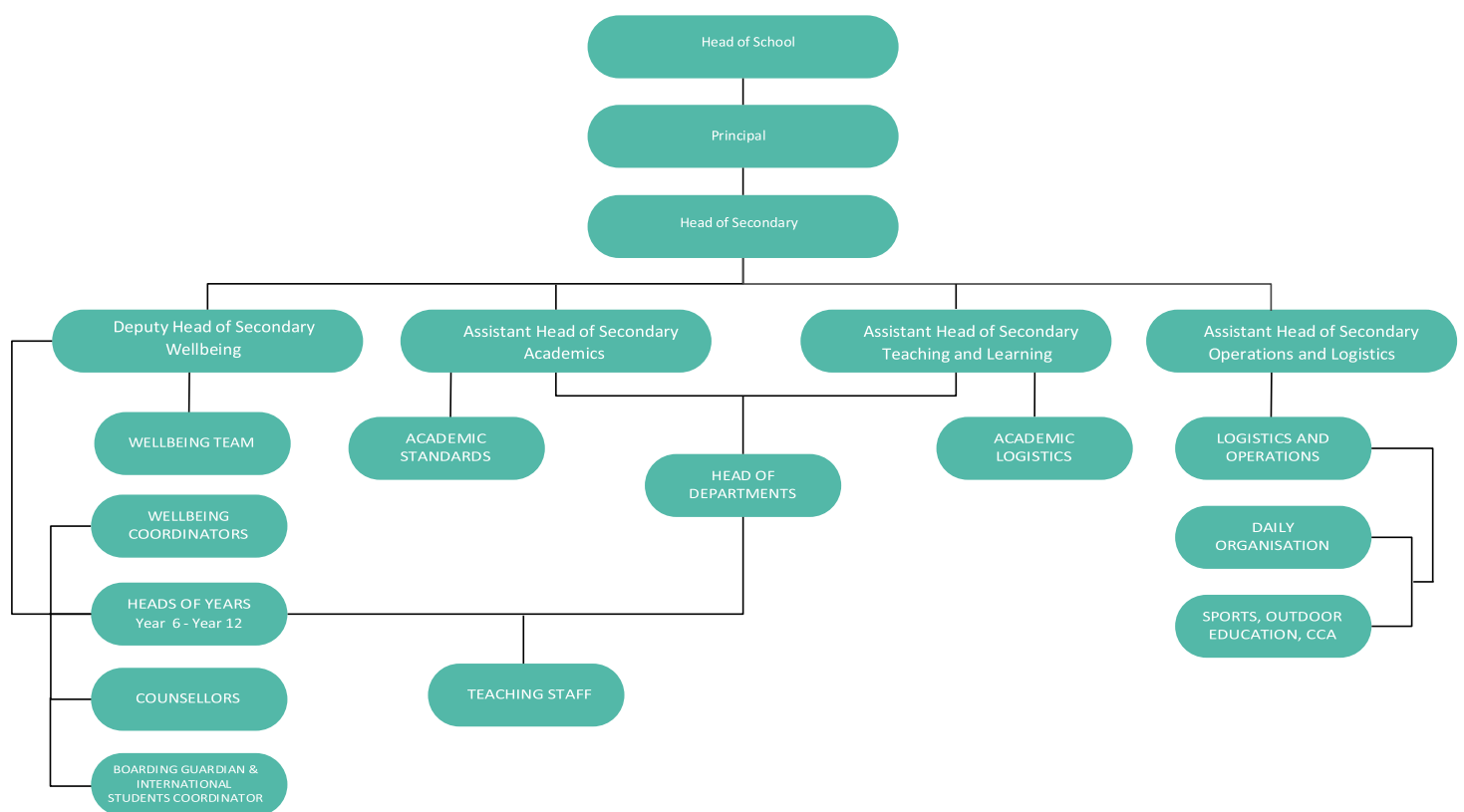
The relationship between school and home is crucial throughout a student's educational journey. The three-way relationship between student, school and home is perhaps even more important in the secondary years. It is this phase of life where young men and women are growing in independence and are looking to "test the boundaries". To that end a positive and united relationship between parents and teachers becomes crucial. I encourage parents to engage with their child's teachers in a partnership to ensure the best for all students. 2023 promises to be an exciting time in the Secondary School as we move forward from what can only be described as a challenging 2021. As we embark on this exciting journey, I look forward to working with staff, students and parents to move the Secondary School toward an exciting future and successful future.

Go Sharks!

Karrie Dietz
Head of School



SECONDARY ORGANISATIONAL CHART





SECONDARY SCHOOL STRUCTURE

Head of Secondary

- Shared vision
- Pedagogical approach
- Governance
- Staffing
- Academic wellbeing

Deputy Head of Secondary

- Academic admissions, wellbeing and tracking
- Secondary Pastoral Program (STRIVE)
- School counsellors
- Boarding and homestay program
- Innovative development of policy and approaches to wellbeing
- Designated safeguarding lead

Assistant Head of Secondary Academics

- Academic tracking
- Academic standards
- Benchmark testing
- Assessment
- Reporting
- Data
- Learning coordinators

Assistant Head of Secondary Teaching and Learning

- Teaching and Learning
- Staffing/probation
- Let's Talk
- Curriculum
- Academic Logistics
- Professional Learning

Assistant Head of Secondary Head of Diversity and Development

- EAL
- Learning Enrichment
- Admissions
- PCS

Assistant Head of Secondary Operations and Logistics

- Logistics
- Examinations
- Admissions
- Timetable/Deployment
- Parent Communication
- Staff Mentoring
- General SS Budget
- VTR Approvals



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

Our Philosophy

Our globally focused, distinctly Australian ethos is reflected in everything we do and permeates the School. We believe we must ensure that our students are prepared to face, embrace, and drive positive change. We achieve this by providing holistic, rounded education. The approach encompasses the very best teaching and learning, hand-in-hand with the arts, physical education and a comprehensive understanding and appreciation of globalism. Our students become lifelong learners who can use various tools to satisfy their curiosity and solve problems.

Our description of AIS as 'distinctly Australian' emanates in part from our legacy and strong educational and social links with Australia. However, the phrase refers principally to the uniquely Australian spirit of pioneering, perseverance, resilience, ambition, and caring, all of which are personified in abundance at AIS. Australians traditionally form a substantial proportion of our student and teaching cohort, but these inherent qualities bring tangible benefits to children of any background, all of whom are welcome.

We believe that it is not intellectual ability alone that determines worth to self or others. For this reason, we remain – as we have always been non-selective in our admissions policy. Similarly, on the stage and sports arenas where we excel as a school – every enthusiastic student is actively welcomed to participate, whatever their level of ability.

Where Learning Happens

The Australian International School has four main buildings across its campus, dividing the sub-schools. The Foundation Building, which opened in 2003, houses the Upper Elementary and Lower Secondary Schools, while the Junior School building was opened in 2008. Located here are students in the Lower Elementary School. Adjacent to these two campuses is the Peter Bond Secondary School, which opened in 2010 for students in Years 10, 11 and 12. The Early Learning Village, opened in 2017, is home to our Infant Care, Early Years and Prep students. It has been thoughtfully designed with young learners in mind to provide an environment that truly supports each child's learning journey.





Curriculum Overview

Academic Excellence, endowing global citizenship and the ability to make choices are central to our curriculum structure. We offer the best of both worlds – a choice between two highly challenging academic programmes. True to our globally focused, distinctly Australian ethos, all students from age 2 months to 18 years enjoy a global education underpinned by the standards and content of the Australian Curriculum. This enables us to maintain strong synergies with Australia and parents to benchmark their child's performance against Australian national results.

The Australian Curriculum begins at Nursery, extending through to Year 8. Alongside this, the globally-renowned International Baccalaureate Primary Years Programme (IB PYP) is introduced from Early Years through to Year 5 in Elementary School, supported by selected complementary teaching methodologies and a curriculum framework specific to the needs of our students. Year 9 and 10 see all students take the Cambridge IGCSE, the world's most popular international qualification for this age group. Internally and externally set and assessed, the IGCSE provides excellent preparation for the rigorous studies necessary to prepare students for their senior years of schooling.

Year 11 and 12 students graduate from AIS with a choice between the Australian Higher School Certificate (HSC) or the International Baccalaureate Diploma Programme (IB DP). Success in either enables a seamless progression to leading universities around the world. We also offer Vocational Education and Training (VET) for those students who wish to pursue a pathway that may lie outside of University. Our VET courses engage and challenge students to maximise their talents and capabilities for further education, training and lifelong learning.

A SELECT OVERVIEW OF WHAT WE DO AT AIS:

Positive Education

Effective learning depends on many factors – good teaching, a well-structured curriculum and a conducive environment being some of the most important. At AIS, we consider that it also relies strongly on the receptiveness of the learner – with the student being in a ‘good place’. This led to developing a structured Positive Education programme to promote students’ psychological well-being and deliver measurable positive outcomes, including higher academic results and greater resilience.

Early Years P.E. & SMART Steps

Our Early Years programme represents an excellent foundation for a healthy, invigorated body and mind and lifelong enjoyment of physical exercise. All children enjoy a weekly Physical Education lesson and a session of SMART Steps. SMART Steps is a highly respected, move-to-learn programme designed to advance key movement patterns important for physical and brain development. It optimises the connections between movement, language, and readiness for formal learning and includes tools that enable teachers to pinpoint children’s specific developmental stages and assess their progress.

Physical Education & Sports

Our AIS model for athlete development is based on the long term Athlete Development Programme which identifies age and ability appropriate activities for children at each stage of their development. From 3-month-old parent and baby swimming lessons to our first teams representing the School internationally, AIS students of all ages can participate in our sporting programmes. Students are encouraged to be multi-sport athletes, and we value the importance of both participative and competitive opportunities. As our students grow and develop, they are increasingly exposed to sporting opportunities through our involvement in various sporting associations locally and internationally.

Visual Arts

True to AIS philosophy, Visual Arts is an integral part of developing the whole student. Creativity, self-expression, and confidence are nurtured – traits that extend not only within the art class but also on everything our students do at school and beyond the campus. The subject of students’ work comes from within rather than being prescribed, reflecting our ethos of developing and celebrating the individual. Our teachers – artists in their own right – guide their students in media and techniques. Students enjoy comprehensive, dedicated facilities in which to learn and work.

Drama

In Elementary School, we encourage every child to explore Drama as part of their Units of Inquiry. In Secondary School, students take Drama in Years 7 - 8. In Years 9 - 10, Drama is an elective subject in the IGCSE curriculum. They learn how to exploit and combine voice and body to create engaging theatre and learning and experiencing the contribution of actors, directors, writers, designers and technicians. Our fully-equipped, 265-seat Coral Dixon Theatre is an invaluable asset that supports the growing Drama community.

Music

Music is a pivotal part of life at the School – as a curricular subject, an extracurricular activity, an instrumental programme, and performance art. Appreciation of music starts at an early stage. The Early Years programme combines music, movement, drama and speech into lessons that assimilate into your child's play. In the PYP, music is an essential element of inquiry-based learning and has authentic links into prevailing units of inquiry. For students wishing to continue studying for IB DP or HSC, Music is split into two streams, focusing on either playing and listening or a course for elite musicians aimed at tertiary study.

Careers

Our Careers Service is here to expertly and carefully guide every student to make the best choice of university and career, according to their objectives, qualifications and circumstances. Our advisors achieve this by having an intimate knowledge of the nature and requirements of universities around the world and an intimate knowledge of our individual students' skills, strengths, objectives and character traits.

Outdoor Education

Our Outdoor Education programme fully supports this ethos by providing students with the opportunity to engage in meaningful outdoor experiences, developing a greater awareness of themselves and others through a range of team-based activities. An appreciation and understanding of the natural environment should be encouraged from a young age, which is why our Outdoor Education Programme begins from 3 years old and follows a progressive pathway which builds on these experiences each year.

Co-Curricular Activities

AIS offers an impressive Co-Curricular Activities (CCA) programme, with over 150 activities. Our CCAs start from just 18 months old, where children can participate in our extracurricular swim classes. After three years old, the programme becomes more extensive, with options such as soccer, ballet, drama, science and robotics. Moving into Secondary School, students can participate in a myriad of activities to suit almost any interest, including parkour, yoga, jewellery making, debating and creative writing.

Mother Tongue Languages

To support students from the 50 nationalities who make up our diverse AIS community, we offer an extensive Mother Tongue Programme. We consider this vital in maintaining their heritage whilst in Singapore, helping them to celebrate their identity and easing the transition when they return to their own countries.

English as an Additional Language (EAL)

We offer a comprehensive and academically robust English as an Additional Language (EAL) programme to assist students in acquiring the English language they need to progress effectively in their academic and other endeavours and assimilate into school life. Such is the level of focus that students can meet or exceed the standards required to enter the university of their choice in Australia or around the world.



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 using 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.

Our Mission

To deliver a quality curriculum that reaches and exceeds educational standards and expectations, bringing together student wellbeing, academic, teaching and learning and curriculum.



YEARS 6 - 8

Australian Curriculum

YEARS 9 & 10

Australian Curriculum

Cambridge International General Certificate of Secondary Education (IGCSE)

YEARS 11 & 12

Australian NSW Higher School Certificate (HSC)

International Baccalaureate Diploma Programme (IB)

Academic Wellbeing

At AIS we acknowledge the direct correlation between academics and social, emotional and psychological wellbeing and as such we don't see them as indifferent but are the same component of student learning – academic wellbeing. We know that students with higher levels of psychological and emotional wellbeing show higher levels of academic achievement.

“To provide our students with an environment where they feel happy, healthy, safe and can be at their best.”

Our Wellbeing Team is led by highly qualified and experienced educators and involves a multi-faceted system of support and guidance provided by Heads of Year, Senior Leadership Team, International Students Coordinator, Boarding Guardian, Head of Inclusion, Wellbeing Coordinators, Guidance Counsellors, Positive Education Coordinator, Community Service Coordinator, Learning Enrichment Team and our Health Care Unit.

STRIVE

STRIVE is the name for our pastoral programme.

- Strength
- Resilience
- Values
- Thrive
- International Mindedness
- Enjoyment

These are the core tenants of our wellbeing team's programme. In this structured programme, students cover a multitude of challenging and engaging topics and activities which are designed to broaden their horizons and equip them with skills, strategies and knowledge relevant to their current and future experiences.

The STRIVE programme covers everything from digital citizenship, mental health, sexual health, positive choices, navigating adolescents, first aid and to manage your finances at university.

STRIVE also encompasses our home room system for students to connect with their peers and to foster relationships beyond those they make in their subjects.

STRIVE is designed to support our students in all aspects of their life and provide them with the best possible start in life.

STUDENT WELLBEING

Our wellbeing programme occurs within STRIVE, which exists to provide pastoral and emotional support to our students so that they may develop knowledge, understanding and skills within:

Strengths

The use of our skills and character strengths to express our individuality.

Thrive

The ambition to experience success and achieve our personal best.

Resilience

The desire to persevere through challenges and develop resilience.

International Mindedness

The importance of embracing cultures and traditions from around the globe.

Values

The reflection of our core values and what is important to us.

Enjoyment

The desire to live a life with purpose, meaning and happiness.

CARES & Academic Care

The Australian International School makes the Academic Wellbeing of our students an absolute priority. One of the many tools we use to support our world class, holistic education is our C.A.R.E.S survey. The data derived from this is used to have informed conversations about students' academic wellbeing and provide the appropriate support and interventions where required. C.A.R.E.S is designed so that student voice can shine through about how students are feeling about schooling, relationships and themselves.

Positive Education

As part of the Australian International School's commitment to supporting our community to flourish and live meaningful lives, we aim to embed wellbeing at the heart of everything we do.

Positive Education at AIS is based on the belief that we are continuously working towards being the best version of ourselves, and in doing so, reflect on the six domains of Martin Seligman's PERMAH framework. This includes reflecting on our emotions and experiences, the activities we engage in, significant relationships, our health, accomplishments and our contribution to society.

In endeavouring to build the long-term wellbeing of students, we continue to cultivate our Positive Education programs to implement intentional wellbeing practices which help children cope with life challenges and thrive as individuals. Understanding how our cognitive, emotional, social, physical and spiritual wellbeing is all interconnected is an important part of our philosophy.

AIS is committed to providing exceptional opportunities; where students experience holistic success whilst developing skills for life, including diversity, identity, respectful relationships, resilience and an understanding of how to make a positive difference in the world.



Australian Curriculum (AC)

Students will undertake a diverse range of subjects which will focus on developing key 21st Century skills such as Critical Thinking, Communicating, Researching and Self-management through a conceptualised learning approach. Developing these skills will allow our students to successfully transition from Elementary into the Secondary school and provide them with an appropriate platform to embark upon their studies when they progress into the IGCSE and Australian Curriculum subject offerings in Year 9 and 10.

Cambridge International General Certificate of Secondary Education (IGCSE)

The IGCSE curriculum gives students the freedom to choose subjects that are right for them, while providing them with a broad knowledge base and lifelong skills.

It develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes



Australian NSW Higher School Certificate (HSC)

The Higher School Certificate (HSC) curriculum allows students either to follow a broad programme or to specialise the focus of their final two years of studies before university. They can, for instance, study all three of the Sciences. They can specialise in Mathematics or English undertaking four 'units' at Year 12. Students can also specialise in the Humanities or in the Arts or in Technology related subjects.



International Baccalaureate Diploma Programme (IBDP)

Designed as an accessible and holistic pre-tertiary experience, the IBDP is internationally recognised by leading universities. Students choosing the IBDP are challenged to maintain the study of a broad range of subjects from six curriculum groupings - helping to keep tertiary options open - at least three of these subjects are chosen for higher level study.

The central core of the IBDP is Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE). All three components are highly valued by tertiary institutions and employers alike.



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
- The Source - Supporting our Senior Secondary community

Commerce

The Commerce curriculum at AIS incorporates the IGCSE, IBDP and the HSC programs. It is specifically designed for senior students and is chosen in these pathways by them.

In the IGCSE and IBDP we offer both Business Studies and Economics. In the HSC we offer Business Studies, Economics and Legal Studies. These are very popular subjects with students and traditionally, our students score very well in them. These are two-year courses that help develop a better understanding of the world of business incorporating critical thinking and an international outlook.



Drama

The Drama curriculum at AIS incorporates a range of diverse and exciting opportunities to investigate, explore, create and, of course, perform live theatre. From issue-based topics, through world theatre and numerous performance skills the courses aim to develop confidence, critical thinking and the ability to communicate successfully through dramatic means.

All students in Years 7 & 8 experience Drama as a curriculum subject and many choose to continue their study of Drama as an elective in Years 9/10, and at HSC and IB Diploma level as two-year courses developing important life-long skills fostered by an arts education.

1. To provide immediate, short-term acquisition of sufficient English to ensure a seamless integration into both academic and social school life
2. To strategically assist students to acquire a developed English proficiency to ensure success in the mainstream classroom without EAL support

English

The AIS English Department commits to setting the conditions for all students to take action to exceed their goals in reading, writing, speaking, and listening skills. To do this we:

- Set wellbeing work-life boundaries for ourselves to ensure sound physical, mental, and emotional health when we teach our students.
- Cultivate a culture of reliability, inclusivity, excellence, and kindness amongst staff and students.
- Instil in our students a desire to love literature, and question meanings made from language and texts as part of their self-actualisation journey.
- Foster an understanding that critical reading is central to an active engagement with international mindedness and democratic principles.
- Create spaces that allow for reading and writing skills to grow
- Identify extension and remediation needs for student literacy through data collection and evaluation.
- Expect high standards for teaching and learning
- Meet accountability requirements to all stakeholders with a spirit of authenticity, curiosity, professionalism, and open and respectful communication to meet the best interests of our students and our community.
- Evaluate all teaching and learning systems and resources on a daily, weekly, and monthly basis to ensure the continued creation of a professional legacy for future teachers and students who will work with our Department.

English is compulsory in all curriculums at AIS and as such has a high emphasis placed upon it for the success of our students not only in English but across all curricula.

Humanities

The mission of the Humanities Team at AIS is to provide a quality Humanities education which allows students to think critically and creatively and provides opportunities for students to apply their humanistic knowledge to real world situations so that they are equipped to make the world a better place.

Humanities runs across all Curriculums in Secondary at AIS

- Year 6-8 History and Geography
- Year 9-10 IGCSE History, Geography and Global Perspectives
- Year 11-12 IBDP History, Geography and Psychology
- Year 11-12 HSC Ancient and Modern History, Geography

Humanities con't

'The value of [Humanities] is, indeed, not scientific but moral: by liberalising the mind, by deepening the sympathies...it prepares us to live more humanely in the present and to meet rather than to foretell the future' - Carl Becker

Languages Other Than English/Mother Tongue - LOTE/MT

The LOTE and Chinese Mother Tongue Department is committed to promote linguistic and cultural literacy while cultivating a life-long appreciation and enthusiasm for languages and the cultures they reflect. We believe that all students can learn a new language and that a global mind-set is a necessity and an asset in today's society.

The study of world languages is an interdisciplinary pursuit, and it intrinsically helps students view issues from a global perspective; students gain an increased knowledge of their relationship to the world by developing an appreciation for other viewpoints and a deeper understanding of their own culture and the world at large.

We offer Chinese and French as our main languages with Spanish becoming a priority moving forward.

Mathematics

Mathematics at AIS aims to build strong relationships with various members of the AIS community and foster students with 21st century skills: critical thinking, creativity, collaboration, and communication.

Mathematics is offered across all Curriculum from 6-12.

Aims of Mathematics department align with the aims of the IGCSE, IBDP and the HSC and attempt to:

- develop mathematical knowledge, concepts and principles
- to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting.
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalisation
- promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenges.



Music

From their first days in the early years until they graduate from AIS, our students will embark on a progressive musical journey that will prepare them to enjoy, participate or work in the arts.

Our passionate specialist teachers deliver personalised musical programs to promote the highest standards of artistic excellence that enable students to become an accomplished musician.

Musical talent is celebrated throughout the year at AIS, with events ranging from performances during school assembly times to performing on stage at our annual Music Ensemble evening and at Presentation Day.

Our musicians are frequently invited to represent the school at outside events, recent past examples include ANZAC Day at the Kranji Memorial, a charity Christmas concerts, carols at Raffles Hotel and performing at the ANZA charity ball.

Our annual music ensemble evening is one of the main highlights of the Year, with students preparing for months ahead of performance night. The night brings together singers and instrumentalists from the AIS Upper Elementary and Secondary School, who perform a range of music styles, including vocal performances from our choirs as well as performances by bands, orchestras, wind ensembles, percussion ensembles, chamber ensembles and string ensembles.

Personal Development/Health/Physical Education - PDHPE

Faculty Vision: To deliver an exceptionally high quality Physical Education, Health and Athlete Development programmes that are relevant for adolescents in today's ever changing and challenging world.

Faculty Mission: To empower, enable and equip adolescents to enhance their own and others health, safety and wellbeing through knowledge, skills and attributes.

PDHPE is offered across all Years at AIS, students specialise in PE at Year 9 IGCSE level and it is offered as elective in the IBDP and HSC programmes.

AIS also has an Athlete Development Programme that starts in Year 7 for aspiring athletes to learn about how to best prepare themselves for a life of sport.

Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.

Science at AIS runs through all Curriculums from Year 6-12 and is extremely popular with senior students where many offers are available in the IGCSE, IBDP and HSC programmes.

Science at AIS aims to develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge

Technology / Vocational Educational & Training

Technology

The Technologies Department at AIS delivers a wide range of programmes across the fields of Computing, Food, Design, Textiles and Construction from Years 7 to 12. Delivering courses through the Australian Curriculum, IGCSE, HSC, IB and New South Wales vocational education programmes we have a wide range of options to suit everybody's interests and needs.

Our department is extremely well resourced with collections of modern and traditional tools across both design and making. Using project-based learning methodologies our programmes are engaging and interactive, leading students from exploring key questions about why things happen through to how I can solve that problem. No matter the material chosen, our students follow individual projects through a process of investigation, ideation, development and delivery, whilst also exploring the impact that designing has on the world around them.

Suited to individuals who love creating and problem solving, our units include woodwork and plastics, food, fashion, and interiors, and developing and coding computing-based projects. Choices of tools used across the year groups include traditional hand tools or laser cutters, 3D Printers and CNC machines, robots and drones, plastics recycling and forming opportunities, domestic and industrial kitchen tools and appliances, as well as sewing machines, sublimation printers and digital embroidery machines.

Vocational Education and Training

The Vocational Education Training (VET) suite of subjects offer a speciality course leading to Certificate Level 1 and 2 provided by TAFE New South Wales, Australia as well as contributing to the standard Higher School Certificate. This specialist training is delivered through our normal timetable and provides students with an extensive range of experiences in a competency-based curriculum, including work experience and service based learning.

Learning to plan and deliver their own cafes and host functions within school, the Hospitality subject provides learners with experiences ready for work in the Hospitality industry outside of school.

AIS also delivers the Construction Certificate 1 & 2 and Construction Pathways programme to introduce students to skills in the construction industry. Learning to plan and build items of furniture and large items, including cubby houses or paving recreational areas around school, this service learning is for those who love working with their hands and being outside.



Visual Arts

AIS Secondary Visual Arts delivers a rich and dynamic programme to our students from Years 6 to Year 12. Our Visual Arts Department is extremely well resourced, and we are able to provide our students with a wide scope of artistic experiences. The Secondary Visual Art programmes course has been designed for students who engage in project-based learning, are creative thinkers, problem solvers and promote an awareness and interest in the Visual Arts. Each unit of work is designed around a concept, an area of investigation, encouraging students to develop their critical and creative thinking. Students will study artworks and artists from ancient times to the traditional period, the modern and postmodern periods up to contemporary practice.

This course enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and to understand and write about their world. Common themes connect the practical and theory work, and the students have the flexibility of trying different artmaking approaches that they have never experienced before. Due to the excellent facilities in our Visual Arts Department, students have the opportunity to produce a wide variety of artworks in mediums such as drawing, painting, printmaking, ceramics, film, animation, photography, graphic design and sculpture.



Outdoor Education

AIS adopts a holistic approach to learning, which aims to develop the ‘whole student’ by nurturing their individual talents, both in and outside of the classroom, helping them to discover their unique pathway in life. The AIS Outdoor Education Program is an essential part of this approach extending learning well beyond the classroom and into natural environments.

Our Outdoor Education Programme offers a progressive age-appropriate experience that begins at Prep and continues to Year 10, with each year building on the skills acquired and challenges faced in the previous years.

Year 6 (5D4N)	Malaysia	The introduction of expedition skills through these skill-focused activities will equip the students with the confidence and self-esteem in handling future adversity with a positive attitude.
Year 7 (5D4N)	Malaysia	This 5-day journey aims to extend the students physically, socially and emotionally, allowing every student the opportunity to step outside their comfort zones and face new challenges – the wisdom gained will be invaluable and life changing.
Year 8 (6D5N)	Malaysia	On the west coast of Malaysia, the students will embark on a 6-day programme where they will be tested by the natural environment and the activities to come together as one in order to succeed and bring about self – awareness and growth as an individual and as a team.
Year 9 (6D5N)	Malaysia	On the west coast of Malaysia, the students will embark on a 6-day programme where they will be tested by the natural environment and the activities to come together as one in order to succeed and bring about self – awareness and growth as an individual and as a team.
Year 10 (7D6N)	Thailand	In the northern jungle and valleys of Thailand, the students will put their outdoor skills to the test while immersing in Chiang Mai’s beautiful nature from above and below as they hike through the jungle, climb cliffs and descend through caves.

Careers

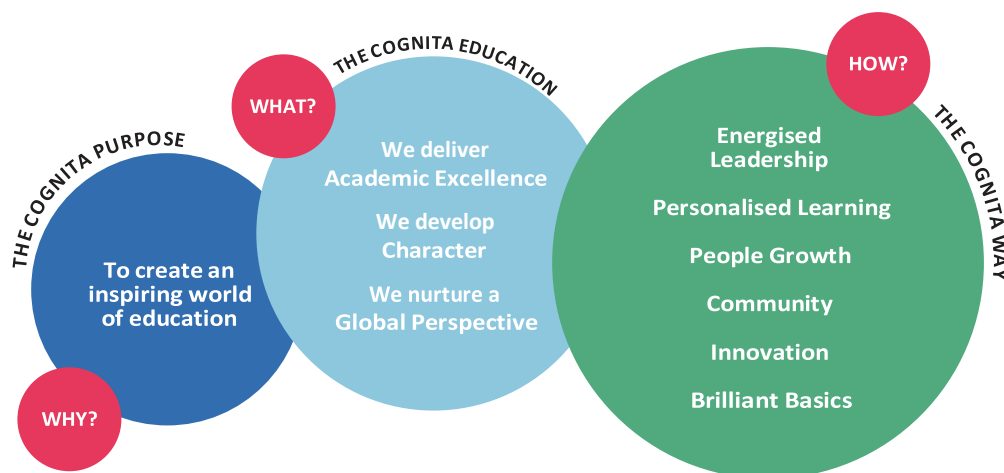
The AIS Careers programme advocates a student-centred and three stage approach to career development:

1. **Self-Knowledge:** understanding individual aptitudes, interests, values and personal style
2. **Career Exploration:** exploring career opportunities in a rapidly changing world of work
3. **Career Management:** developing the skills to engage in lifelong learning and to sustain career success

We offer career education, counselling and support for students in Years 9, 10, 11 and 12.



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



A LEADER WHO HAS:

- Proven leadership and management skills in high performing academic organisations
- Excellent communication skills, both verbal and written
- Experience in managing a diverse multicultural team
- Strong background in instructional leadership
- Strong influencing, negotiating, and collaborating skills
- An advanced degree preferably in School Management and Instructional Leadership
- Commercial awareness



Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Position Title	Head of Secondary	Reference: March 2023
Function/Department	Secondary	Location: AIS
Manager Title	Principal	
Position Type	Renewable Fixed Term	
Position Status	Full Time	

Position Objective

- As the Head of Secondary School, you will have a strong understanding of the needs of our students in their secondary years of schooling. You will demonstrate the capacity to lead the Secondary School team to achieve excellence in the delivery of the School's Year 6-8, IGCSE, International Baccalaureate Diploma Programme and New South Wales Board of Studies HSC curriculum.
- You will possess an international mindset ready to immerse yourself into our rich and diverse community of over 50 different nationalities.

Responsibilities

You will:

- Lead and manage the Secondary School division, including academic programmes, extra-curricular activities, employee development, and student welfare.
- Develop and implement strategies that ensure the delivery of a world-class education and maintain a culture of academic excellence.
- Ensure the provision of pastoral care to all Secondary School students and promote a safe and supportive learning environment.
- Ensure the provision of quality professional development opportunities for Secondary School employees.
- Develop and maintain strong relationships with the wider school community, including parents, students, and alumni.
- Foster a culture of innovation and continuous improvement within the Secondary School.
- Collaborate with other school leaders to develop and implement the whole school strategic plan.
- Lead the development, implementation and evaluation of the Secondary School Improvement Plan

It is your responsibility to promote and safeguard the welfare of children and young people for whom you are responsible, or with whom they come into contact with. For that person to comply with the relevant Cognita Safeguarding Child Protection Policy and Procedures should be adhered to at all times. If in the course of carrying out the duties of the role, you identify any instance that a child is suffering or likely to suffer significant harm either at school or at home, you must report any concerns to the School's Designated Safeguarding Lead, or to the Head of School, or indeed to the Cognita Regional Safeguarding Manager so that a referral can be made accordingly to the relevant third party services.

Position Requirements

You will possess:

- A minimum of 5 years of experience in a leadership role within a secondary school.
- A strong understanding of the Australian and International curriculums.
- A proven ability to lead and manage a large team of educators.
- Excellent communication and interpersonal skills, with the ability to build strong relationships with all stakeholders, at school and group level.
- Demonstrate commitment to the provision of pastoral care and support to students.
- Have an innovative and forward-thinking mindset with a track record of successful implementation of new initiatives.
- Experience working in an international school environment is highly desirable.
- Demonstrated commitment to ongoing professional learning and development.

Qualifications

You will have:

- A teaching qualification, such as a Postgraduate Certificate in Education or a Bachelor of Education or a related field is essential.
- A master's degree in education or a related field is highly desirable.
- Either mastered a second language, currently learning another language, or have the desire to learn a new language.

Contacts

- Head of School
- Principal
- Head of Sub-Schools
- Managing Director and other Operations functions
- Academic contingent
- Parents
- Students

Working Conditions

- Official working hours 8am to 4pm or as required, Monday to Friday.
- Occasional weekend or evening work including department meetings or professional development.



**Australian
International
School**

Job Description Form

Terms of Employment

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all employees, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity (if the candidate has lived in the UK) and/or criminal/police or equivalent background checks for all other countries inhabited (irrespective of whether you worked in those countries).

- Annual Leave: 30 Days
- Medical Benefits: Group medical insurance
- Sick Leave/Hospitalisation Leave: 60 days hospitalisation leave including 14 days sick leave
- Probation Period: One full term
- Reference Check: Required
- Background check: Required



Australian International School

Job Application Form

Please complete in full and forward application along with your resume and qualifications to: **StaffHR@ais.com.sg**

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Position applied for				Date:
Name (as in passport or NRIC)	(Given Name)		(Family Name)	
Pronoun	He/She/Other/ _____	Preferred name or other known names		
Name Changes	Is your current name different to your birth name, or have you had your name changed? <input type="checkbox"/> No <input type="checkbox"/> Yes			
	If Yes, please list previous name/s and provide official documents that explain ALL name changes			
Are you currently holding a work pass issued in Singapore?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable (Underline one: Singapore Citizen/PR)	If applicable, please indicate the type of pass issued.	<input type="checkbox"/> Employment Pass <input type="checkbox"/> S Pass/Work Permit <input type="checkbox"/> Other (e.g. Dependant Pass) – Please specify	
Do you require Visas for your dependants? (spouse/children)	<input type="checkbox"/> No <input type="checkbox"/> Yes. Please check whichever applies: _____ spouse and/or _____ children <input type="checkbox"/> Number of children _____			
Are you applying to AIS as a couple?	<input type="checkbox"/> No <input type="checkbox"/> Yes. Please specify name of spouse: _____ & position applied for by spouse: _____			
Where did you hear about this job? (please check one)	<input type="checkbox"/> AIS website <input type="checkbox"/> Seek <input type="checkbox"/> Jobs Bank <input type="checkbox"/> Others, please specify: _____ <input type="checkbox"/> Jobstreet <input type="checkbox"/> IB School Jobs			
Current residential address				Country:
Home Country Address				
	Country:	Total number of years living outside of home country:		
Contacts	(telephone)		(Skype ID)	
	(email)			



Australian International School

Job Application Form

EDUCATION			
Course Name	Institution or University	Country	Year completed

EMPLOYMENT			
Are you currently employed?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Notice period:	Available start date:
Please list ALL your previous employment starting with your most recent (use a separate page if more space is required)			
Employer		Employer address including country	
Job title		Employment Date (start and end in month/year)	
Reason for leaving			
Employer		Employer address including country	
Job title		Employment Date (start and end in month/year)	
Reason for leaving			
Employer		Employer address including country	
Job title		Employment Date (start and end in month/year)	
Reason for leaving			
Employer		Employer address including country	
Job title		Employment Date (start and end in month/year)	
Reason for leaving			
Employer		Employer address including country	
Job title		Employment Date (start and end in month/year)	
Reason for leaving			

Employment Gaps: If you have gaps in employment of 1 month or more, please explain the reason for this and the country where you resided during the gap period.

Are you related to or have close relations with employees in a school or regional office that belong to the Cognita Group?	<input type="checkbox"/> No <input type="checkbox"/> Yes (provide details, including name)
--	--



Australian International School

Job Application Form

TEACHERS ONLY

Did you complete your teacher training outside of country you wish to work in?

- ☐ No
☐ Yes – Please specify

If yes, please provide further details, including dates (mm/yy) and which countries you trained in:

Do you have a current Teaching Certification?

- ☐ Yes
☐ No

Teacher reference number (if applicable)

Number of years of full-time teaching completed (or full-time equivalent e.g. 4 years part-time may equate to 2 years full-time)

Please list your curriculum experience:

REFERENCES - Provide 3 professional references, including current or most recent employer, from line managers that covers a minimum of last 5 years' work history. If you ever worked in a school or organisation associated with children or young people, you need to provide at least one most recent reference from this employer.

1	Name:	Role/Title:	Name of School or Company:
	Telephone:	Email:	Relationship to applicant:
	Can we contact this referee?	<input type="checkbox"/> Yes <input type="checkbox"/> No (please state date when we can contact them)	
2	Name:	Role/Title:	Name of School or Company:
	Telephone:	Email:	Relationship to applicant:
	Can we contact this referee?	<input type="checkbox"/> Yes <input type="checkbox"/> No (please state date when we can contact them)	
3	Name:	Role/Title:	Name of School or Company:
	Telephone:	Email:	Relationship to applicant:
	Can we contact this referee?	<input type="checkbox"/> Yes <input type="checkbox"/> No (please state date when we can contact them)	

SALARY and ALLOWANCE

To assist in understanding your salary expectation, provide details of your remuneration from your current or most recent employer.

Base Monthly Salary:

Allowance:

Other Benefits:



Australian International School

Job Application Form

DECLARATION

Have you, within Singapore or elsewhere:

- Been investigated, arrested, charged and/or convicted with a criminal offense?
- Any past and legal prohibition imposed on you (e.g. Order of Court), that prevents or restrains you from working with children or women?
- Been the subject of any inquiry or investigation by school or any authority relevant to the education or teaching profession?

☐ No ☐ Yes (provide full details in a separate attachment)

I hereby authorise Cognita, Cognita schools or an authorised 3rd party, to conduct any necessary background checks or obtain references to determine my suitability for employment. Background checks may include police and criminal checks, child protection or working with children checks, financial and credit checks, and other types of verification.

I authorise any persons contacted by Cognita, Cognita schools or an authorised 3rd party to provide any relevant information regarding my qualifications, employment history and background, and I release all such persons from any and all claims for providing such information. I authorise Cognita to share my resume, job application and related documents with its affiliated organisations for the purpose of determining suitability for employment.

I understand that my personal information will be collected, used and retained for assessing my suitability to assume the job duties of the position and to determine preliminary remuneration and benefits package subject to the selection for the position. Cognita or a Cognita school may retain my personal information and job application for future recruitment purposes. My application may be transferred to a subsidiary or associate companies during this period for consideration of employment.

I understand that nothing contained in this application or conveyed during any interview, is intended to create an employment contract or constitute any promise for employment. I understand that if employed, I will be required to provide satisfactory proof of identity and supporting documents. I understand that any misrepresentation or omission of facts or failure to provide the necessary supporting documentary proof may result in rejection of this application; or if hired, result in immediate termination of employment.

☐ I have read and fully understand this employment application, and I seek employment under these conditions.

☐ I have attached a copy of relevant educational certificates and transcripts/mark sheets in support of my application.

☐ I have attached a resume in support of my application

Signed

Date

Name

Human Resources Only

Date Received:

Forward to:



1 Lorong Chuan, Singapore 556818 | Contact: +65 6517 0247 | www.ais.com.sg

Australian International School Pte Ltd is registered by the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG).
CPE Registration Number 199204405H. Period of Registration 6 July 2019 to 5 July 2023

COGNITA AIS is part of the global Cognita family of schools
www.cognitaschool.com