Visible Learning in the Classroom

A "Couple of chickens" and the "Petronas Towers"
Parents often ask me about the differences between boys and girls, in terms of their learning and how development, and of course, in addition to generalisations, there are also significant differences from individual student to individual student. However, it is useful to consider some of the generalisations as they provide some useful strategies of supporting children at home as well as at school. Please find below some information that I hope you find to be interesting and helpful.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
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</thead>
<tbody>
<tr>
<td>Nursery, Prep</td>
<td>Need approval more than boys</td>
<td>More active and fidgety</td>
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<tr>
<td></td>
<td>Love being “good”</td>
<td>Need to show tolerance and understanding</td>
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<td></td>
<td>Need to encourage her to get messy and mud on her hands</td>
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<tr>
<td>Foundation – Year 2</td>
<td>Still wants to please the teacher</td>
<td>They learn by doing and think later</td>
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<tr>
<td></td>
<td>Generally compliant and reasonably passive</td>
<td>Don’t want adult involvement</td>
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<tr>
<td></td>
<td>Need to encourage curiosity, trial and error.</td>
<td>Need to be patient and wait a bit longer for outcomes. Adults need to encourage social development.</td>
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<td></td>
<td>Discourage learned helplessness</td>
<td></td>
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<tr>
<td>Years 3 – 5</td>
<td>Girls tend to focus on mistakes rather than achievements</td>
<td>Physical competence is very important to boys at this age</td>
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<tr>
<td></td>
<td>Need time with male role models to explore gender differences</td>
<td>Help him to develop practical skills.</td>
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<tr>
<td></td>
<td>Be on the lookout for emerging manipulative skills</td>
<td>Need to use moderate praise but not smother him</td>
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<td></td>
<td>Adults be careful not to raise self-doubt. Praise risk taking</td>
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<tr>
<td>Years 6 – 8</td>
<td>Girls’ self-esteem highest at age 13 but plunges to its lowest at 14</td>
<td>Praise boys along the way to completing a job as they may resent having to complete before being recognized. Completing the task first is conceding too much power. Do not take over if self-organisation is poor - he needs to face the consequences. Applaud small successes.</td>
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<td></td>
<td>Need to build confidence by praising a range of competences not just academic. Discourage excessive neatness (can lead to obsessive behavior in years to come)</td>
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<tr>
<td>Years 9 - 11</td>
<td>Thinking before acting comes naturally. Girls looking for endorsement by boys. Tricky time to be with boys as they tend to minimize risk taking in case they can’t complete a job. Encourage girls to cultivate well-thought out views. Endorsement and time from fathers at this age is important to reduce reliance on boys</td>
<td>Teenage boys hate the expression “I am so proud of you”. Public praise will make them squirm with embarrassment, so keep it private. Boys prefer praise as action instead of words. Self-esteem peaks at 14 and slides to its lowest at 19. Show faith in boys and they are more likely to be compliant.</td>
</tr>
</tbody>
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Adapted from Raising and Praising Girls and Raising and Praising Boys by Rachel Carlyle (Vermillion)
A “Couple of chickens” and the “Petronas Towers”

Recently I was delighted to share morning tea with a Year 3 artist Janelle Lim and her parents Dato Lim Kim Ming and Datin Liew Yin Wai and a week later with Junior School Captain Mia Tan and her parents, Mr Tan Wei Ming and Ms Liesl Reichelt.

Janelle’s creative and interesting piece of art caught my eye during the Junior School Art Display in late 2014 along with a magical piece, featuring the Petronas Towers, by our current Junior School Captain Mia Tan. Janelle’s and Mia’s fine pieces of Art now hang proudly in the Principal’s office for the duration of 2015 until two new pieces of Art are chosen for 2016. Janelle and Mia have kindly donated their creative works to the School and their art will move to a more public location next year where they can be enjoyed by everyone in the School community.
Visible Learning in the Classroom

Through educational research we know that one of the greatest things that impact on student learning is their understanding of learning and their expectations of learning. As part of our ongoing improvements to our pedagogical practices we have begun to implement Visible Learning in our classrooms. One of the first steps in becoming a Visible Learner is that our students understand the learning intentions of the lesson and understand the criteria to achieve success.

As I walk into classrooms, I can see very clearly articulated what the students intend to achieve in the lesson and as I talk to students they can tell me how they will know when they have “got it”. Our aim is to ensure that every student understands and can articulate what they are learning, how to learn and where they are going in terms of their academic outcomes.

Each assessment task that your child receives will have a clear and common assessment cover sheet and each will have what we call a rubric attached. A rubric is a set of criteria which we use to assess a task. The rubric breaks down each of the criteria into levels of achievement so that each student is able to see where they have achieved, and what they need to do to improve. Students can use the rubrics to self assess and determine at what level they feel they have completed the task. As a parent, the criteria also assist you to give your child guidance on tasks.

As the term begins to become busier for students, it is important for them to ensure that they have a study timetable in place so that they are able to manage their time, particularly when assessments are becoming due. Students in the middle and senior school should expect to have some formal homework most nights of the week.

Any homework given is entirely relevant to the curriculum content. Thus, whilst every effort is made to spread homework fairly evenly across the week, there will be variations in the time that students need to spend each night completing homework.

As a guiding principle, students could expect homework as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
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<tbody>
<tr>
<td>Year 6</td>
<td>45 - 60 minutes</td>
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<tr>
<td>Year 7/8</td>
<td>60 - 80 minutes</td>
</tr>
<tr>
<td>Year 9/10</td>
<td>1 - 2 hours</td>
</tr>
<tr>
<td>Year 11/12</td>
<td>2 - 3 hours</td>
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</tbody>
</table>
Some helpful study tips for your child

- Ask for help as soon as you realize you don't understand.
- Process information each day. Don't wait until right before a test. (Winners don't wait until game day or the day before to practice. It's done daily)
- Make flashcards of things you think will be on tests as you come to them in class or homework. (definitions, terms, vocabulary words, formulas, important dates) Keep these handy.
- Recite the answers out loud often. (Equipment needed: index cards. A good idea is to punch a hole in them and keep them on a ring)
- Form a study group for major tests.
- Take notes and keep them organized and labeled.
- Do you best on every assignment- self assess using the criteria rubric

Message from Operation and Senior Studies

Ian Martineau

School Camps

Thank you to those families who joined us for the Camp Information sessions on Tuesday afternoon 3 March. A particular thanks to the staff members who 'volunteered' to run the sessions. The main bulk of materials (brochures, permission and insurance forms etc) have been distributed via student Home Rooms. There is also a copy of everything on the Parent Portal of Engage.

For each camp there is a FAQ sheet. This is compiled from questions asked either in previous years or at Tuesday's sessions. If there are any further queries relating to camps, it is best to email Mr Martineau at ianmartineau@aism.edu.my.

Year 12 examinations

While the remainder of the Middle and Senior School are away on camp we are using the 'quiet' campus to hold Year 12 examinations. It is anticipated that the schedule will be distributed in Week 7. Students need only attend school when they have an examination.
From 24 to the 27 of February, AISM’s HSC Class embarked on an incredible journey at their Year 12 Study Retreat. This retreat was held at the Thistle Resort in Port Dickson.

In these four days the students shared many wonderful experiences and were given the space and the tools to further their personal development and to prepare for the final leg of their Secondary education. The camp was led by Home Room Teachers Mr Pollock and Ms Gibson, School Councillor Ms Jones, Year Group Leader Mr James, the excellent activities staff at the Thistle and a motivational facilitator, brought in from Australia for the event, Mr David Barnes.

During the retreat, the students were challenged physically and as a team through activities such as paint ball, the amazing race, an obstacle course and Crusoe’s raft. They were challenged emotionally and spiritually through sessions related to mindfulness, interpersonal relationships and personal identity. In addition the students learned new skills in time management and study skills. In all, the Retreat was a great success and the students came through the journey brighter, happier and ready to boldly face the challenges that lie ahead.

The best judges of the success of the retreat however, are the students. Here is what a couple of them had to say about the Retreat:

“It was utterly transformative. I learned to and I allowed myself to, shed away many layers of social skin to embrace my true self.”
*(Anirudh Narayanan)*

“I got close to people that were not in my life before the trip. I learned to meditate and find calm and this has had a big impact on my life. It was exciting, fun and fresh.”
*(Atsuko Sunaga)*
It seems that university visit season is upon us as we had three different university talks this week. On Monday, 2 March we had representatives from Fairleigh Dickinson and Central Penn come to speak to Year 12 about studying in America. Students were very interested to find out more about SAT preparation and the application procedure.

On Wednesday, 4 March after school, Taylor’s International Alliance Network (TIAN) delivered a talk regarding options for post Year 12 study. The talk touched on navigating the various different application processes that operate in Australia, the UK and USA and gave students a rough timeline so that they can focus their energy on selecting the best courses for them.

In addition, Thursday saw a visit from the International College of Hotel Management (ICHM) in Adelaide. We have had a relationship with ICHM for many years now and it is always great to have more information for students interested in hospitality and applied business degrees.
LEARNING INTENTIONS

I read once that many children, especially boys, view the school day as a series of unrelated incidents. The reality of course is that each learning experience feeds into another and virtually nothing we learn at school does not require at least some preliminary knowledge. Visible Learning is about helping children to develop a very clear understanding of what they are learning and why, what the teacher hopes for them to achieve, and helping children to make connections between prior learning. In the Junior School we are using the terminology WALT and WILF. WALT stands for We Are Learning To... and WILF refers to What I’m Looking For... These Learning Intentions are used during most lessons to remind children of the purpose of the lesson, to ensure they know exactly what it is they need to do in order to achieve, and to assist them to make connections so that they can recognise the relationship between learning experiences.

CAMP

It was great to see so many people at Monday’s Junior School Camp Information Session on 2 March. Whilst we know the leadup to camp can be an anxious time for some children and parents, the camp experience is almost always a positive one. For most students, camp is tiring but fantastic. Some children do find the experience challenging and miss home, but they invariably feel a sense of achievement when it is completed.

The challenge for parents is to make sure they encourage their children to approach camp with a positive attitude and to help allay any concerns that they have. Children very quickly pick up on a parent’s anxiety and this will affect their experience.
**The Giant Panda**

The Giant Panda is an endangered mammal that lives most of its life alone.

**Appearance**

The Giant Panda is a white animal that has black patches of skin around its shoulders, ears, eyes, chest, legs and feet.

The female giant panda weighs around eighty kilograms. It is about eighty centimetres tall, and is around 1.8 metres long.

The male giant panda weighs about one hundred kilograms. It is about one metre tall, and is about 1.8 metres long.

**Diet**

The Giant Panda eats up to eighteen kilograms of bamboo (arrow and umbrella) each day. It has to eat about twelve hours throughout the day.

**Habitat**

The Giant Panda’s habitat is a cool, wet and cloudy, mountain forest land. It can be found in a few mountain ranges in central and western China. There are about one thousand to one thousand five hundred pandas living in the wild.

The Giant Panda has the most specialized diet of all the bears. They are very shy, solitary endangered animals. There are only one hundred and twenty pandas living in zoos. The Giant Panda has a very large appetite, they can be quite big and they live in China.

_Gian Sutter (5G)_

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*Image: A painting of sunflowers by Tara Heaton 5G*
Hiroki Jo called Mercurial Superfly.
Who can ride a bicycle with no hands.
Who loves to eat at a restaurant called Gyu Taro.
Who loves to eat fried chicken.
Who hates gross bugs and cockroaches.
Who wants to be a chef.
Who loves to catch freaky frogs.
Who is 10 years old.
Who loves playing soccer and games.
Who loves to watch a show called Naruto.
Who is from Japan.
Who loves to eat sushi with wasabi.
Who loves to play a game called Fifa.
Who loves to play badminton.
Who wants a shoe.
Who likes to feed tiny tigers.
Who likes to read.
Who has seen a fluffy sheep.
Who wants to ride a fast red Ferrari.
Who loves to eat tasty fried chicken.

Sharmaine Lee
Who is ten years old.
Who loves going shopping.
Who wishes to travel around the world.
Who goes crazy for chocolates.
Who goes smiling special.
Who always goes playing with her fabulous friends.
Who wants to work at a special hospital.
Who has feelings for her friends.
Who likes baking with her fantastic mum.
Who cared about other people.
Who enjoys her time at AIS.
Who admires her friends.
Who understand cultural reasons.
Who says Hey!
AISM came a respectable 4th place in both the Junior and Middle & Senior School ISAC (International Schools Athletic Conference) Athletic carnival last week.

I would like to congratulate all students and staff who participated in the event and who made both days a fabulous and wonderful experience for everyone who attended. The students demonstrated great pride in their achievements and it was a pleasure to be a part of the AISM community.

Gold Medal Winners
Jasmine Mckibbon- Shot-put
Kimberley Kam - Shot-put

Silver Medal Winners
Ashley Boudeville- Long Jump

Bronze Medal Winners
Ashley Boudeville- 100 M Dash
Sydney Maynard - 1500m
Marius Naftel - Javelin
Mukesh Subramaniam- High Jump

4 X 400m Run
Jose Ruiz
Patrick Heaton
Mukesh Subramaniam
Kaveen Parthibam

Last Friday, the Under 9 and Under 11 Athletics squad competed in the ISAC Athletics Carnival held at the Panasonic Shah Alam Stadium. 30 keen athletes from Years 3 to 6 competed in very hot conditions. It was fantastic to observe the students competing to their best ability and displaying great sportsmanship despite the trying conditions.

The students were rewarded with many placings in individual races and events, 9 medals overall and 4th place in the overall Championships. A fabulous effort despite competing against schools more than twice our size.
Thank you to all the parents who came along to support the students and to help with the organisational side of things. A huge thank you especially to two wonderful parents who helped out on the High Jump during the day. Thank you very much Kylie Gorbach and Kamisha Henderson-Kelly for your amazing efforts. Thank you also to Ms Kim Bradley for her fabulous assistance on the day.

**Medal Winners:**

**Gold:**
- Eliza Tan U9 High Jump
- Paul Kanyaprasitthi U11 High Jump

**Silver:**
- Ethan Durkin U11 Shot Put
- Caleb Mannion U11 200m
- Ross Weir U11 High Jump

**Bronze:**
- Ross Weir U11 100m
- Saray Yap U9 100m
- Eliza Tan U9 200m
- Boy’s U11 Relay (Alif Awang, Rylan Barnes, Caleb Mannion, Ross Weir)

**Co-Curricular Programme News**

We are nearing the end of the second week of Co-Curricular Activities (CCA) for Semester 1. We have an excellent team of school staff and external providers who are delivering a quality programme to the students and enrollments have been terrific.

Please be aware that after this week no changes will be allowed to be made to enrolments in the various activities. This is especially the case in the the activities supplied by external providers as we need to begin our billing processes for those activities for which a change applies.

If you need to make any last minute changes before next week, please email kimb@aism.edu.my for Middle and Senior School Students and damianpietsch@aism.edu.my for Junior School Students.

Please note, there will be no CCA conducted in Week 9 this term due to Camps being run in the Junior, Middle and Senior Schools.

Invoices for the activities that incur a fee will be sent to parents before or during Week 8 of this term. Payments can be made directly to the school.

**Barracudas News**

The Barracudas swim programme is well under way with an excellent turn out each morning. It has been fabulous to see so many keen swimmers in the pool each morning. We will begin to send out invoices in the near future.

Please note, the Barracudas Swim team will continue to operate during the Camp Week in week 9 of this term for interested swimmers.
Message from Visual Arts
Angeline Mariasoosay

Monash University Art Design & Architecture Folio Workshop
7th February 2015 at Hilton

This exclusive invitation for our Senior Visual Arts students opened opportunities to extend learning beyond the classroom. Our students were among two other schools that were invited to participate in MADA’s inaugural workshop.

The Workshop Coordinator - Mr Gene Bawden, Faculty of Art Design Architecture presented Tutorial - Workshop Folio on:

- Drawings and drawings of designs
- Design work and ideas
- Paintings
- Photography
- Prints
- Fashion and textile designs
- Sculptural or 3D works or models.

Below are comments from our students:

"The workshop was very involving and interactive. We went back to the basics of cutting and gluing paper into a collage to represent our own personal identity combined with the MADA. It was an enjoyable educational experience and fun at the same time."
- Francesca Lim 12W

"I gained a lot of knowledge from the MADA workshop on composition, negative and positive space and how graphic design is used for everyday purposes and I'm excited to say that I can't wait to apply this knowledge to my art and photography HSC works"
- Aishah Kenton 12G

"The workshop consisted of very basic things, but yet very important. I would recommend this opportunity to any young artist out there!!"
- Bronson Chong 12G

"The workshop was excellent and a valuable experience for any artist, experienced or amateur, to attend. Our mentor was very well spoken, knowledgeable, and sophisticated in the way that he presented, and was equally encouraging and enthusiastic about the work we created ourselves. The work in turn was a unique collaboration between our own individual styles and the essence of MADA. It was truly a fruitful session and we all thoroughly enjoyed our day!"
- Elsa Ya Shi Baker 12G
Left to Right: Francesca Lim, Bronson Chong, Alisha Kenton, Elsa Baker, Sprite Munday

Group photo of all participants and certificate of attendance.
During the next two weeks we will have special presentations by Stan Cullimore and Tanya Batt in the library. Stan Cullimore started off in Britain as a musician and later became an author. Tanya Batt is a very creative New Zealand storyteller.

It is wonderful to see so many students reading fiction books from a variety of genres.

**These are some of the students comments.**

**Harry Potter Books by J.K. Rowling**
*Olivia Year 1*
They are very long and have no pictures.
*Lara Year 5*
There is always something interesting happening.

**If you could be Mine by Sara Farizan**
*Ilya Year 12*
This book challenges the reader about beliefs, relationships and identity.

**The Hobbit by J.R.R. Tolkien**
*Year 6*
Axel - Very enjoyable.
Jia Quan - The characters are humourous & the story is full of adventure.
To Kill a Mockingbird by Harper Lee
Year 10
Jared & Zarak
Very complicated.
Great life lessons.

Mr Impossible by Roger Hargreaves
Dylan Year 1
A fun book.

When God Was a Rabbit by Sara Winman
Ms Steph 4M
A beautiful sibling biography about a brother & sister growing up.