



# HELP INTERNATIONAL SCHOOL

*"Life in all its fullness"*

HIS NEWSLETTER

Issue: 2015 / March



## Cover

Design by Alif Riad (Year 10 Ka-Shing)

The IGCSE Art and Design course students explored the world of Art Deco and Art Nouveau design styles. They created playing card designs with their own personal slants.

## Contents

### Message

- \* Principal ..... 3

### Special Features

- \* iPad Guidelines ..... 4
- \* Think Out of the Bezel! ..... 5
- \* HIS / Dignity for Children Foundation Workshops ..... 15
- \* World Book Week 2015 ..... 19
- \* Up Close & Personal with Amy Ward ..... 26

### School Events / Happenings

- \* KS 1 Sports Day ..... 7
- \* KS 2 — A-Levels Sports Day ..... 9
- \* Public Speaking ..... 11
- \* Musical Concert ..... 12
- \* Prefect Leadership Camp ..... 13
- \* Explorer Scouts ..... 14
- \* Chinese New Year Assembly ..... 16
- \* Field Trips ..... 17

### Academic Corner

- \* Year 2 and Year 3 IPC Exit Points ..... 20
- \* Year 3 and Year 5 Drama Performances ..... 21
- \* Year 6 Workshop  
The Story of Struggle : Dignity for Children School ..... 22
- \* KS 2 Reward Points System ..... 23
- \* Year 7 — Year 9 Updates ..... 24

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# Message from the Principal

Dear Parents, Guardians and Students,

We have already come to the end of Term 2 and we have had so many students' events over the second half of this term. Our two Sports Days for KS 1 to A-Levels saw many enthusiastic participants displaying remarkable sportsmanship and camaraderie. We also just had our Prefects' Leadership Camp where students with leadership potential congregated for a weekend of teambuilding and personal development. Our Musical Concert was on March 30. We had many talented musicians from both the primary and secondary schools who signed up for various classical and contemporary, vocal and instrumental performances. Prior to that, eloquent Secondary school students were given a chance to show off their oratorical skills in the Public Speaking competition in the beginning of March. **The myriad of events ensures variety of options and opportunities for involvement so that our students experience a full and enriching school life in HIS. We believe that opportunities for participation not only build the pride of achievement but also the confidence in our students, which will invariably add value to the all-rounded education at HIS.**

Furthering our attempt in broadening our students' horizon, we have been focusing on ***Trips and Visits*** this term. This provides what are known as Authentic Learning Experiences – a chance to learn about elements of life outside of school in different environments. These can be challenging and fun. Students usually remember these events fondly or gain new insights from working together outside of the classroom. We are committed to ensuring each year group is involved in one of these trips but with Checkpoint Tests coming up, Years 6 and 9 classes will



be having theirs after the Tests. We have posted the Year Group Trips and Visits in our weekly bulletins and on our Facebook pages. Naturally, these kind of activities often involve extra work for our staff and I would like to thank them for the hard work they put into the organisation and planning. Next year, we will also look at overseas trips that we can offer to students.

In this half term, we have focused on academic work with ***Cambridge Checkpoint Mock Tests and Year 10 IGCSE Malay Mock Exams***. This will give students experience of exam routines, looking at how to improve performance and where to focus revision. Revision booklets for Years 6 and 9 students have been sent out. **Please note that at the start of next term, general information on HIS end-of-year exam arrangements will be given to parents.**

Our staff have recently been involved in training to extend their IPC expertise and four teachers will be attending the South East Asia IPC conference. We are continuing to work on recruitment of new staff for the new classes we will open next year. Schools are always changing and evolving with staff looking to develop their knowledge and skills and take on new roles and responsibilities. I am happy to say we have been able to appoint a number of key staff from our team in key positions to strengthen our leadership structure.

We continue to support our commitment to involve parents in school life and we will soon be running more ***classes for parents***. You will be getting more updates on these soon. And on that note, Dr Gerard is visiting us in April and will be hosting one or two parent workshops, so this will be a great opportunity to welcome him back to Malaysia and the school.



Some parents have asked us about **guidance for iPads** at home. Whilst we do not think the school should be getting involved in particular parenting issues, we recognise that some parents will welcome a little help on this specific matter. To this end, we created a working committee which looked into past experiences, parents' ideas and advice from experts who have helped outline a workable strategy. **You will find a section in this newsletter with tips and advice on iPads compiled by the working committee and we hope it will prove to be informative and useful.**

A school will always be a hotbed of activity, with new information constantly generated and we are conscious that we have to be careful about overloading our community with information. We believe that we are striving to create the best climate of communication for everyone involved with the school and we have a system whereby we send out weekly bulletins for current school updates and events, celebrate achievements in our monthly newsletters and inform you about specific academic deadlines in the weekly homeroom reports. For particular targeted areas (e.g. queries about CAT4 or Singapore Mathematics Curriculum), we will send out more detailed letters to parents and we would urge you to read these carefully to be fully informed.

I hope you and your family will have a good break.

Vita ad Plenitudinem.

Ms Davina McCarthy

## iPad Guidelines

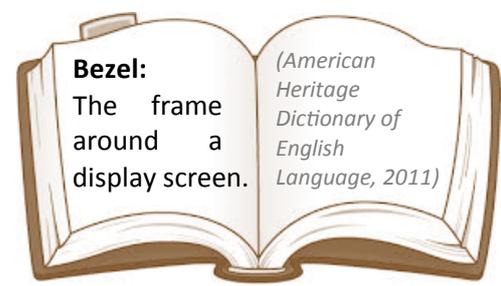
Following a workshop with staff, parents and experts we have produced some guidelines for parents on iPad use at home. Parents are free to decide for themselves how to manage their children's use of iPads but we would like to put forward these suggestions to help.



1. iPad time should be limited, regulated in conjunction with family routines.  
Between school and bedtime for completing homework daily, we recommend not more than:
  - \* Key Stage 1 : 30 minutes daily
  - \* Key Stage 2 : 45 minutes daily
  - \* Key Stage 3 : 1.5 hours daily
  - \* Key Stage 4 : 2 hours daily
2. iPads, like TV and computers should not be a 'baby sitting' device. iPad leisure time should be a privilege, not a necessity, once tasks are completed.
3. We very much encourage parents and children to agree amongst themselves on an acceptable time that can reflect rewards, social use and your own family routine.
4. Homework should be completed in a suitable study area. While homework is being completed, social media should never be used. If students wish to check a question with a fellow student, parents should be aware of their communication.
5. Similarly, parents should know each person who is on their child's contact list for FaceTime or Messenger.
6. The iPad should not be allowed at the dinner table. Parents can model this by leaving their own devices elsewhere during mealtime. Similarly, the iPad should never be taken to social family gatherings or restaurants.
7. One hour before bedtime, parents should take the device and charge it somewhere else, where it is securely unavailable to the children. The iPad should only be given back in the morning.
8. Families should practise a whole iPad-free weekend once a month.
9. Parents of primary school children should change the Apple ID password, and only pass the new details to the homeroom teacher, not the children. This will prevent uncontrolled downloading of unapproved apps. We recommend removing your credit card details from the account.

# My Take On...

by Kevin Soertsz,  
Design and Technology Teacher



“Think outside the box!” How many times in your life have you heard this saying? Perhaps you heard it from a teacher, a boss or a family member who was trying to push you to do something more with the task at hand. As teachers, we often say the same four words to our students in hope that something will spark and ignite in their minds, resulting in something completely new and innovative. As teachers we want our students to stir the pot; to make our stagnant world a little more energised. We want them to push the boundaries not only in their own success but also to push the boundaries of their talents and minds. Therein lies the problem - **they don't**.

At this point, you are probably thinking several things. You may be asking yourself, “But wait, my child is really creative and hardworking!” Of course they are. Our children today can think up great ideas and spend hours trying to complete a task set out before them. You may also be thinking, “Who is he to say what creativity is?” You are most definitely right, it is all subjective. However, my worries are not whether your child is able to complete the task, but rather, *how* they complete the task *differently*. Having worked in the design and creative industry for many years and having practised visual arts passionately every day since I was a little child, my whole life is in the perspective of beauty and possibility. I love all things man-made, and all things naturally made too. I have a habit of noticing the small details and beauty of matter in our universe. I am in love with the way materials and chemicals interact with each other to produce fantastical combinations of creation, either intentional or natural. Down to the molecular level, I love all that was created since the big bang of our universe, and that is a lot to love! However, above all these things that stirs my passion of the universe, the most valuable to me is the human mind. I care for the progress of our species, I care for the evolution of our minds.

Coming back to that age-old saying, “Think outside the box...” and as a design and technology teacher and creative educator, I fear for the future of the young human mind’s ability to push the boundaries. Every day in class, I am concerned that our next generation of children have become too confined to the walls of their

screens found on their devices that they have forgotten how to create. We (the previous generation) are slowly conditioning a new generation of ‘users’ who are becoming so comfortable using the technology we have provided them, that they have lost that spark of what can be achieved *with* the technology. Does your child spend too much time playing games on their device? Do they spend hours on social media tapping away on the screen not wondering how the app was made? Could our children even tell us the electronic components found inside the device they are

using? Could you? Our children have an enormous capacity for changing the virtual and physical landscape of our future, but they will lose that future if they allow the device to think for them.

So how can we make a change? Is it possible? These are the questions we teachers are constantly asking ourselves when we step into the classroom every day. Our struggle is not that technology is growing too fast, but that the young mind is shrinking. With every press of the screen, our children - and even we as adults - are choosing simplicity for convenience rather than adaptability for innovation.

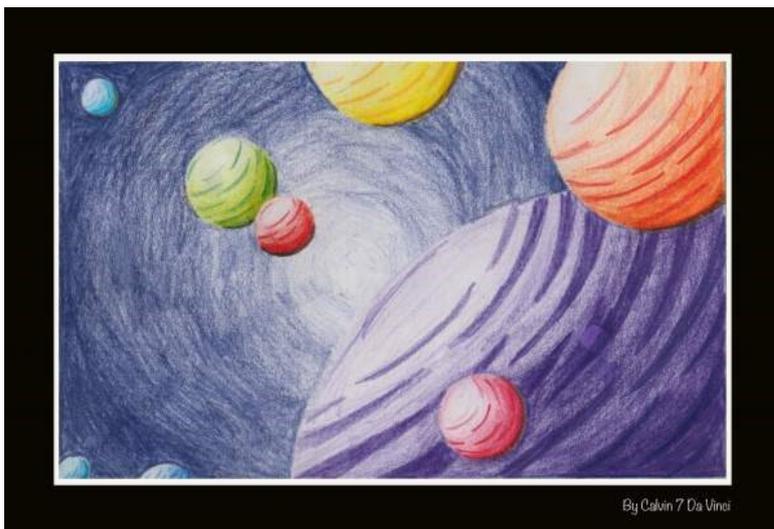
**We must adapt our methods as mentors to inspire creation.**

Think  
Outside  
the  
Bezel!

The caged walls of technology, the edged screens in which our children live between, need to disappear. We as teachers and parents must work together to raise the chins of the next generation out of the blue glow of their devices so that they may look forward. Tablets, mobile phones, laptops and computers are tools, but there is no more a wondrous tool for creation than that of the human mind. As a technology teacher, it is my job to shape the minds of the next generation to not only think outside the box, but to not think of a box at all. This is a difficult task to undertake for sure, but a deeply satisfying one when it shows results.

In the near future I would like to invite you as parents to join me for technology and iPad workshops that will teach you about the possibility of content creation using technology. HIS will keep you informed when and where these workshops will take place. To make a meaningful change, we must all take this creative technology journey together and that starts with a redefinition of what it means to content create with technology. We must understand the implications of technology as a tool, not as a substitute for thinking.

I look forward to meeting you in the future...our future.



In Year 7, students are learning how to create the illusions of depth, form and space on a two-dimensional surface, using colour, tone, shape and composition.

# KS1 Sports Day

March 13



## Results for the day:

- 1) Dragon
- 2) Griffin and Phoenix
- 3) Pegasus



# KS2 - A-Levels Sports Day

March 20





Results for the day:

- 1) Phoenix
- 2) Griffin
- 3) Pegasus
- 4) Dragon



# PUBLIC SPEAKING

MARCH 10

Well done to all who participated in the recent public speaking competition. This year we saw a great amount of entries:

- \* Year 7 : 114 students
- \* Year 8 : 100 students
- \* Year 9 : 74 students
- \* Year 10 : 62 students
- \* A-levels (A2 and AS) : 17 students



**Valentino Tew (7 Renoir)**  
"You are an ant. Convince an ant eater to not eat you."



**Jessica Leong (8 Austen)**  
"There is no such thing as normal..."



**Darwin Woo (9 Xing Hai)**  
"Discuss the perceptions of men and women's roles in society."



**Seow Homan (10 Buffett)**  
"If you could give advice to your parents before you were even born, what would it be and why?"



**Loh Rachel (A2)**  
"Do magazines marketed for teenagers send the wrong message?"

# MUSICAL CONCERT

MARCH 30

A showcase of both classical and contemporary musical performances by students.



# PREFECT LEADERSHIP CAMP

*by Joshua Susai and Loh Rachel, Head Prefects*

On the March 27 and 28, the HIS Prefectorial Board had its first ever prefect camp! The camp was organised by the head prefects with the help of a team of dedicated teachers as well as a small band of volunteer prefects and it took place right here in HIS. Many fun activities took place such as the 'Mystery Game', sharing and brainstorming sessions, the Talent Night, and the Amazing Race, not to mention the roasting of marshmallows during dinner. Through the camp, the prefects learnt about and impressively displayed the values of teamwork, positivity, perseverance, and leadership, and the bond between the prefects certainly became much stronger. All in all, it was a very successful and meaningful camp for the prefects, and we hope it has laid the solid foundations on which the Prefectorial Board of HIS will grow in the future.



## EXPLORER SCOUTS

The HELP International School Explorer Scouts is a new group set up in school which allows the boys and girls involved the chance to explore outside their comfort zone and experience.

The main focus of scouting is adventure, exploration of the beauty of the world and learning the importance of teamwork and great leadership; all of which help students reach their full potential.

To date, students have built a campfire in the middle of the school grounds and learnt knife and saw skills. Students have also taken part in the famous International Scout tradition of tent making and the infamous Zombie Apocalypse challenge where pupils use their skills to see if they would survive and in what role in the group they would be best suited.

For more information, contact Mr Paul Snoddy.



# ARE YOU READY FOR A NEW ADVENTURE?

Activities Include Survival Skills, Fire Making, Knife skills, camping and many other outdoor activities.

If you do! Join the HELP International School Explorer Scouts Group

Meets Every Wednesday in Level 4 History

Open to KS3-KS4 Boys and Girls

Be prepared for an Adventure of a lifetime!

Contact Mr Paul for any information.

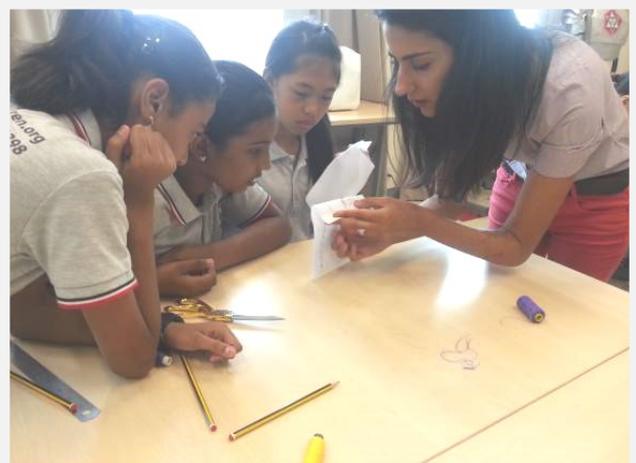
**be.PREPARED**



## HIS CORPORATE SOCIAL RESPONSIBILITY (CSR)

In the last issue of Newsletter, we mentioned that in response to HELP's Corporate Social Responsibility (CSR) Initiative in empowering underprivileged students in Malaysia, the school has decided to support the students at the Dignity for Children Foundation by offering free vocational courses in food technology, textile design and carpentry over the course of three Saturdays in March.

We are pleased to report that the Design and Technology Department has completed the short course. HIS student leaders were given the opportunity to be involved during the last session. Students from both schools worked as a team in the session, exchanged their learning experience and got to know new friends.



"All the 37 Secondary students from Dignity for Children School benefited a lot from the learning projects at HIS. I can truly attest to their joy and appreciation for such wonderful opportunities."

~ Ms Rebecca Lin, teacher from Dignity School

"I'm truly moved by how keen the students of Dignity School are in their learning attitude. They are intelligent and always display a desire to learn more. It's really a privilege for me and our students at HIS to be involved in this project."

~ Ms Hifza, teacher from HIS



# Chinese New Year Assembly

February 13



# FIELD TRIPS



**Preschool** and **Year 1** went on an exciting excursion to watch the live production of Julia Donaldson's story *The Snail and the Whale*.

Their IPC unit titled "I'm Alive" ties in well with the story as it talks about living creatures and their habitats. It touches on literacy with a beautiful narrative in poetry form and includes rich descriptions that enrich the children's vocabulary and imagination.



I've learnt lots of new things from the Malaysian Meteorological Department during the **Year 5** field trip. They showed us the world, what is happening now and how the wind moves. We learned how they know what is going on with the weather now. If a big storm is coming, early messages from the satellite camera will tell us. If a tsunami is coming, the siren will sound, warning people to get to higher ground.

~ Gerrard Lim, 5 Curie



**Year 7** students took on the challenge to tackle "Break The Code" at One Utama, and experienced hands-on learning on teamwork, communications and problem-solving under pressure!



Year 10 Student's Account by Radhika Doraisingam

The Year 10 Economics and Business students went on an educational field trip to a chocolate factory. The knowledge that we have gained from this experience can be connected to our studies in the Economic and Business sector.

It gave us insight as to how the mechanism that we learnt about in theory is also an inextricable part of our motorised reality. The processes that we witnessed at the factory can be linked back to what we learnt about the factors of production Land (Cocoa), Labour (factory workers and harvesters), Capital (machinery in factory) and Entrepreneur (founder of Beryl's).

We would like to thank Ms Sharon for organising this amazingly insightful trip which opened our eyes to the sectors and processes a firm run.





# WORLD BOOK WEEK

APRIL 27 – 30, 2015

WORLD  
~~BOOK DAY~~  
WEEK



## BOOK FAIR

April 27 - 28

8:30am - 3:30pm

Training Room, Level 3  
(open to all parents)



## Story-telling



## BUDDY READING

Reading Together



## Charity Book Swap

1. exchange any 3 of your books for 1 token
2. each token entitles you to 1 book at the Book Swap
3. balance books donated to Dignity for Children Foundation

## LET'S READ TRADITIONAL FOLKTALES



## Drop Everything and Read (DEAR)

\* every morning  
8:00 - 8:20am

Students are encouraged to bring a book written by their class' adopted author



## HIS BOOK WEEK ASSEMBLY

April 30

 **Character Parade**  
(according to the author chosen for the year group)



## CAUGHT READING

Send in photos of students caught in the most unusual / funniest reading poses.  
Email photos to [hisbookweek@gmail.com](mailto:hisbookweek@gmail.com)

## ADOPT AN AUTHOR

(by year group)

Preschool ~ Eric Carle  
Year 1 ~ Julia Donaldson  
Year 2 ~ Dr Seuss  
Year 3 ~ Roald Dahl

Year 4 ~ Charles Dickens  
Year 5 ~ Michael Morpurgo  
Year 6 ~ David Walliams  
Year 7 ~ Suzanne Collins  
Year 8 ~ JK Rowling  
Year 9 ~ Veronica Roth  
Year 10 ~ Lewis Carroll  
A-Levels ~ JRR Tolkien



- 1) Meet the Writers
- 2) Meet the Illustrators



## WRITING COMPETITION (KS 1)





# ACADEMIC CORNER

**Year 2** “We Are What We Eat” IPC exit point saw students making their own healthy pizzas in school.



**Year 3** IPC “Save The World (Rainforests)” unit saw students learning about deforestation. Their studies led the students into looking at ways of re-using resources in order to limit the exploitation of the natural world. For their homework task, students had to use household objects/materials to create a new, useful object.



**Year 3** drama students presented THE SNEETCHES by Dr Seuss, dramatising it as an ensemble, using a combination of role play and readers' theatre techniques. Despite the challenging concept, the Year 3s put up a great performance. The audience of Year 1s and Year 2s was able to see that we should not judge a friend based on how they look.



The **Year 5** drama class celebrated their end of IPC unit on Myth and Legend with a combined performance of Greek Myths. 4 myths were presented, THESEUS AND THE MINOTAUR, KING MIDAS, MEDUSA AND ATHENA, ECHO AND NARCISSUS, accompanied by a chorus of Muses, singing a re-mix of Hercules' The Gospel Truth.



## THE STORY OF STRUGGLE

By Kavya Balaji (6 Bell)



In the Year 6 IPC topic, students have been learning about refugees and migration. On March 11, some girls from *Dignity for Children School* delighted us with their presence. Some of the girls were actually refugees and we were very curious to find out more about them. We had a fun time where we had some activities, tested our knowledge about refugees and heard some first-hand experience from the girls. We were fed some knowledge about refugees after each activity.

Firstly, we were briefed about the school. It was set up to help underprivileged children, give them education and attend to those who have special needs. The school offers education from a young age until GCSE.

We played a game called 'Fact or Myth?'. The instructions of the game were that if you thought a statement was correct, then you would have to remain seated. If you thought a statement was wrong, you would have to stand up. Some of the statements read out by the students, confused us. Some statements shocked us! Statements like,

1. Are most of the refugees from Afghanistan?
2. Are most of the refugees women and children?
3. Are refugees accepted in democratic countries?

Afterwards, we were allowed to ask the refugees some questions. It was an emotional time for both the girls and us as some of the stories were very unimaginable situations. We found out that some of them fled due to safety reasons, some due to persecution and others due for the threats posed by differences in beliefs.

We asked them about their dream ambitions, diet, favourite food and many other questions. Later, we did another activity in which a student read out some situational scenarios and we had to indicate if we agreed (by jumping inside a circle) or disagreed (by remaining where you stood) with it.

We were given many situational scenarios and enjoyed doing the activity. But we did not understand the purpose of this exercise. The teacher who had accompanied the students only told us the objective after the activity. She said, "The children who jumped inside the circle, are the ones who are persecuted because they think differently."

It was a fun and interactive session and we learnt a lot about refugees and their lives. We hope for more experiences like this.



## Reward Points System

The reward points system is a way of recognising individual achievement on a daily basis. Students in **Key Stage 2** have been given reward points when demonstrating unprompted kindness and generosity or for performing above and beyond their individual expectations. This system supports positive behaviour.

It actively upholds the school's behaviour system and provides students with both a goal and acknowledgment of their accomplishments. So far, many students have already received 10 points. These students have been presented with a 'White' level certificate. 'Bronze', 'Silver' and 'Gold' level certificates will also be presented to students for achieving 25, 50 and 100 reward points respectively. We fully anticipate some students setting their sights on these higher level certificates as they progress through the school year.

### 10 Reward Points Certificate:

#### Year 4

- \* Aaron Lim Fang-Li
- \* Annabelle Low Jia Hui
- \* Chloe Tan Jing Wen
- \* Dylan Lim Gen Yuan
- \* Isaac Wong Khai Hang
- \* Koay Li Wen
- \* Lee Hui Xian
- \* Louis Norman-Jones
- \* Wan Nordira Wan Sazrudeen
- \* Wong Lun Heng
- \* Wong Samuel

#### Year 5

- \* Chung Huey
- \* Denise Cheong Yen Zi
- \* Ethan Qi-Rong Dunn
- \* Gerrard Lim Zeq
- \* Jason Lee Khai Xing
- \* Jeremy Visvalingam
- \* Katrina Azrul Rashid
- \* Nisha Kaur Parhar
- \* Nixon Benjamin
- \* Russell Lam Shang Wae
- \* Sebastian Seah Yung Kuan
- \* So Jo-Ee
- \* Sydney Lee Zhuo En
- \* Tio Eu Jien
- \* Yap Wen Xing

#### Year 6

- \* Alyssa Yong Qi Yun
- \* Cheng Xiao Xuan
- \* Chloe Soh Hui Yen
- \* Christopher Wong Man Jun
- \* Hong Chee Chuan
- \* Jwalin Panchal
- \* Jeanelle Leong Jing Yi
- \* Katrina Ashley Susai Nathen
- \* Kavya Balaji
- \* Lam Wan Nee
- \* Lee Kye Sern
- \* Lee Zhi Ren
- \* Precious Hong Poh Yi

### 25 Reward Points (Bronze HELPian)

#### Year 4

Puteri Sofea Iman Razalee

#### Year 6

Sean Woo Shan Ming



I come with no wrapping or pretty pink bows  
I am who I am from my head to my toes  
I tend to get loud when speaking my mind  
Even a little crazy some of the time  
I'm not a size five and don't care to be  
You can be you and I can be me  
I try to stay strong when pain knocks me down  
And the times when I cry is when no one's around  
To err is human or so that's what they say  
Well tell me who's perfect in any darn way.

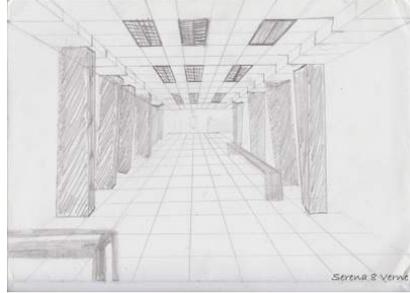
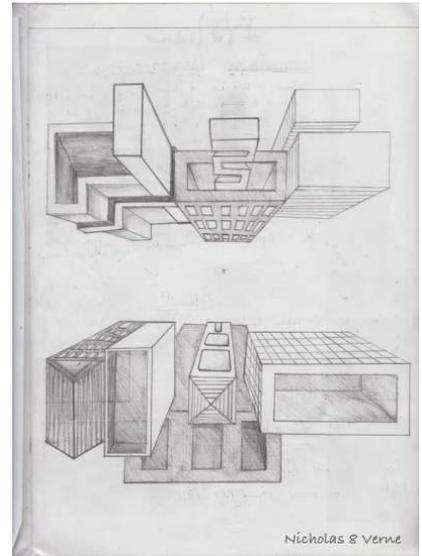
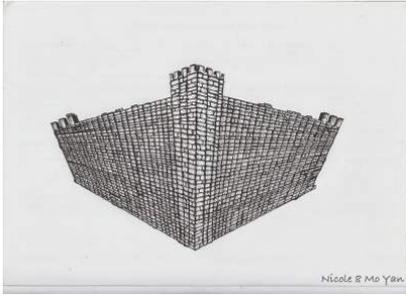
by SN, Year 8 Naipaul

To show their learning on the history topic “Can a royal do whatever they wanted?”, **Year 7** history students were tasked to research, design and build their own Tudor castles.



**Year 8** students have been working on some exciting projects in their classes, for example within design and technology, they have been designing their own bags, with lots of students displaying their creative vocabulary. In art, students have been drawing 1, 2 and 3 point perspectives, using the school environment as the focus for their work.





In **Year 8**, students are learning about The Renaissance and how “perspective” was introduced into art. Here students made observation studies of their home environments using linear perspective.

At the recent **Year 9** IGCSE options evening, parents and students were briefed on the various subject options they could take for Year 10 and Year 11. Existing Year 10 students were on hand to share their personal experiences.



# Up Close and Personal With Amy Ward

By Ms Lay Fern Tan

Amy Louise Ward is the Assistant Principal of Secondary School at HIS and teaches science to secondary students. She is well-respected by students and teachers alike and is known to keep her cool at all times.

We caught up with her as she shares her experiences in life that has led her towards teaching as a career path.

**Q: Who/ What inspired you to be a teacher? Has this been your ambition from young? Tell us of your first day in a teaching position and how far you have come since then.**

There were two teachers during my time as a student that influenced my career path. One was an English teacher who was really passionate about teaching and her subject. She was an eccentric character and she made learning English Literature fun. The other teacher was my biology teacher when I was pursuing my A-levels. She would be the one I credit for inspiring me to take the science route as a career path. She made biology seem so fascinating.

Both these teachers were role models to me as their passion for their subjects make the whole learning experience so much more enjoyable for me as their student.

In retrospect, I could probably be in the exact same position in my career (as a science teacher) if I had taken more arts and humanities subjects for my IGSEs. I love science but I probably missed out on some other opportunities at school by following a pure science route.

As a student, I was pretty sure I wanted to do something related to science. When I was in secondary school, I wanted to be a veterinarian and spent my holidays working in a veterinary surgery. It was only during my A-levels that I thought, perhaps I would like to work with people instead of animals.

My experience after university, when I was 20, working with an organisation called “Boys and Girls Club of America”, cemented my decision to become a teacher. During my time with them, I worked with disadvantaged youths in San Francisco. The following year I worked with them on the East Coast of America. I would say working with these groups of disadvantaged youths really opened my eyes and taught me how to relate to more challenging students and ways to earn their respect. After my two stints with them, I went on to train as a teacher.

My first day as a teacher, I taught science to a group of Year 8 students. I remember being very nervous but I was well prepared and organised.

However, my first real challenging teaching experience was the following year, at a different school in London. I was 23 years old at that time and teaching a Year 10 science class. The students were disinterested and most of them do not want to be there. It took me about a year to get them on to



**When a teacher is able to inspire a student to want to know more about a subject, they are effective teachers.**

my side and wanting to learn. I bumped into a few of them several years later and they thanked me for being a teacher who cared about how well they did and apologised for the way they behaved towards me all those years ago.

Today, I would like to think that I am continuing to learn. As a teacher, our education never ends. We have to continually reflect on what we are doing and build on having mutual respect and rapport with students.

I would think I am a strict teacher; in the sense that when I ask students to do something, I expect them to deliver it. It's not a case of asking them whether they can do it. To gain the students' respect, a teacher has to be consistent and fair and follow-through with their expectations.

**Q: As Assistant Principal for secondary, what are the key areas that you are focusing on?**

One of my key tasks is to ensure that systems and procedures are in place to ensure that what happens in the classroom is the best it can be. My role is also to facilitate between teachers and students and making sure that they are all getting along. At the same time, it's important I continue to teach as it allows me to evaluate whether the

strategies that we put in place actually works in the classroom and benefit teachers and students.

In a nutshell, the key area I am focusing on is to get a good system in place to allow an optimum teaching and learning environment.

**Q: In your opinion, how can parents support their child's learning out of the classroom?**

Ideally, the message from teachers and parents to a student have to be consistent. Parents at HIS are very dedicated and involved in their child's education and want them to be the best that they can be. This is quite different from the experience I had teaching in a school in London where not all parents were engaged with the school in the education of their child. It makes the teachers' job much easier when parents are on the same page as the teacher. At the same time parents should not set unrealistic expectations on a child. It is important that they allow the child to enjoy the learning process.

**Q: You are amongst the pioneer batch of teachers at HIS. What were the challenges you faced in the early days of setting up the school and have those difficulties been addressed? What are the future challenges you foresee in the next couple of years as the school continues to grow?**

In 2012, Mr Hammonds and I spent 7 weeks exploring Malaysia, Borneo and Thailand. We enjoyed the culture and the diversity here and it prompted us to think of the possibility of working in this part of the world. Shortly after we got back to the UK, coincidentally, an advertisement for HIS came out in the papers looking for teachers. We took it as a positive sign and promptly applied. We were the first batch of teachers, together with Mr Salam, Mr James and Ms Long, to be interviewed by Dr Gerard and Dr Goh.

Being the first batch of teachers, we were involved in the whole exciting process of setting up a new school and a school curriculum. I remember coming in April 2013 to meet with the lab designers and architect to discuss how the science labs should be set up from the point of view of the teacher.

The challenge then, for the teachers, was being confined for 8 hours a day in an office job, while we were waiting for the school building to be ready. We were all just impatient to get back into the classroom and start teaching.

Presently and for the foreseeable future, the challenge is to ensure that as the school continues to grow, the infrastructure is carefully managed. The Board of Governors of HIS and its management are constantly recruiting more staff and teachers whilst maintaining those we have on board. In my opinion, the focus should also be on keeping good communication lines between staff, teachers and leaders in the school.

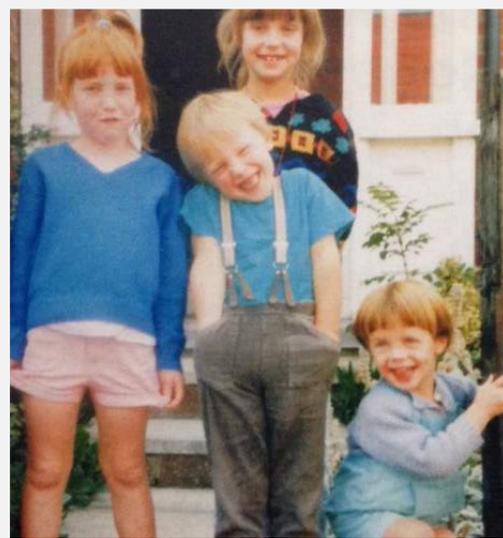
**Q: If you have one superpower, what would it be?**

I would love to be able to click my fingers and go anywhere in the world. I love exploring new places and learning new cultures.

**Q: What do you hope to achieve in 2015?**

Professionally, I want to do well in my job and do my part in making the school a success. My career success is very important to me and I would like to think that I am known for having personal integrity and professionalism in performing my duties.

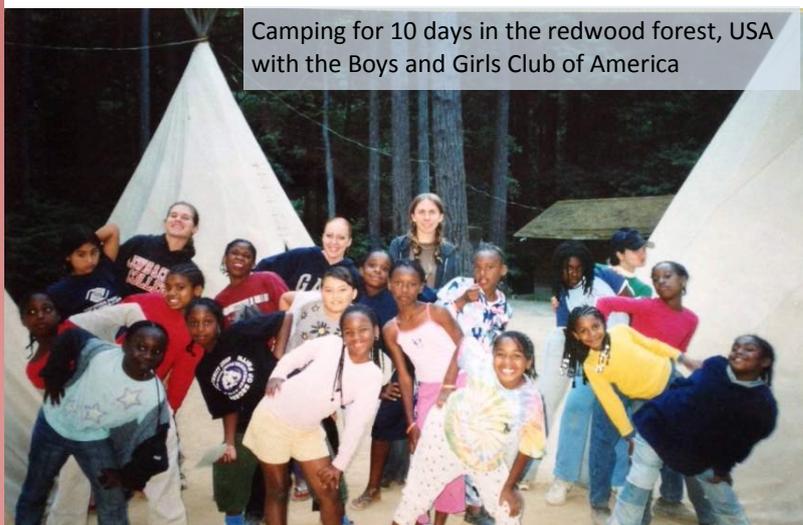
Personally, Mr. Hammonds and I are getting married this year in Malaysia after being together for 6 years. We are expecting friends and family from the UK, USA and Australia for the wedding and can't wait for them to experience Malaysia.



Ms Amy (pictured left) with her siblings

**Things you didn't know about Ms Amy:**

- \* She was a bossy child and used to play 'teacher' with her 2 younger brothers.
- \* She is the second of 4 children and all of them took the arts route except for her. Her sister is in publishing and her two brothers are in law and cinematography.
- \* She took ballet up to RAD Intermediate level until she gave it up to go to university.
- \* She conquered Mount Kinabalu in 2012 on her first trip to Malaysia.
- \* She has swum with great white sharks in South Africa and snorkeled with stingrays in Grand Cayman.
- \* She has been a vegetarian all her life but is happy dissecting animals' organs in the lab if it is part of the learning experience.



Camping for 10 days in the redwood forest, USA with the Boys and Girls Club of America



**Born:** 21 July  
**Hometown:** Lymington, UK  
**Hobby:** Travelling,  
Scuba-diving,  
meeting new people