



AMERICAN
★INTERNATIONAL SCHOOL★

Partner Schools Spotlight

Partner: **American International School**

Grade Levels: **Prep through Grade 12**

Location: **Kowloon Tong, Hong Kong**

AIS in Hong Kong provides education from early childhood through grade 12, serving approximately 900 students. In the 2023-24 school year, AIS partnered with The Learner First (TLF) for the first time. A dedicated "change team" of 15 staff members participated in Learning Design workshops to explore the Contributive Learning Framework and its alignment with their mission and goals.

Building on this foundation, the 2024-25 school year has seen an expansion of our partnership. The full AIS teaching staff is now engaged in these workshops, focusing on fostering a sense of belonging for all students. Our approach emphasizes holistic learning experiences, integrating academic knowledge and self-understanding into everyday learning. By weaving these elements together, AIS is committed to creating an inclusive and supportive educational environment where every student can thrive.

In our first workshop days in October, the staff focused on learning culture.

“The more you contribute, the more you feel a sense of belonging.”

Anita Simpson, Head of School
American International School

Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group. It is when an individual can be their authentic self.

Cornell University

How can AIS enhance the learning environment and experiences for students to promote self-understanding, leading to greater self-confidence and a sense of belonging?

Staff participated in activities designed to help them reflect on evidence of self-understanding within their learning environments. They also brainstormed and discussed ways to enhance these environments to foster a sense of belonging for all students.



Individuals shared evidence of what visitors would observe in their school or classroom environments that promote self-understanding.



Division groups utilized the Contributive Learning Culture Cards centered on Self-Understanding to initiate reflective conversations about their current practices and to plan their next steps.



Staff participated in an “environment walk” across the school, capturing observations and reflections on self-understanding. They then synthesized their findings and shared them with the entire group to provide perspectives, reflect, and begin action planning for improvements.