

**IS TEACHING BEHAVIOUR IMPORTANT?**

MESSAGE FROM MR NICHOLAS ROE (HEAD OF IS PRIMARY)

As teachers and educators, we dedicate our time to teaching our students the skills they need to succeed both academically and socially. Using detailed planning and our knowledge and understanding of their individual needs, we create valuable learning opportunities that help them learn to read, write, solve maths problems, and much more.

If our students find it difficult to develop a key skill, we identify the most appropriate support, and put strategies in place to help them improve. Why? Because we know that, with the right support and guidance, every student can fulfil their potential.

But do we approach learning the correct behaviour in the same way? Do we put in place systems and structures to support them like we do for other areas of the curriculum?

We can sometimes assume that our students will come to school knowing what is right and wrong. This may be the case for many of our students, but there will still be some that find it challenging to follow expected behaviours.

So how can we support our students to empower them with the necessary skills so they know what is 'right' and what is 'wrong'?

**Empowering young people with the tools they need**

We all know that no matter where we are in the world, to thrive academically and emotionally is very important. While some students may struggle with reading, writing, maths problems, others may need a helping hand to get better at recognising their emotions and how to regulate them. Teaching them skills for this will allow them to understand themselves better and how they cope with, or deal with their emotions in different situations.

**The impact of environments**

Directly teaching about emotions and behaviour is very important. Understanding and encouraging a positive environment requires us all to challenge how we personally see behaviour,

moving away from 'good' and 'bad' behaviour to an understanding that behaviour could be seen as a way of communicating based on a certain environment or situation. Behaviour, we might say, can be compared to learning a new skill, it takes time and practice to master.

Should we make the teaching of behaviour a part of the curriculum, otherwise the cascading effect can be seen across all areas of the school community; impacting academic performance, personal development, student wellbeing and staff wellbeing.

**What steps can we take to change and reframe our behaviour?**

We need to take into account our student body and understand their needs. What do we currently do and how do we need to change to support them appropriately? What strategies do students need in order to cope with day-to-day life situations?

All members of a school community can benefit from learning about behaviour, and developing ways to self-regulate. Strategies to resolve conflict, build relationships and how to identify and manage personal emotions might be three starting areas.

Understanding ourselves better through recognising our own behaviour and emotions can empower us with the skills and knowledge we need to role model the correct behaviour to students.

PSHE and assemblies naturally provide golden opportunities to explore behaviour and relationships. Other areas of the curriculum also can offer learning opportunities; through team sports we can learn about empathy and conflict resolution, reading allows us to learn about the qualities and characteristics of key characters in the story. Just being aware of opportunities in daily school life can create time to have purposeful, fun and engaging conversation to support and create positive behaviour.

To successfully reframe behaviour as a skill to be learned depends on the overall culture and ethos of a school. It's never too early, and it's never too late to reframe behaviour as a skill that we can all learn.

## ANNUAL EASTER EGG HUNT FOR FOR EARLY YEARS

It's the annual easter egg hunt for for early years, being introduced to all about spring, and life cycle of a hen. The excitement was beyond containment when the little ones played with the chick, fed them, and watched the mommy hen laying eggs.



## EASTER EGG HUNT - PRIMARY

On Thursday, 28th March 2024, the Easter Egg Hunt event was organised by the AMIS prefects.

The objective of the Easter Egg Hunt was to develop the skills of our AMIS prefects (Secondary & Primary) to lead an event and to provide a fun and engaging way for children to celebrate Easter while also encouraging them to work together, think critically, and exercise their problem-solving skills.



### CEREMONY OF THE EVENT

Students assembled in the marketing area and briefing was given by the secondary and primary students.

### GET YOUR CLUE AND FIND YOUR EGG

Children received clues to find easter eggs and collected them in baskets beautifully decorated by our PTA members.

### FIND THE BUNNY ACTIVITY

This was the exciting part where children looked for the 'Easter Bunny' around the school to get a golden egg which children really enjoyed. Thank you Mr Bob and Mr Ashish for being the Easter Bunnies!

### CLOSING CEREMONY OF THE EVENT

Children shared the easter eggs collected during the egg hunt among their groups and goodie bags were distributed to each child as a token of love prepared by our PTA members.

The smiles, excitement and joy on our children's faces were incredible. Glad to see happy faces!

## PREPARATION FOR HARI RAYA FESTIVAL

During registration, Standard 6M students were occupied and had a good time adorning the classroom with bling decors and hand-made ketupats. Through this exercise, students are encouraged to collaborate in groups and spread the Raya spirit throughout the classroom.



The ketupats used to adorn the glass panels were made by a different group of pupils.



Using colored paper they brought from home, the students collaborated to create the hanging decoration which was led by Sufy Nur Zara.



Students in a group assisted one another in hanging the decorations on the glass panels.

## CLASS MANAGEMENT ACTIVITIES

### Private Reading Session

On this day, my class had a “reading session” which assists my classmates in acquiring important and useful knowledge that could be applied in different subjects such as Science, History, English and moral. The atmosphere was quiet and peaceful as everyone was reading silently. Everyone was reading information on all types of subjects. For example, my friend Prissha was reading an English book and it helped her by improving her vocabulary along with her essay writing skills. As you can see, reading sessions provide a lot of benefits to students. Personally, I would recommend having this session every once in a week to enhance every students’ skills.



### Assembly Preparation & Weekly Planner



Preparing the activities for this day’s exciting and amusing assembly was truly an amazing experience for everyone who participated. Not only were we able to bond over silly stuff, but also increase our teamwork spirit as it allowed us to work together and overcome the obstacles that we had to face through together. Other than that, our hard work resulted in filling other students’ lives with nothing but pure joy and happiness before going on their day. We hope to join this type of activity again and create unforgettable memories for everyone in this school including teachers. We had also discussed and managed the lists of activities for the whole week ahead.

### Educational Games

My class picked Sudoku for our morning games. There were varieties of games to pick for every class in the school. In my opinion, games that test your brain capability is necessary for learning on how to think outside the box and to use that ability in the future.



### In the News



Here we have our dear classmate, Rafiq explaining about what he saw in the news online about everything that’s happening around the world. He has set a good example for us and hopefully other peers too, everyone should be constantly aware. This is beneficial in helping victims of flood, abuse and other stuff, people can donate useful things for instance clothes, food, toiletries.

## Storyboard by students with Software

MISS students in the Graphic Design class were tasked with utilising storyboard software to craft compelling narratives. Each student immersed themselves in the world of storytelling, letting their imagination run wild.

With digital canvases at their fingertips, they meticulously plotted out scenes, characters, and plot twists. Some delved into fantastical realms, where mythical creatures roamed and magic crackled in the air.

Software used: <https://www.storyboardthat.com/>

### Storyboard done by students



Brayden James Lisondra Aranas (Year 8)



Cynz Toh Xiin Zee (Year 8)



Exuan Goh (Year 8)



Jaslene Arianna Dev Devindran (Year 7)



Lee Jia Xuan (Year 8)



Au Zi Him (Year 8)



Lee Jia Zheng (Year 10)



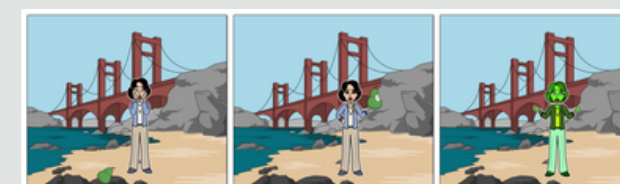
Kim Jooa (Year 7)



Mahathi Marpalli (Year 7)



Yuna Song (Year 10)



Tan Ying Xuan (Year 10)



Yu Zuo Shen (Year 8)