



Teda International School



VISION

At Teda International School, we believe that education alone enables the individual to manifest his or her innate treasures, and enables mankind to benefit there from. Each child is acknowledged to be fundamentally a social being capable of harmonious interaction with others. We embrace the concepts that all people are worthy and deserving of respect, regardless of native origin, socio-economic status, or ethnicity. The ESLRs (Expected School-Wide Learning Results) are the foundation of our school's educational philosophy.



MISSION STATEMENT

The TIS mission is to develop global citizens within our culturally diverse community through a multifaceted program developing scholarship, leadership, character, and service to others.

In order to successfully accomplish this mission, TIS students will work to accomplish the expected school-wide learning results.



T.I.S Philosophy of Learning

TIS believes that an educational environment should promote learning, be child-centered, lead to thoughtful and discerning decision making and provide an atmosphere in which students have an opportunity to demonstrate tolerance, understanding and appreciation for that which is different and diverse. Keeping in mind that learning should be connected to real life experiences, TIS aims to provide meaningful learning experiences that encourage individual thought, creative and critical thinking, and sharing of ideas that will cause students to question and evaluate information. The family is of vital importance in the development of the child, and parents, students and teachers have a shared responsibility for a child's learning. Therefore, TIS aims to be an environment where teachers offer the stimulation, guidance and environment that will motivate students to attain academic excellence, and enable them to become responsible citizens and lifelong learners in an environment where they become constructive and healthy human beings.

Expected School-Wide Learning Results(ESLRs)

These 7 characteristics are explicitly taught and fostered in Primary classrooms as the foundation of effective learning and citizenship.

Good Character

Students will have an increased ability to demonstrate human qualities and virtues

Global Citizenship

Students will act for the good of the planet and humanity

Communication

Students will express ideas effectively and pay considerate attention to the ideas of others

Creativity

Students will demonstrate imagination to make or do something original

Critical Thinking

Students will demonstrate curiosity and a willingness to question in order to further understanding

Problem-Solving Ability

Students will investigate problems from several angles to come up with the best solution

Knowledge-Seekers

Students will be self-directed, enthusiastic and engaged learners who desire knowledge

Dragon House System

Each of our TIS Primary students are allocated to a Dragon House upon enrolment. Being part of a Dragon House fosters a sense of belonging and promotes positive relationships between children of different grades.

Reflecting both our host country, and the strength of our school, each House is represented by a dragon. Each dragon in turn represents one of the Four Elements, and their corresponding characteristics.



Fire



Water



Earth



Wood



Students can gain dragon points, both individually and collectively for their Dragon House, through demonstrating our core values and participating in various activities/events held at the school.

Dragon Houses promote healthy competition and give our students the opportunity to mentor and encourage other with a great deal of fun and enjoyment.

The Dragon House system connects to the Virtues and ESLR (Expected School Wide Learning Results) programs, providing a constant reminder of the importance of good character in all that we do.



T.I.S Primary

TIS Primary celebrates staff and students from many different countries. Each student contributes the richness of their culture, their strengths and their interests to the classroom. Our teachers are committed to seeing your child as a unique individual who is learning and growing in their own special way. The children will have many opportunities to grow; in the classroom, on the sports field, in performances and through service. Specialty classes and after school activities give

students a variety of learning opportunities. The Chinese language program provides the opportunity for students to enjoy the cultural richness of the host country.



Curriculum

TIS curriculum is designed to focus on three important aspects of learning and development.

1. We want children to understand that good character is the foundation of a successful life. The Virtues in Action program keeps us mindful of what it means to be a thoughtful and caring individual.
2. Children develop skills in critical thinking and problem solving that will enable them to be successful contributors throughout their lives.
3. Children explore areas of content so they can grow in understanding about the world we live in. Our learning programs are well-respected and support our second language learners as well as extend our fluent English learners.

Language

All Primary students complete an English language assessment on enrolment. This provides important information regarding the level of language support required by each child, both in the English Language Centre and in the classroom.

Parent involvement

Teda is a relatively small educational community and parents are a very important part of school life. The success of our programs depends on having a strong partnership with you, our families. We hope every family will volunteer and be involved in the PFA, parent liaison, clubs, sports, classroom activities, fundraising or committees. Your child needs you! We need you!

<http://www.tedais.org>

72 Third Avenue, Teda 300457

Phone 66226158

Assessment

TIS Primary assessment is standards-based. Your child's report card is designed to present a clear picture of progress throughout each of the four terms. Parent conferences are scheduled at the end of each Term. However, your child's teacher will be happy to meet with you as often as is necessary. In addition, students from Grades 1-5 complete the Measure of Academic Progress three times per year.

Assembly

TIS Primary has a monthly assembly where we celebrate the Virtue of the Month and enjoy performances by various classes. Parents are invited to join us in the Primary Activity room. Please check the PS calendar on www.tedais.org for details.

Welcome to Grade 4

Welcome to grade 4.

In Grade 4 we'll be reading and writing every day, exploring problems in math to help improve our understanding. We'll be exploring science through a number of interactive hands on experiments. During social studies, Grade 4 will be comparing and contrasting different places, people and time with a focus on Medieval Times and Ancient China. The class will have technology integrated whenever we can and cross-curricular opportunities in all subjects. I'm expecting this to be a year of growth for all of our students, and for this to be a successful year.

Ms. Sonya

Homeroom



Teacher

Ms. Sonya

The School Day

Each day begins and ends with a short Homeroom period. During the morning homeroom, attendance is taken, general class announcements made and children prepare for the morning's activities. Communications from home to school will be noted at this time. The afternoon homeroom ensures that students are well prepared with any homework requirements and communications from the teacher.

Daily Routine

The day begins at 8:00am. When children enter the classroom, they are responsible for unpacking their bags, handing in homework and completing their classroom duties. In this way, we maximize learning in the core skills. At mid-morning, the children are given the opportunity to have a small snack and an outside break. Children are asked to bring a healthy snack every day, such as fruits. At lunchtime, children may bring their own lunches or choose to eat food purchased in the cafeteria.

Grade 4 students attending after school activities go together in a group to their club; this is part of their transition to independence. Students who are not participating in an after school club are to leave the school campus in a timely manner unless they are being directly supervised by a parent or designated adult.

TIS will require parents of Grade 4 students to give signed permission if they wish for their child to return home independently after school.

English Language



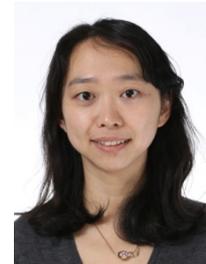
Teacher

Ms. Paola



Teaching Assistant

Ms. Serena
Du, Xiu Ying



Teaching Assistant

Ms. Christy
Lv, Xin

Schedule

Class Schedules will be available at the start of August. They will be included in the welcome letter from your homeroom teacher.

Homework

Homework may be set for the purpose of practice, preparation or extension. It is expected that the teacher and the family will work together to assist students in completing homework expectations as set out in the TIS Primary Homework Policy.

Grade 4 expectations are as follows

Five 30 minute assignments per week (primarily numeracy and occasional other subjects) PLUS 20 minutes of daily reading

Parent participation

During the year, Grade 4 will present several assemblies and parents are welcome to attend. Grade 4 will also go on several field trips and parents may be requested to assist with these outings. In Term 1, the class will attend weekly swimming lessons and we ask parents to volunteer as part of ensuring safety in and out of the water for all students. Information about classroom learning and activities will be sent home regularly either on paper or via WeChat or Edmodo. We will keep you informed as to how you can assist in your child's learning during each unit of work.

Special Events

Each year, TIS hosts several school activities to which parents are invited. These events include the annual Talent Show, End of year show, Sports Day and Children's Day. In addition, there are regular Dragon House activity days, Book Fairs and celebrations of learning. Information regarding these events will be posted in the Weekly Bulletin, as well as in classroom newsletters and on the school website.

Staying in touch with parents

It is very important that we have your up-to-date contact details. Please let us know if you change your phone number or email address. We want to keep in touch.

New parent orientation

New parent orientation sessions are held on the same day as entrance testing for new students, usually in the week before school starts. A team, including the Headmaster, Primary Principal, and returning parents will introduce you to Life at TIS. As part of the orientation, there will be a Q & A session hosted by TIS parents.

Meet the Teacher

On Meet the Teacher Night all TIS families are invited into the classroom to meet the teacher and explore the learning environment. Teachers will take the opportunity to share behavior expectations, homework information and ways that parents can support learning.

Parent Teacher interviews

Formal parent-teacher-child interviews will be held in Term 1 so that you can discuss your child's progress and next steps. In Term 3, we have Student Led Conferences when your child will share with you the many skills and concepts they have learned.

From time to time, you may wish to have a private conversation with your child's teacher or with the Primary Principal. Parents are welcome to make an interview by requesting it through the teacher or TA, or by phoning the Primary Office 66226158 ext 6505.

Open House in the Principal's Office

Regular get-togethers are scheduled for each section of the Primary School so that parents can meet in an informal setting to discuss key issues in education and learning. Topics of interest are wide-ranging and can be suggested by parents.

Classroom celebrations

Once each term, we will hold a celebration of learning to which you are invited. Information will be included in the class newsletter.

Behavior policy

At TIS, we believe that a positive learning environment enhances effective learning. Our teachers are committed to facilitating student growth. In situations where children experience ongoing challenges, collaboration between school and family is essential.

The following citizenship standards from the TIS curriculum establish our overall expectations for social behavior.

- C1. Communicate appropriately with peers and adults.
- C2. Contribute positively and creatively to the school learning community.
- C3. Appreciate and respect the diversity and unity of multicultural environments.
- C4. Demonstrate responsible behavior towards society and the environment

For further detail, please refer to the TIS Primary Behavior Procedures on www.tedais.org



Curriculum

Language Arts

Language Arts consists of reading, writing, oral language (listening & speaking skills), and visual language (viewing & presenting). In Grade 4 the focus is on using reading and writing context. Writing skills are developed and strengthened using the 6 Traits + 1 writing model.



Term	Reading	Writing	Oral Skills	Presentation
1	<p>Activating prior knowledge</p> <p>Predicting & questioning strategies</p> <p>Cross curricular reading</p>	<p>(6 Traits writing)</p> <p>Exposition text: (Ideas) Definition & Compare and Contrast</p> <p>Topic & closing sentences, paragraphs & sequences(Organization)</p> <p>Capitalization & Punctuation.</p>	<p>Active listening strategies</p> <p>Identify purposes for speaking</p>	<p>Create and present</p> <p>Interdependence</p> <p>Definition and Example Paragraph (Science)</p> <p>Compare and Contrast paragraph (Social Studies)</p>
2	<p>Ask questions, and make connections, to clarify meaning</p> <p>Begin making inferences.</p> <p>Cross curricular reading</p>	<p>Procedure text. -. (Voice).</p> <p>Use of technical language. -fact/ opinion & multi paragraph essay.</p> <p>Poetry. (Word Choice).</p> <p>Purpose, structure & language features.</p>	<p>Choose appropriate phrases to engage the reader/listener</p>	<p>Create and present Toy Instructions Manual (Science)</p> <p>Poetry Anthology</p>
3	<p>Summarize characters and events,</p> <p>Find main idea</p> <p>Self-monitoring</p> <p>Fiction/non fiction</p>	<p>-Narrative (Sentence fluency & word choice)</p> <p>-Tenses, sequence of events & vocabulary.</p> <p>-Reports-for reading and science hands-on inquiry reports.</p> <p>-Passive & active voice</p>	<p>-Use storytelling techniques to retell stories from Ancient China.</p> <p>-Collaborative participation in science groups.</p>	<p>Create and present a story based on historical facts of Ancient China.</p>

	Cross curricular reading			
4	Infer feelings/emotions of characters & look for the deeper meaning Story elements Character trait maps Cross curricular reading	Research reports (conventions). -Paraphrasing, sequencing, identifying problem & solution Cause & Effect Outline issue, arguments for/against & conclusion	Outline issue, arguments for/against & conclusion	Create and present report on country of choice

Reading program

The reading program has three main aspects. The first is the leveled reading program (Ginn and Big Cat Readers). It develops the processes, skills and behaviors of competent learners in leveled reading groups. The second is Accelerated Reader which is a more independent program and enhances personal reading using our library's vast resources. Children read books from the library and complete online comprehension quizzes at school. Parents can log onto AR Home Connect through the TIS website to keep apprised of their child's progress. The third is home reading. Each night children are required to Read at Home to increase their knowledge of a variety of literature and to enjoy reading for pleasure.

Handwriting

Kindergarten through Grade 5 students are expected to develop fluent, legible handwriting. In Kindergarten, there is a greater emphasis on developing fine motor skills in print. Grade 2 through Grade 5 develop greater fluency in both print and cursive writing.

Mathematics

In Grade 4, children explore, discover and investigate mathematical concepts through a variety of activities, including small group, large group, and independent work. Our work will focus on in-depth understanding through problem solving, while still asking children to practice traditional skills. We'll also introduce and build on skills throughout the year, so that children grow in their ability as mathematicians.

Term	Units of work
1	Number sense: Whole Numbers and Place Value Multiplication and Division Data Management: Graphing (through science)
2	Fractions Geometry: parallel and perpendicular lines and angles Measurement (linked with geometry)

3	Decimals Time Measurement (linked with time)
4	Probability Geometry: area, perimeter, tessellations Measurement (linked with geometry)

Science

In science we'll be observing, questioning, collecting data in reliable ways, and formulating predictions. Our focus will be on hands-on activities.

Term	Units of work
1	Habitats and Eco-systems
2	Forces and Movement
3	Properties of Matter
4	Human Body Systems

Social Studies

In social studies we'll be investigating historical China and Medieval Europe. Highlights of our social studies work will include:

- integrating our studies with science, and art
- playing historical simulations that involve teamwork, map work, and math skills
- looking at factors that made different civilizations unique
- field trip(s)
- reading and writing about many topics

Term	Units of work
1	Map Skills and the Mapping of China
2	Medieval Times in Europe
3	Ancient China's History and Innovations
4	Interactions of Global Communities

Language Support

Learning English is important. It is the language of instruction and it is also essential for developing social connections. The English Language Centre supports students as they settle into school life, prepare to transition into mainstream classes and also after transition as they consolidate essential language skills. ELC teachers work with the mainstream teacher and the support teacher to provide the best means of developing skills in reading, writing, listening and speaking in a nurturing environment.

Speaking

Speaking is the key to developing confidence as an English language learner. In ELC classes, students develop communication skills and fluency in a safe and nurturing environment. They participate in a variety of prepared and impromptu situations while using a wide range of vocabulary and idiom appropriate to their level.



Listening



Students learn to understand and follow instructions, understand a normally paced conversation from various sources on a wide variety of topics, recognize many types of discourse and main ideas, and draw conclusions.

Reading

Students learn basic skills required to read a variety of authentic material including literary and non-literary texts at their own level. As they progress towards transition, reading broadens to include science and social studies topics. Students will access a variety of resources, including library, class and online resources. Home reading is an essential part of the program.



Writing



Students will engage in writing so they can communicate effectively and appropriately in various styles or genres with a good degree of fluency and accuracy. This includes the use of appropriate grammatical structures, cohesive devices, appropriate vocabulary, spelling and varied idioms.

Throughout the term, student progress is continually measured using a language continuum (see continuum on <http://www.tedais.org/programs/english-language-center.html>). At the end of each term, students will be assessed to evaluate progress in reading, writing, listening and speaking and to make decisions regarding transition. Parents will be informed by letter if students are being transitioned to a new class.

Art

Art is a critical aspect of primary education. Students will learn about the elements and principles of art looking at new media, critical thinking, new materials and exploring their understanding further. They will experiment with a variety of media to discover and explore artistic concepts, to acquire skills, to gain experience and attain satisfying results while creating.



Mr. Joey

They will use lines to indicate emotion, monochromatic colors, texture, positive and negative space, free-standing forms and produce two and three dimensional works.



Ms. Lyn

Term	Units of work	Materials
1	DRAWING PAINTING Line, shape, colour value, texture	pencil, coloured pencil, crayons, paper, tempera block, tempera paint, palette

	PRINT MAKING Line, shape, colour	
2	PAINTING Line, shape, colour, space MULTICULTURAL Art & craft from other countries including China DIGITAL MEDIA	tempera paint, brush, water container, glue, glue stick, scissors
3	DRAWING PAINTING Line, shape, colour, texture DIGITAL MEDIA	tempera paint, found objects, brush, water container, tempera block, palette
4	DRAWING MIXED MEDIA Shape, colour, value, texture SCULPTURE Shape, space, form	paper, cardboard, glue, paint, scotch tape, masking tape, magazines, scissors

Chinese

We believe that an important part of settling into a new country is to encourage all students to develop an appreciation for Chinese culture. The Primary School Chinese Language Program is designed to accommodate both those students who wish to study the language in depth and those who wish to develop language knowledge and skills to facilitate communication in our host country community.



Mr. Gao

At all grade levels, students gain cultural knowledge through a variety of activities such as Chinese Festival activities (New Year, Mid-festival etc.), field trips, after school clubs, songs, drama, Chinese storytelling, cultural fairs etc. Teachers use various approaches to create an experiential learning experience.



Ms. Sue Zhang

Grade 1-5 students attend Chinese languages class for four periods each week. All Grades 1 – 5 students who are fully participating in regular classes are enrolled in the Chinese Language Program. Starting from Grade1, students are divided into different groups according to the student's level of proficiency.



Ms. Li Lu

Level 1: is designed for students with little or no previous experience in Chinese. The teaching in this level is theme based. After finishing this level, students can understand and use familiar, everyday expressions and very basic phrases. They can introduce him/her self and family members and can understand questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Term 1	Term 2
<ul style="list-style-type: none"> ➤ Greeting ➤ Classroom Language 	<ul style="list-style-type: none"> ➤ Countries and Languages ➤ Colors and Shapes

<ul style="list-style-type: none"> ➤ Family ➤ Numbers and times ➤ Calendar & Weather 	<ul style="list-style-type: none"> ➤ Body parts and illness ➤ Clothing
Term 3	Term 4
<ul style="list-style-type: none"> ➤ Animals ➤ Food and drinks ➤ Places ➤ Directions 	<ul style="list-style-type: none"> ➤ School subjects and supplies ➤ Feeling ➤ Transportation ➤ Hobby

Level 2: suits students who have a basic knowledge of the Chinese language. Students at this level will learn to say very simple Chinese words or sentences to fulfill the basic needs of communication. The teaching in this level is theme based. After finishing this level, students can interact with others through question and answer format; using simple sentences to communicate about personal details and interests.

Term 1	Term 2
<ul style="list-style-type: none"> ➤ Greeting ➤ Classroom Language ➤ Family ➤ Numbers and times ➤ Calendar & Weather 	<ul style="list-style-type: none"> ➤ Countries and Languages ➤ Colors and Shapes ➤ Body parts and illness ➤ Clothing
Term 3	Term 4
<ul style="list-style-type: none"> ➤ Animals ➤ Food and drinks ➤ Places ➤ Directions 	<ul style="list-style-type: none"> ➤ School subjects and supplies ➤ Feeling ➤ Transportation ➤ Hobby

Level 3: is designed for those students who have studied Chinese oral and written language for more than three years. It is an advanced program for neo-native Chinese speakers. After finish this level, students can understand the main ideas of age appropriate texts on a particular topic. Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Students can produce clear, detailed text on a range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Term 1	Term 2
<ul style="list-style-type: none"> ➤ Environment Protection ➤ Animals protection ➤ Legend of Chinese food ➤ Chinese culture and festival ➤ Science ➤ Merit and virtue 	<ul style="list-style-type: none"> ➤ Famous person in Chinese history ➤ Chinese history and Geography ➤ Merit and virtue
Term 3	Term 4
<ul style="list-style-type: none"> ➤ Merit and virtue ➤ Occupation ➤ Animal protection ➤ Science 	<ul style="list-style-type: none"> ➤ Chinese history Story ➤ Merit and virtue ➤ Respect different culture ➤ Cultural events and Chinese festival

	<ul style="list-style-type: none"> ➤ Charity ➤ Structure of Chinese characters ➤ Use dictionary ➤ Idiom
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Level 4: is an advanced program designed for fluent native and neo-native speakers. Students of level 4 can speak fluent Chinese and they focus mainly on reading and writing. After finish this level students can understand a wide range of demanding, longer texts appropriate to their age. Students can use language flexibly and effectively for social and academic purposes and can produce clear, well-structured text on a variety of subjects.

Term 1	Term 2
<ul style="list-style-type: none"> ➤ Merit and virtue ➤ Legend 	<ul style="list-style-type: none"> ➤ Science ➤ Community life
Term 3	Term 4
<ul style="list-style-type: none"> ➤ Merit and virtue ➤ Chinese history 	<ul style="list-style-type: none"> ➤ Merit and virtue ➤ Science of nature

Music

Music brings an important dimension to the educational program of the TEDA International School. Music education draws upon personal feelings and experience as well as on logical and intellectual thought. It is an integral part of every students' education. The primary music program ensures the development of the whole person, expanding the world of ideas and self-expression for students. The diverse activities in the music program are designed to engage students of various cultures, ability levels and interests. The program includes the study of music fundamentals and appreciation, performance, and vocal instruction for students in all grades and for all levels of ability. The program helps to create lifelong learners of music.



Ms. Vicky

Term	Units of work	
1	Solfege Steady Beat vs. Rhythm Dynamics & Tempo	Pentatonic, Lo So/La, Ti, Fa Review 3rd grade material, sixteenth notes, single eighth note & rest P, f, m, ff, pp, crescendo, decrescendo & Allegro, Largo, Presto, Andante, Accelerando, Ritardando
2	Meter Rhythm Orchestra Instruments Form	2/4 meter, ¾ meter, 4/4 meter Syncopation Identify individual instruments aurally and visually Rondo Form, ABA Form, Partner song, Verse & Refrain

3	Recorder Key	Notes, Time Signature, ties vs slurs, D.C. al fine, 1st and 2nd endings, Dal Segno, Coda, D.S. al Coda Key of C, F, G
4	End of Year Show Preparation Rhythmic Composition	Sing, Dance, Act, Audience & Performers, 2-part singing Use standard notation system.

Information Technology

In grade 4 students will continue to use online resources along with books for detailed research. They will learn and follow the rules of using these resources responsibly. They will present and share their work using different applications which incorporates multiple media. We will also explore spreadsheets and different data formats and use mathematical operations for calculations.

In addition to learning to use applications each week 20 minutes are dedicated to learning and improving typing skills. This will further help them to accomplish their typing tasks with a better accuracy and a greater WPM. There is a formal assessment towards the end of each term to assess the skills they have learned.

Term	Units of work	Connection to core subject areas
1	Students will learn to use spreadsheet and format different data types for calculations. Publish their book reports and poems.	Language Arts: book reports and poems Math: data tables, operations
2	They will also research provinces in China and publish a travel brochure. Make their own Logo using 2D and 3D geometrical shapes.	Social studies: China's Provinces and Territories Math: Angles, Perpendicular and parallel lines, Squares and rectangles
3	We will begin term 3 with a research for their feature article. Continue with another research on animals, later publish the research reports.	Science: animals and ecosystem Language arts: Feature article
4	Students will create tessellations using drawing tools and experimenting with different shapes. They will Learn to use hyperlinks with slideshows and share their work.	Geometry: tessellations and symmetry Language arts: Story

PE

The PE program is focused on motivating students to achieve physical confidence and competence through a wide variety of developmentally appropriate activities. Students learn specific skills related to fitness, rhythm and dance, gymnastics, and elementary games. They also learn a



Ms. Yuan Yuan

wide variety of locomotion and manipulative skills such as: skipping, galloping, jumping, throwing, kicking, hopping, running, catching, climbing, and overall balance.

During the summer months, each grade level completes 1 Term of swimming lessons. As skills develop, the children are able to join the TIS swim club.

The primary program also aims to equip students with necessary lifelong learning skills, such as good sports habits and sportsmanship through yearly tournaments in soccer, cross-country, badminton, swimming, and table tennis.

Library

All primary students have a scheduled visit to the library once a week to learn information skills and to borrow from the wide range of reading materials. Students are welcome to visit the library at other times, recess, or after school to enjoy a 'wealth of words'.



Mr. Ricky

Student Support Services

Student Support Panel

All students struggle a little at times, especially when they move to a new school. They may feel seriously challenged by a particular part of their studies, or struggle with being away from their home country. Most problems of this nature are solved within the classroom and your child's teacher will be your point of reference.



**Learning Support
Mr. Jeff**

When a student continues to struggle, the classroom teacher, principal and guidance counselor will work together to create a positive outcome with the student. In these situations, you will be a part of the process as we work together to help solve the problem.

Counseling

The school's Guidance Counselor is available to counsel students on school or personal issues. The Counselor works with administration, faculty, and parents to assist in maintaining the physical, emotional, and social well being of our students. The counselor assists students in defining goals; and directs programs that help students develop values, conflict resolution strategies, social skills, and needed study habits.



**Counselor
Ms. Su Jin**

Health Focus-VIVA-Virtues in Action

The Guidance Counselor and Support Teacher come to the classroom once a month to share activities and talk about issues that impact student well-being and development. The students learn in practical ways how to be a good friend in an international school environment.

Learning Support

The classroom teacher is available in their classrooms one afternoon per week until

4:00pm to provide academic assistance to students in need of extra help. This is not a homework club. The teacher will contact you if your child needs to attend these sessions so that alternative transportation arrangements can be made if necessary. Academic assistance takes priority over other after-school activities and we would appreciate your support were such a request be made.

Grade 4 Support – please refer to club schedule

Additional English Language Support

Many non-native English families find their children benefit from having a home tutor for English language. There are a number of TA's from our school who provide this service. There are also some High Students from time to time who are available. Information regarding tutoring is available in the Primary Office.

Please encourage your tutor to connect with the classroom teacher. This will increase the benefit to your child.

Uniform

Uniforms are available at the Corner Store (in the cafeteria). Price Information will be on the website before school starts. Up to date prices are on display in the Corner Store.

For further information regarding Primary School Policies and Procedures, please refer to the TIS Primary School Handbook 2017-2018 on www.tedais.org.