

SEPTEMBER 2024

ISSUE 1

NEWSLETTER



YOU DONT WANT TO MISS

● Monday, 30 Sep: Coffee Morning

- Monday, 30 Sep: After-school activities start
- Thursday, 10 Oct: Holiday - Armed Forces Day (tentative)
- Thursday, 24 Oct: PD Day (no school for students)
- Sunday, 27 Oct - Thursday, 31 Oct: Holiday - Half Term break

● WELCOME NOTE

Welcome back to another wonderful year at AIA! Our entire school community has been very excited to start the year and the atmosphere here is one of outstanding positivity. Our students here are second-to-none in their attitude, character, and approach to learning.

Our school is a place where students are nurtured to become confident, creative, and critical thinkers. They are expected to not only understand, but to analyze, discuss, and create. Higher expectations and higher-order thinking skills are what serve our students best. We are confident that this year will be filled with academic achievement, personal development, and joyful memories.

The right mindset leads to academic growth and results, and our students are no exception. By the end of the last school year, our students had achieved the following external recognition:

- On NWEA MAP exams, the majority of our students exceeded their learning growth targets in reading, math, language, and science.
- By the same metric, our class averages were also above international averages.

CONTINUED

Welcome Note

Student success is a group effort, with every member of the school community having their part to play. When students succeed, it is a credit to everyone. Parents, we are truly grateful for your partnership and trust. Your involvement is essential in creating a supportive and dynamic learning environment. I encourage you to stay connected with us throughout the year, attend events, and participate in your child's educational journey. Together, we are all very much looking forward to building on last year's success, and making AIA a local, regional, and international leader in education excellence.

Jonathan Barford, School Principal



WATER CONFIDENCE & SWIMMING PROGRAM

Please note that our Water Confidence and Swimming Program will commence on Monday September 16 for Grades 1-10, Wednesday September 18 for K1 and K2 students, and Sunday September 22 for PRE-K students.



SOCIAL ENTERPRISE IN SCHOOLS PROGRAMME

A transformational learning journey
Academic Year 2024/25

● SOCIAL ENTERPRISE ACADEMY

We are excited to introduce a new after-school activity for Grades 4-9, which will be provided by the Social Enterprise Academy team in collaboration with one of our teachers, designed to inspire and equip our students with essential entrepreneurial skills.

This program offers a unique opportunity for students to engage in hands-on projects that promote social responsibility while developing critical thinking, teamwork, and leadership abilities. The program aims to foster creativity and innovation in our learners, preparing them for future success, career readiness and skills necessary for their future endeavors.

Kindly use the registration link provided if you are interested to enroll your child in the program.

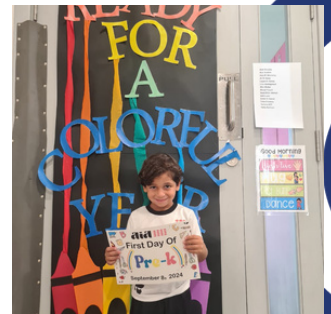
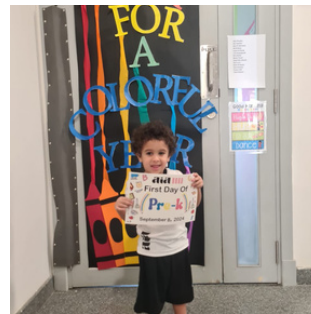
On 8th September 2024, AIA welcomed its new and returning students to a new fruitful educational adventure of the academic year 2024-25!

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FIRST DAY OF SCHOOL: PHOTO ALBUM

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CLASSROOM ESSENTIAL AGREEMENTS

Students have collaborated to develop Essential Agreements which they believe will create a better learning environment. In fact, some have even signed their name in a display of commitment toward their own classroom goals!

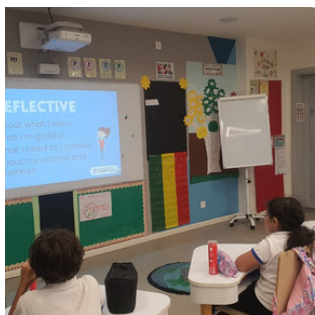
After watching a play about classroom essential agreements, K1-B students reflected on how their action can impact others. They expressed their ideas creatively by decorating their handprints, which symbolized their personal commitment to their classroom community.



Grade 3 students came up with ideas for their essential agreements and signed them off with their hand prints.



P4 students worked on their agreement and profiles on the first day of school.



AROUND THE CLASSROOMS

PRE-K

PRE-K A learners drew self portraits, as part of the unit of inquiry "Who We Are"- All About Me. They learnt about themselves and observed what makes them unique.



During circle time, PRE-K B learners were wonderful communicators as they took attendance and got to know each other better! They explored feelings like 'hot' and 'cold,' identified boys and girls in the class, and practiced using their 'listening ears' while keeping hands to themselves.



PRE-K

PRE-K B learners learned the /s/ sound! They sang 'The Snake is in the Grass,' traced the sound, and practiced its action.



PRE-K A engaged in free play and customized their own chair name tags.



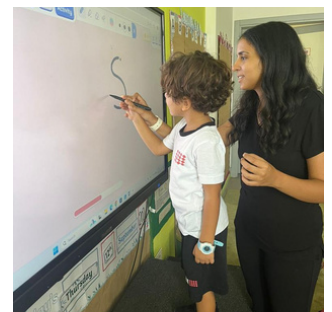
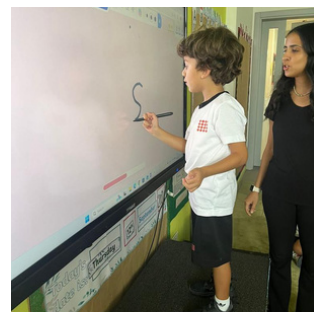
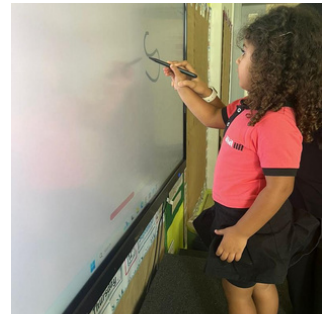
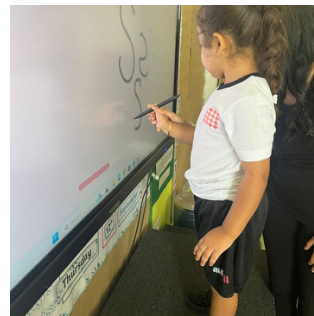
K1

Story of the Week: "The Rainbow Fish"

K1 A learners had a fantastic time during storytelling session, diving into "The Rainbow Fish." This week's book highlights the importance of being a good friend, aligning perfectly with their unit "Who We Are," which explores how choices shape our identity.

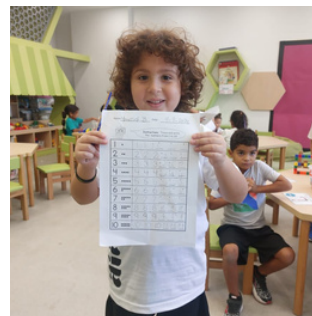


K1 A and B learners were introduced to the first phonics lesson of the year, the sound /s/ through different activities using Jolly phonics.



K2

K2 A students worked on their math skills by counting and sorting different objects.



K2 A learnt about sorting different objects and counting to 20.

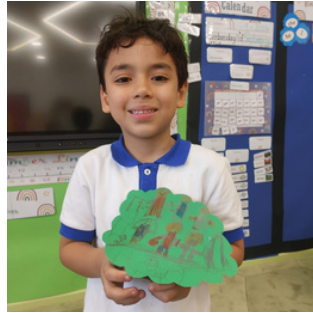


K2 B students participated in a number exploration with manipulatives.

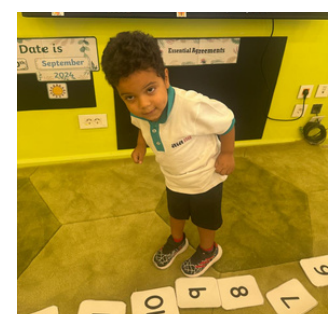
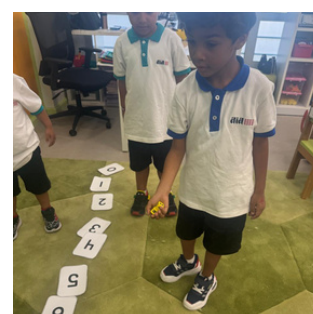


K2

K2 A and B made a family tree and learnt about family members.



K2 B students counted to 20, as part of a hopscotch game.



K2

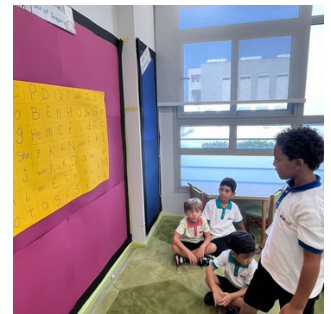
K2 B students participated in a letter and word scavenger hunt!



K2 B students engaged in sorting by color activity.



K2 A students learnt new words by playing letter toss activity.

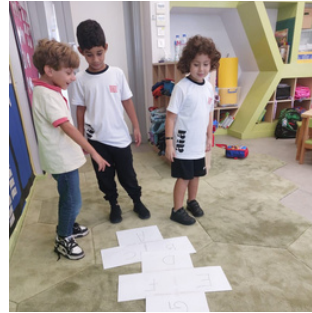


K2 A learners explored letters and words with their Monster Sticks.



K2

K2 A students engaged in a language hopscotch activity.



K2 A students learnt new words through mirror activity.



K2 B learners estimated and counted with blocks, then recorded the results; students turned hands-on learning into written understanding.



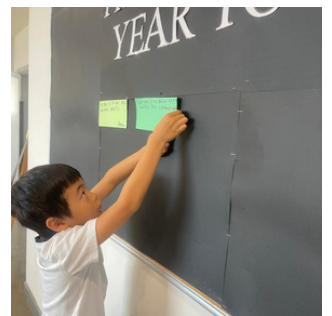
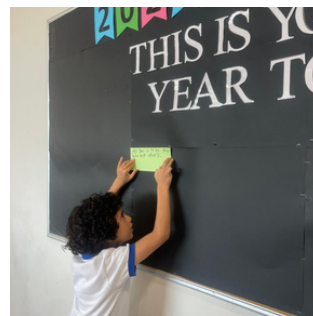
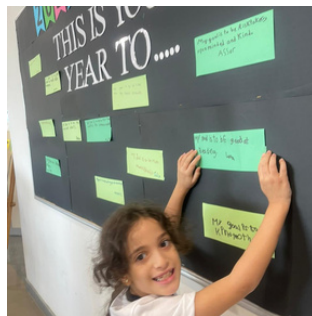
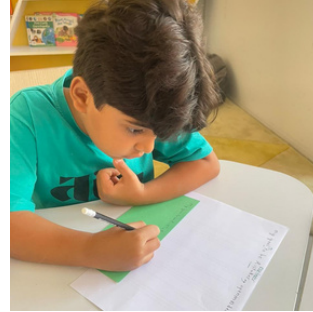
Grade 1

Grade 1 students dived into fun addition games as they practiced adding numbers up to 10!



Grade 2

During their writing session, Grade 2 students wrote down their academic and personal goals for the year! They decorated their goals and displayed them next to the classroom, making it easy to revisit and reflect throughout the school year. Can't wait to see their progress!



Grade 2 students brainstormed and reflected on how they use the learner profiles in their daily lives. They were then able to write about their own experiences using six of the learner profiles.



Grade 3

Teamwork in action!

Grade 3 learners were on a mission to conquer complete sentences and fragments in a fun competition.



WHO WILL
EMERGE AS
THE
GRAMMAR
CHAMPION?

Grade 3 students dived into storytelling! Sorting out the sequence of events helps them understand the magic of narrative. Learning can be a fun adventure!



Grade 4

Grade 4 students engaged in an activity where the teacher and students got to know each other.



Grade 4 learners participated in an activity to demonstrate the key concepts.



Primaire 4

Teamwork in action!

P4 students built and coded their own mini golf game with LEGO Spike. They were not only being creative and collaborative but also very responsible!



Grade 6

Grade 6 students dove into fun icebreaker activities this week, embracing the attributes of a curious and open-minded learner. Together, we're creating a supportive classroom community!



Grade 7

Grade 7 students brainstormed elements of fiction writing. They actively worked in teams to break down elements of fiction texts. They worked together to distinguish, analyze, and evaluate how words and use of language contribute in creating different types. Each team came up with linguistic tools and diction that helped create a tone or mood. They also worked on listing and analyzing how the author's craft help make better texts. Bloom's taxonomy and hierarchy of thinking was applied. Also thinking routines helped them organize their thoughts and analysis clearly.



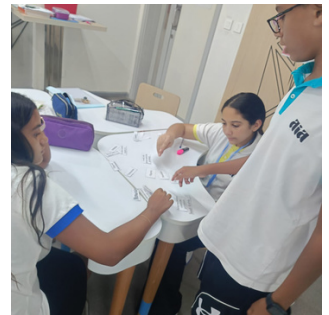
Grade 8

Provocations are always key in inquiry-based learning

During this lesson, Grade 8 students used images of various political figures to spark their curiosity and encourage them to explore different systems of government. To further engage their curiosity, they created a KWL chart and discussed what they wanted to explore throughout the unit.

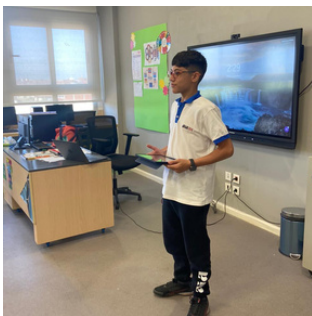
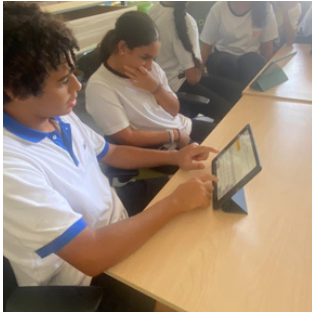


After assessing their prior knowledge, Grade 8 students enhanced their information literacy skills by identifying the definitions of different types of governments and matching them with corresponding countries through a flashcard activity.

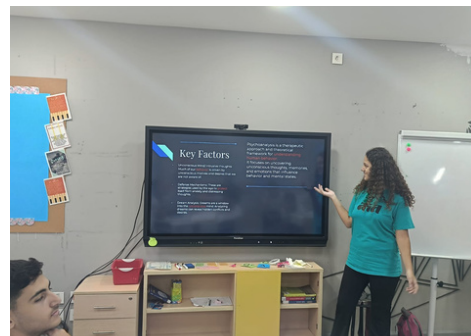


Grade 9

Grade 9 students actively researched the United Nations Sustainable Development Goals (SDGs) and presented their findings to the class. Each group developed and shared innovative solutions and strategies to address these global challenges.



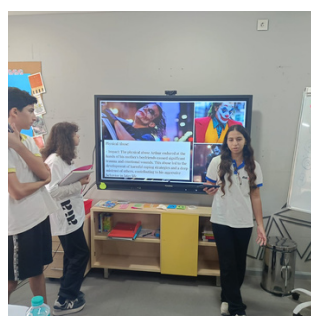
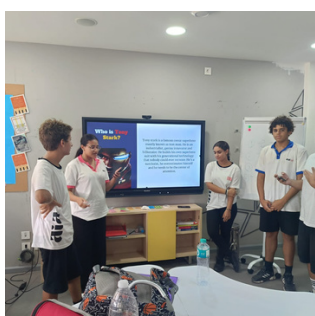
In an engaging unit on human and character development, Grade 9 students kicked off the year with impressive presentations on Freud's psychoanalysis theory, focusing on its application in literary criticism. They explored key concepts like the id, ego, and superego, as well as the role of dreams and defense mechanisms. The students were excited to connect Freud's theory to both literary analysis and their own lives.



During their I&S lesson, Grade 9 students analyzed the concept of nationalism, exploring how it can serve as both a unifying or dividing force in history. They examined the different classifications of nationalist movements, such as unification, Autonomy, and Self-preservation (reform). Working in groups, students selected a historical nationalist movement, classified it based on its type, and then wrote a descriptive conclusion on whether the movement had a positive or negative impact on its society. This activity developed ATL skills such as critical thinking (by evaluating the effects of nationalism), collaboration (through group discussions and joint conclusions), and communication (by presenting findings to the class). The task also aligned with the IB Learner Profile attributes of open-mindedness (by considering different perspectives on nationalism) and caring (by reflecting on the human consequences of nationalist movements).



As part of their exploration of psychoanalytic literary theory, Grade 9 students selected various coming-of-age films to analyze the development of the protagonists and the motivations behind their inner conflicts. By applying Freud's id, ego, and superego theory, they demonstrated a strong grasp of these complex psychological concepts. Throughout the project, students utilized ATL skills such as critical thinking, communication, and self-management. They also embodied key IB Learner Profile attributes, including being reflective, open-minded, and knowledgeable, as they deepened their understanding of both film analysis and psychoanalytic theory.



Grade 10

After watching a short documentary video on nationalism and independently taking notes, Grade 10 students collaborated to unify their understanding of the complex concepts behind nationalism and the origins of WWI presenting a combined outcome of their ideas. Through communication and collaboration skills, they demonstrated the IB learner profile attributes of being open-minded by considering diverse perspectives and reflective as they evaluate the historical impact of these ideas.



Grade 10 students played trivia questions in Chemistry.



Grade 11

DPI Business Management students actively engaged in analyzing various business sectors, while researching the essential steps for starting up a business. Demonstrating critical thinking and research skills, they applied their knowledge to real-world scenarios, embodying the IB learner profile attributes of being inquirers and thinkers.



DPI Visual Arts students engaged in a dynamic group discussion on composition formats! They analyzed and described artwork with precision, using key art terminology.



Grade 11 & Grade 12

During their French HL Médias unit, Rokaya and Amin had a mini-debate about the media using the "Visible Thinking - Basketball" strategy. One student chooses a statement, and the other student had a few seconds to refute and justify the argument. Then, their partner evaluated the relevance of the given argument.



Grade 12

Spotlight on Rokaya, our talented Visual Arts HL student, as she further explored her process portfolio. Her dedication and creativity are truly inspiring!

