

AIISL

JUNE 2026

EDUCATION MATTERS

A central composition featuring a blue graduation cap with a gold tassel resting on a stack of four books in beige, black, blue, and red. To the left, a set of blue steps ascends towards the books. In the foreground, a black cylindrical pencil holder contains three pencils (two orange, one white) and a white ruler. The background is a warm, textured wall with soft shadows.

**EDUCATION
SUPPORT SERVICES**

**BRINGING THE HARROW
SPIRIT TO LIFE**

FROM RECEIVING TO GIVING

UNIVERSITY READINESS IN A CHANGING WORLD



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AISL Education Matters
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NURTURING EVERY LEARNER TO THRIVE

Education continues to evolve in response to rapid societal, technological, and global change, one truth remains constant: no learner succeeds alone. Behind every thriving pupil stands a network of educators, support professionals, families, mentors, and communities working together to nurture growth, character, and opportunity.

In this issue of AISL Education Matters, we explore the theme of Education Support Services and the vital role they play in helping young people flourish. Across AISL Harrow schools and the wider educational community, support extends beyond the classroom. It includes the guidance, expertise, partnerships, and opportunities that enable students to discover their strengths, overcome challenges, and prepare for the future.

At AISL, we are committed to developing the whole child. Alongside academic excellence, we value wellbeing, character, creativity, leadership, and a strong sense of belonging. Achieving this requires a collective effort across all aspects of school life, from pastoral care and safeguarding to professional learning, enrichment, university guidance, and community engagement.

The articles and stories in this edition showcase the many ways support services strengthen learning and enrich school communities. They highlight how collaboration, care, and shared purpose help create environments where every learner can thrive.

As we navigate an increasingly complex future, schools must continue to provide not only knowledge, but also the guidance, adaptability, and support that empower young people to succeed. I extend my sincere thanks to all contributors for sharing their expertise and experiences. Together, we continue to shape meaningful learning opportunities for the next generation.

AISL EDUCATION MATTERS
EDITORIAL TEAM



When school leaders come together with a shared commitment to growth, innovation and impact, professional learning becomes far more than a conference programme. It becomes a support system.

The inaugural HMC/AISL International Leadership Conference, hosted by AISL Harrow International School Bangkok in partnership with The Heads' Conference (HMC) and AISL Harrow Schools, brought together Heads, senior leaders and educators from across Asia and beyond for a weekend of dialogue, reflection and professional learning. Held from 15 to 17 May 2026, the conference marked HMC's first ever overseas conference and represented an important milestone in international educational collaboration.

From the opening networking reception at The Sukhothai Bangkok to the final leadership discussions and school tours, the atmosphere throughout the weekend was one of collegiality, curiosity and shared purpose. Delegates engaged in keynote sessions, leadership panels and carousel workshops that explored themes including authentic leadership, professional development, communication, international education and pupil outcomes.

The conference programme reflected the growing importance of educational support services in helping schools and their communities thrive. Discussions extended beyond academic achievement to focus on the structures and systems that sustain high quality learning environments, including leadership development, staff wellbeing, professional learning, collaboration and evidence informed practice. Throughout the weekend, there was a strong emphasis on how schools can create cultures that support both educators and students in meaningful and lasting ways.

One of the strongest messages throughout the conference was the importance of investing in people. Across keynote sessions, workshops and panel discussions, delegates explored how professional development, authentic leadership, effective communication and collaborative cultures all contribute to thriving school communities. Conversations encouraged leaders to reflect not only on outcomes, but also on the systems of support, trust and continuous learning that enable staff and students to flourish together.

Alongside the formal programme, the conference also provided valuable opportunities for colleagues across the AISL Harrow network and wider international education community to strengthen professional relationships and exchange ideas. Informal conversations, networking opportunities and shared experiences helped foster a strong sense of connection among leaders facing many of the same opportunities and challenges within international education.

The success of the conference highlighted the value of creating spaces where educational leaders can learn from one another, reflect openly on practice and collectively shape the future of education. As delegates departed Bangkok, many left not only with fresh perspectives and practical insights, but also with renewed confidence in the power of collaboration, professional support and shared purpose across the global education community.

REFLECTIONS FROM DELEGATES



"The conference achieved multi-faceted aims. It brought together industry-leading experts in leadership, recruitment, coaching and teaching and learning, while also providing a collegiate and supportive network for leaders across South East Asia."



"Professor Coe's workshop further cemented that developing teacher expertise and providing a supportive environment should remain core to all that we do."



"The Heads' Panel was one of my favourite parts of the weekend. I felt really inspired to explore a Headship pathway in the future."



"Superbly organised event bringing together colleagues from across Asia. It was also a great opportunity to catch up with colleagues from other AISL Harrow schools who we rarely see in person."



"The conference provided a valuable opportunity for us to reflect on our own leadership practice. The variety and quality of speakers was fantastic and each provided valuable insights."





High-quality professional development was delivered through a thoughtfully curated programme of keynotes and workshops, supporting senior leaders in deepening both their strategic and practical understanding.



At a broader level, the conference brought together leading experts across leadership, recruitment, coaching, and teaching and learning, creating a rich platform for dialogue and exchange. High-quality professional development was delivered through a thoughtfully curated programme of keynotes and workshops, supporting senior leaders in deepening both their strategic and practical understanding.

Equally important was the sense of community fostered throughout the event. The conference provided a collegiate and supportive network for leaders across Southeast Asia, while also establishing a meaningful and forward-looking partnership between AISL and HMC. In doing so, it further reinforced AISL Harrow International School Bangkok's position as a leading educational organisation in the region and demonstrated that the realisation and delivery of its vision are firmly grounded in evidence-informed, innovative and context-specific practice.

On a personal and professional level, the conference prompted valuable reflection on the nature of leadership. Authentic leadership sometimes does need to be carefully and strategically built whether that means through large complex systems like the professional learning communities or as simple as how we, as leaders, mindfully use body language in the presence of our staff. Authentic does not simply mean natural and organic; sometimes we need to construct this realisation of leadership very sensitively to have the greatest impact across a community as large as ours.

Professor Rob Coe's keynote and workshop were particularly impactful, reinforcing that developing teacher expertise and maintaining a supportive environment must remain central priorities, even amidst competing demands. These elements, as emphasised throughout the sessions, have the greatest influence on student outcomes and long-term school improvement.

The Heads' Panel was a highlight of the weekend, offering a diverse range of perspectives and experiences. The discussion was both thoughtful and inspiring, prompting reflection on future leadership pathways, including the possibility of Headship.

The conference was exceptionally well organised and brought together colleagues from across Asia, while also offering a valuable opportunity to reconnect with peers from across the Harrow network. The calibre of speakers was notably high, with Tim Dalton and Professor Rob Coe standing out in particular. Tim Dalton spoke eloquently on the impact of Shaftesbury Enterprise, while Professor Coe provided rigorous, evidence-informed insights that challenged and affirmed current practice in equal measure.

Overall, the conference provided a meaningful opportunity to engage with colleagues across AISL and the wider international education community. It encouraged thoughtful reflection on leadership practice and reaffirmed the importance of developing teacher expertise as a cornerstone of building a world-class school. The breadth and quality of the programme ensured that each session offered both practical value and lasting insight.



One of the strongest messages throughout the conference was the importance of investing in people.



Delegates explored how professional development, authentic leadership, effective communication and collaborative cultures all contribute to thriving school communities.

THEMES THAT SHAPE STRONGER LEADERSHIP





FROM RECEIVING TO GIVING

BRYCE WAN
CHIEF EXECUTIVE OFFICER
AISL HARROW SCHOOLS

LEADERSHIP, LEGACY AND THE FUTURE OF EDUCATION

After a distinguished career in investment and private banking, Bryce Wan's move into education may seem, at first glance, like a bold step. Yet for the Chief Executive Officer (CEO) of AISL Harrow Schools Group, it is better understood as a return to the force that shaped his own life: Education.

Bryce does not begin his story with finance, banking, or leadership. He begins with Hong Kong, with childhood, and with the quiet power of opportunity that he was blessed to receive. Born and raised in Hong Kong, Bryce grew up during a period when education was becoming one of the most important routes to social mobility. He describes himself as part of a generation that benefited from systems which gave ordinary families access to learning, structure and possibility.

"I came from a very humble background," he reflects. "Like many people in Hong Kong at that time, education gave us a way forward."

For Bryce, education was never abstract. It was a practical, personal and life-changing move. It gave children from modest backgrounds the chance to develop knowledge, skills and confidence to take their first step into a new future. It opened doors that may otherwise have remained closed. Looking back, he sees himself as someone who received much from institutions, teachers, companies and communities that believed in preparing the next generation.

"I have always felt that I was on the receiving end," he says. "I received the benefit of education, the benefit of good institutions, and the benefit of opportunities created by others. For this, I will always be grateful."

A CAREER BUILT ON OPPORTUNITY AND PURPOSE

Bryce's early decision to enter finance was shaped by the economic context of Hong Kong. Finance was one of the city's strongest industries and, for a young person seeking stability and progress, it offered a clear path.

"At the beginning, the motivation was very simple," he says. "Finance was one of the areas where Hong Kong was strongest. It was also a field that could provide financial security and social mobility."

His career developed across some of the world's most respected institutions, and some of his professional experiences included Jardine Matheson and Bain & Company. Later, joining Harvard Business School gave him a broader understanding of global financial systems and opened his eyes to the strategic importance of Hong Kong as a financial centre in Asia. After Harvard, Bryce moved into private banking at Goldman Sachs, followed by leadership roles at UBS and HSBC, and it was through his work in Finance that his interest in people, families and long-term decision-making deepened.

"Private banking gave me the chance to meet leaders from many different fields," he explains. "You are learning about people's lives, their families, their hopes, their concerns and what they want to build beyond business success."

Over time, those conversations revealed something important. For many successful families, the deepest questions were not only financial. They were about building and sustaining values. They were about family harmony. They were about legacy, and most importantly, it was about how to prepare the next generation to carry responsibility well. In many ways, delving deep into these questions became the bridge between his career in banking and his next chapter in education.

THE NEXT CHAPTER

After a successful career in investment and private banking, Bryce's move into education may appear to be a major pivot. For him, however, it is deeply connected to the work he has always done.

In banking, I was helping families think about financial planning, succession and long-term goals," he says. "In education, I am helping families with something even more fundamental: the development of their children. What could be of a nobler reason than this?"

That is what made AISL Harrow Schools Group such a powerful opportunity. Bryce saw in the organisation a platform with history, values, ambition and the ability to influence lives across generations. He also saw a mission that connected directly with his own experience. Bryce spent much of his career advising families on wealth, continuity and legacy. Education, he believes, comes before all of that. It shapes the person who will one day make decisions, lead others, build families, run organisations and contribute to society.

"Everything stems from education," he says. "It is the beginning."

This sense of purpose is what convinced him that the role was more than a career change. It was the right next chapter.

"There is no perfect time for a change like this," Bryce reflects. "But when you are ready, opportunities will come. Then you need the courage to take them and focus on what is truly important."



EDUCATION AT ITS BEST, DOES THREE THINGS



DEVELOPS
the mind



SHAPES
the character



INSPIRES
a purpose beyond self

LEADERSHIP SHAPED BY CHANGE

Bryce's career has never been static. He has moved from client-facing private banking into portfolio management, from Hong Kong into wider Asia leadership, and from financial services into education. Each transition required courage, but also clarity.

Those defining moments taught him that leadership is not about holding tightly to one fixed path. It is about understanding what matters, recognising where one can contribute, and having the conviction to move when the opportunity aligns with purpose. In his current role, many of the instincts developed in banking remain highly relevant. Long-term relationships matter. Trust matters. Listening matters. So does the ability to understand families, advise with care and take decisions with a long horizon in mind.

"In private banking, the strongest relationships are built over many years," Bryce says. "I see this similarly with AISL Harrow Schools. We are lifelong partners to our students and their families."

This idea of lifelong partnership is central to his view of education. A school is not simply a place where children attend lessons. It is a community that supports families through some of the most formative years of a child's life. It helps shape values, character, confidence and direction. For Bryce, that responsibility is profound.

UNDERSTANDING BEFORE DECIDING

When stepping into the CEO role, Bryce's instinct was not to rush into change. His priority was to understand the organisation deeply: its schools, its culture, its people and the values already embedded within the community. AISL Harrow Schools Group has been built over nearly three decades. Bryce speaks with great respect for the vision of the founder, Mr Daniel Chiu, and for the strength of the teams across the group.

"Our founder has spent the past 28 years building this education group in Asia," he says. "I am very fortunate to have this platform and to work with a strong team and a strong culture."

For a leader entering a mission-led education organisation, the biggest mindset shift is the time horizon. In finance, decisions can often be measured through markets, performance and outcomes over defined periods. Education requires a longer view. Its impact unfolds across childhood, adulthood and, in some cases, generations. Bryce refers to the Chinese saying reflected in the group's philosophy: it takes ten years to grow a tree, but a hundred years to nurture a person. For him, this captures the seriousness and beauty of education.

"Education is a long-term mission," he says. "It is about lifelong partnership with students and families. For AISL, I hope this is a journey that spans multiple generations."

A VISION BEYOND EXAMINATION SUCCESS

Bryce is clear that academic excellence remains vital. Yet he is equally clear that education must go beyond examination results.

"In this part of the world, education has often been very strong academically," he says. "Students in places like Hong Kong and China perform extremely well in examinations and competitions. But the question is whether that kind of education is enjoyable, value-based and able to prepare children to become leaders."



His vision for AISL Harrow Schools Group is rooted in the formation of the whole person. Students must develop intellectually, but they must also develop character, resilience, courage, humility and the ability to work with others. The Harrow values are central to this vision. He sees them as the foundation for leadership.

For Bryce, this broader education does not weaken academic performance. It strengthens it. This is especially important in a changing world. Universities, employers and communities are increasingly looking for young people who can think independently, communicate clearly, lead responsibly and adapt with confidence. AISL Harrow Schools Group aims to prepare students for that world.

"There is no conflict between values and academic performance," he says. "The most impressive students I have met are usually very balanced. Their resilience, stamina and psychological strength also help them perform well academically."

MAKING HOLISTIC EDUCATION REAL

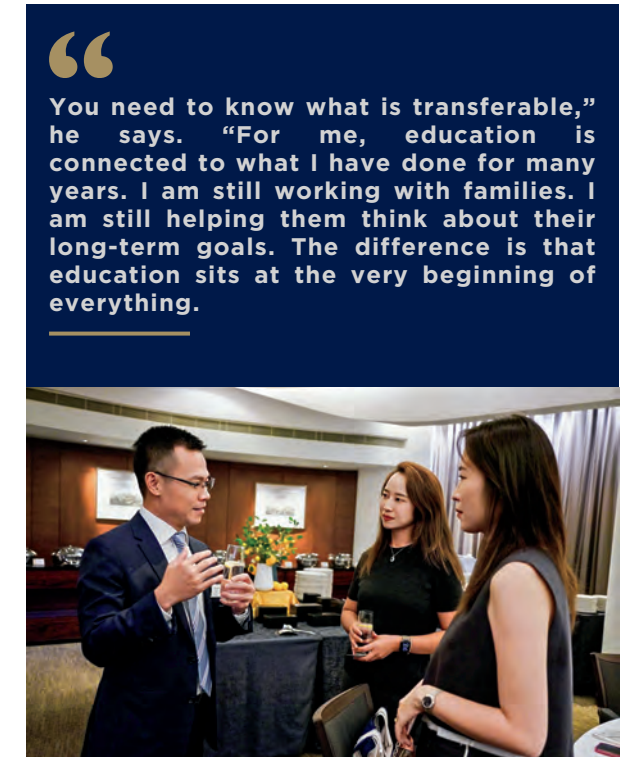
The phrase holistic education is often used in schools, but Bryce is careful to make it concrete. He sees the Harrow Diploma as one example of this approach, bringing together areas such as STEM, leadership, personal development, wellbeing and psychological strength. These experiences help students build capability beyond the classroom while also strengthening the habits that support academic success.

"Holistic education cannot just be a slogan," he says. "You need real building blocks that develop the different dimensions of a future leader. Our hope is not to rely on a narrow, test-based model of success. We want our students' performance to be driven by a strong set of values, character and personal qualities."

That means giving students opportunities to solve problems, organise projects, lead peers, recover from setbacks and discover their own strengths. Students need problem-solving skills. They need organisational skills. They need experience in leading, building, executing, and working with others. These are the experiences that prepare them for future organisations and future communities.

EDUCATION AS HOPE

For professionals considering a bold career change, Bryce's journey offers a thoughtful lesson. Risk should not be avoided but understood. Timing matters, but so does readiness. Conviction matters, but it must be grounded in purpose.



"You need to know what is transferable," he says. "For me, education is connected to what I have done for many years. I am still working with families. I am still helping them think about their long-term goals. The difference is that education sits at the very beginning of everything."

His move into education is, therefore, a valuable gain for AISL Harrow Schools. It brings together his experience with families, his belief in values, his understanding of leadership and his gratitude for the education that shaped his own life. In that sense, Bryce's journey has come full circle: from receiving the gift of education to helping create that gift for others. His message to students and parents is to take the long view. Education is about helping a young person become the best version of themselves. It is about recognising their gifts, strengthening their character and helping them use their talents well.

For Bryce Wan (CEO), education is a responsibility, a privilege and a promise. It is the privilege he once received, now returned through leadership. And it is a promise to the next generation: that with the right values, the right support and the right opportunities, every child can grow into a life of purpose.

A DAY IN THE LIFE OF A HEAD

Inside the world of AISL Harrow Chongqing: Mr. Aaron Lennon on leadership, responsibility and building a thriving school community.

Interviewed by Dr Neelam Parmar, Director of Professional Learning, AISL Academy

A JOURNEY THAT BEGAN WITH MUSIC

In a recent interview with Mr Aaron Lennon, Head of AISL Harrow Chongqing, what stood out most was not simply the scale of the role, but the humanity behind it. Headship is often viewed through the lens of governance, strategy, decision-making and accountability. Yet Aaron's reflections revealed something more personal and immediate, where the daily life of a Head is shaped by people, relationships, judgment, and the responsibility of guiding a school community with care and purpose.

This article offers a glimpse into *A Day in the Life of a Head*, exploring what it means to lead a school within a distinctive cultural and educational context. For Aaron, the role is broad and complex. It involves working closely with pupils, parents, teachers and colleagues, while holding together the many visible and unseen responsibilities that define school leadership. No two days are the same, but each one requires clarity, adaptability and a steady commitment to the community he serves.

Aaron's own journey into education adds depth to the way he speaks about leadership. He describes himself, with characteristic warmth and humour, as "an accidental teacher." Before entering the classroom, his first ambition was music. After university, he spent several years touring across the UK and Europe as a guitarist in a band, an experience that nurtured his creativity, confidence and love of performance.



It was through music that Aaron first found his way into working with young people. While supporting a youth project in West London, he was invited to teach teenagers how to make music. What began as an occasional evening activity soon became something far more meaningful. It was about building trust, developing confidence and creating a positive space in which young people could discover their interests and potential. This experience planted the first seed of a career in education.

Now, as Head of AISL Harrow Chongqing, Aaron leads in a very different setting, but the underlying purpose remains clear. At the heart of his work is a belief that education is fundamentally about people. *A Day in the Life of a Head* may include meetings, decisions, conversations, planning and problem-solving, but beneath all of this lies a deeper responsibility: to shape the conditions in which pupils, staff and families can thrive.



Parents want to understand what their children are learning, why particular approaches matter, how progress is being supported and how the school is preparing pupils for the future.

WHAT DOES IT MEAN TO LEAD IN THE CONTEXT OF HARROW CHONGQING?

As Head of AISL Harrow Chongqing, Aaron is acutely aware that school leadership in Mainland China carries its own particular expectations, opportunities and responsibilities. Parents are deeply invested in their children's education, and this creates a school environment in which partnership, communication and trust are central.

For Aaron, this is part of the richness of leading an international school in China. The relationship between school and family is an essential part of the educational journey. Parents want to understand what their children are learning, why particular approaches matter, how progress is being supported, and how the school is preparing pupils for the future. This means that the role of Head requires both strategic clarity and strong relational leadership. It involves being visible, accessible and consistent. It also requires the ability to articulate the school's educational values clearly, while listening carefully to the hopes, questions and expectations of families.

At AISL Harrow Chongqing, this responsibility sits within a wider mission, to provide a holistic education rooted in academic ambition, character development and the values associated with a Harrow education. Aaron's work as Head is not only about overseeing the daily running of the school. It is about shaping culture, sustaining high expectations and ensuring that pupils, staff and parents are moving forward with shared purpose.



The relationship between school and family is an essential part of the educational journey. Parents want to understand what their children are learning, why particular approaches matter, how progress is being supported.

HOW DOES A HEAD CARRY THE WEIGHT OF RESPONSIBILITY?

Aaron speaks with honesty about the responsibility that comes with headship. It is a role that requires judgement, resilience and the ability to hold many priorities at once. Every decision has the potential to affect pupils, families, teachers and the wider school community.

“It’s a significant responsibility,” he says. “But don’t let that responsibility weigh you down.”

A Head must take the role seriously but cannot allow the demands of the position to become paralysing. The challenge is to carry responsibility with perspective: to remain calm, thoughtful and forward-looking, even when the role is complex.

This is one of the defining features of a day in the life of a Head. The work is rarely predictable. There are conversations with parents, decisions about staffing, attention to pupil wellbeing, curriculum priorities, community expectations and the ongoing work of school improvement. A Head must respond to the immediate needs of the day while also holding the long-term direction of the school.

For Aaron, leadership is not about being removed from the daily life of the school. It is about being deeply connected to it. The responsibility is significant, but it is also purposeful. It is carried through relationships, through presence and through a steady commitment to doing what is right for the school community.



WHY ARE PEOPLE AT THE CENTRE OF SCHOOL LEADERSHIP?

Throughout the conversation, what comes through strongly is Aaron's belief that education is fundamentally about people. The daily life of a Head is shaped by systems, policies and strategic plans, but those things only matter because of the people they serve. A Head must understand the needs of pupils, support the professional growth of staff, maintain the trust of parents and work closely with colleagues across the school. This human dimension is what makes the role both demanding and deeply rewarding.

Aaron's early experience in the West London youth project seems to have left a lasting imprint. Teaching young people to compose music may appear, on the surface, very different from leading a AISL Harrow school in China. Yet the underlying principle is closely connected. In both cases, the work begins with relationships. It begins with noticing young people, engaging them, giving them confidence and helping them discover what they are capable of becoming.

This same belief continues to shape his work as a Head. Schools are communities in which young people develop confidence, character, curiosity and direction. The role of the Head is to create the conditions in which that growth can happen. That requires more than operational efficiency. It requires care, attention and an understanding that every interaction contributes to the culture of the school.

HOW SHOULD SCHOOL LEADERS MODEL THE VALUES THEY TEACH?

Aaron is clear that adults in schools have a responsibility to model the values they want pupils to develop. Children observe the adults around them every day. They notice how leaders respond to pressure, how teachers speak to one another, how adults balance responsibility with perspective, and whether the values spoken about in assemblies and classrooms are lived in practice. This makes headship a deeply visible form of leadership. A Head is responsible for setting expectations, but also for embodying the culture of the school. Through their presence, decisions and interactions, they communicate what matters.

For Aaron, modelling balance and passion is part of this responsibility. If schools encourage pupils to develop interests, pursue excellence and live with purpose, then adults must show that these things remain important beyond school. Passion is not something confined to childhood or co-curricular life. It is part of a full and meaningful life.

This is one of the reasons Aaron's own story is so compelling. His journey into education was unconventional, but it has given him a distinctive perspective. He understands the power of creativity. He understands the importance of connection, and he understands that young people often discover confidence through experiences that engage them personally.

WHAT GIVES PURPOSE TO A DAY IN THE LIFE OF A HEAD?

For Aaron, the work of a Head is grounded in purpose. Leading AISL Harrow Chongqing means carrying the responsibility of a school community while ensuring that responsibility does not become a burden that limits creativity, judgement or optimism. It means working closely with parents who care deeply about their children's futures. It means supporting teachers and pupils within a culture of high expectations and it also means recognising that education is ultimately about the formation of young people.

As Aaron's story shows, the path into education can begin unexpectedly. Yet, with the right sense of purpose, it can become a life's work defined by commitment, service and lasting impact on future generations.



AISL MALL is here!

With Integrated Ecosystem for Global Education.



SHAPING THE FUTURE OF EDUCATION SUPPORT SERVICES



VICKI CHAN
DIRECTOR
AISL MALL

Education today is more dynamic, interconnected, and demanding than ever. Families seek personalised pathways for their children, schools strive to deliver excellence while adapting to global trends, and providers look for effective ways to reach their audiences. In this landscape, AISL Mall emerges as a pioneering hub, a platform that integrates services, products, assessments, and extended learning into one unified ecosystem.

More than a marketplace, AISL Mall is a growth engine. It empowers schools, families, and providers to collaborate seamlessly, nurturing academic success, global exposure, and lifelong learning. By bridging gaps and creating opportunities, AISL Mall is redefining how education support services are delivered and experienced. It is not simply about transactions; it is about transformation and creating a holistic environment where education thrives.



AISL MALL - OFFICIALLY LAUNCHED

MAY 2026

The next chapter of AISL Mall promises a seamless user experience that guides families and schools towards better education support services.

With enhanced partnership opportunities and advertising space, AISL Mall is built to scale across regions while maintaining consistent quality.



A Unique B2B2C Education Support Services Hub

AISL Mall is not simply a marketplace, but a growth engine for education providers and a one stop hub for learners and families. By bringing together curated offerings, support services, experiential learning, exchange programmes, competitions, affiliate partnerships, and advertising monetisation, the platform creates a self-reinforcing ecosystem that drives engagement, scalability, and long-term value creation. Its portfolio is dynamic and comprehensive, offering both services and products with breadth of choice, while remaining unique in its positioning as a holistic education support hub closely integrated with AISL Harrow School operations.

Built on a B2B2C model, AISL Mall connects providers directly with families and schools, while also offering affiliate opportunities and promotional space.

This dual approach ensures that all stakeholders benefit:



Families and schools gain access to curated, reliable, and high-quality education support.



Providers enjoy scalable reach, visibility, and ownership of their delivery.

This model creates a self-reinforcing ecosystem. Families return because of convenience, exclusivity, and value for money and providers stay because of visibility and growth opportunities. Together, they form a vibrant community that drives innovation and excellence in education. By focusing on both customer and partner PUBLIC value, AISL Mall has positioned itself as a scalable, future-focused platform that adapts to changing needs while maintaining consistent quality.

Why Choose AISL Mall

With so many platforms and providers available, families and schools may ask, "Why AISL Mall?" The answer lies in its integration, trust, and vision. Unlike fragmented competitors, AISL Mall unifies all dimensions of education support services under one roof. It offers convenience without compromising quality, and innovation without losing sight of tradition.

Choosing AISL Mall means choosing a platform that values personalisation, credibility, and scalability. It is a place where families can confidently make decisions, where schools can strengthen their offerings, and where providers can grow sustainably. Most importantly, AISL Mall is built on the belief that education should be accessible, holistic, and future proof. That is why it stands out as the premier choice for those who want more than services, but an ecosystem that evolves with them.

The platform's progressive range of offerings, with extensive choices tailored to diverse needs, reinforces AISL Mall's role as a forward looking partner in education transformation and a trusted enabler in the running and expansion of AISL Harrow School's educational ecosystem.

THE FOUR STRATEGIC OFFERINGS

Education Services

AISL Mall offers tailored support for learners, ranging from career planning and international exposure to credential validation. Delivered by trusted specialists, these services empower students to explore, experience, and validate their academic journeys.

Imagine a student preparing for university abroad. Through the AISL Mall, they can access counselling, language preparation, and credential validation in one place. Parents can book enrichment programmes or career planning sessions with ease, knowing they are engaging with vetted experts. This pillar ensures that education is not just about grades, but about building pathways to success.

Education Products

It provides reliable access to academic tools is essential for success. AISL Mall curates a wide range of products including textbooks, STEM kits, digital devices, and exam preparation materials, all designed to support achievement.

Parents and schools can trust AISL Mall's selection, knowing that every product has been vetted for quality and relevance. Items purchased through AISL Mall are not just products, they are an invitation to curiosity, innovation and hands-on learning.

By offering both traditional and digital resources, AISL Mall bridges the gap between conventional education and modern innovation. Families can access exam preparation materials alongside coding kits, ensuring that students are prepared for both academic tests and future careers.

Education Assessments

Holistic development requires more than academic achievement. AISL Mall partners with NGOs, psychologists, and education-focused organisations to deliver developmental screenings, socio-emotional evaluations, and early diagnostics.

These learning support assessments provide families with actionable insights into a child's cognitive, emotional, and social growth. By identifying needs early, AISL Mall enables timely interventions that foster resilience, wellbeing, and healthy development.

This pillar is particularly valuable in today's world, where mental health and emotional resilience are recognised as critical to long-term success. AISL Mall ensures that families have access to trusted professionals who can guide them through challenges and provide meaningful support.

Extended Learning

Education is incomplete without exposure to diverse cultures and competitive excellence. AISL Mall opens doors to online courses, cross-border programmes, and international competitions, offering flexible pathways for academic growth and global recognition.

From cultural awareness to competitive achievement, this pillar ensures that learners are prepared to thrive in a globalised world. AISL Mall's exchange programmes and competitions create opportunities for students to showcase their talents while building international networks.

This pillar also fosters collaboration between schools across regions, enabling shared learning experiences and joint projects. By connecting students globally, AISL Mall helps cultivate empathy, leadership, and innovation.





Tech Quest:
Robotics, VR & Startup Explorer Week



Guilin Geographical & Cultural Expedition



Pilot for a Day:
Aviation Discovery Workshop



Tech for Impact:
STEM Entrepreneurial Stewardship



HereWeArt Teenagers
Five-day Musical Summer Camp "Cats"

Partnerships That Matter

AISL Mall carefully curates its partners, ensuring that every service and product meets the education needs of students and parents. By working with trusted providers, NGOs, and global institutions, AISL Mall guarantees quality, credibility, and impact.

These partnerships are strategic collaborations designed to deliver long-term value. For providers, AISL Mall offers visibility and scalability; for families, it ensures access to services they can trust. This commitment to partnership is what makes AISL Mall more than a marketplace, it is a community of excellence.

Partnerships also extend to schools and educators, who benefit from professional development opportunities and collaborative projects. By strengthening these relationships, AISL Mall ensures that its impact is felt across every level of the education ecosystem.

AISL Mall - Officially Launched in May 2026

The next chapter of AISL Mall promises a seamless user experience that guides families and schools towards better education support services. With enhanced partnership opportunities and advertising space, AISL Mall is built to scale across regions while maintaining consistent quality.

The AISL Mall community will enjoy exclusive offers and special benefits on every purchase. From discounted courses to premium access, AISL Mall is designed to reward engagement and loyalty. This launch is not just an upgrade and is a transformation that will redefine how education support services are experienced.

AISL Mall also introduces new digital features, including personalised dashboards, advanced analytics, and improved navigation. These innovations ensure that families and schools can make informed decisions quickly and confidently.

To learn more, register at www.aislmall.com with your AISL email to unlock exclusive offers curated by AISL Mall. Stay connected by subscribing to our newsletter for the latest updates, special promotions, and upcoming opportunities.

320
Total number of admitted students over last 10 years

71%
Were admitted to Top 20 institutions

95%
Students gained admission to Top 30 U.S. undergraduate universities

29%
Secured offers from Top 10 universities and Ivy League school

98%
Our mentor team has helped over 1,000 students address academic and application challenges, with a parent satisfaction rate of

AISL MALL ENGAGEMENT JOURNEY



TO LEARN MORE

UNLOCK EXCLUSIVE OFFERS CURATED BY AISL MALL.



STAY CONNECTED

Subscribe to our newsletter for the latest updates, special promotions, and upcoming opportunities.






BRIDGING EXCELLENCE

How Russell Academy and AISL Harrow Schools Are Supporting Student Readiness Through Personalised Learning

ANDREW HARRISON
 RUSSELL ACADEMY
 AISL HARROW SCHOOLS PROGRAMME DIRECTOR

Russell Academy was founded in 2015 with the aim of supporting K-12 international students (aged 5-17) through a tailored, one-to-one tutoring approach. Its programmes are designed to complement students' GCSE, A-Level and IB studies, while also preparing them for entrance examinations to leading British boarding schools. Since its establishment, Russell Academy has connected experienced UK-based tutors, examiners, admissions officers, and educational specialists with international students, offering support across three core areas:

Experienced UK-based tutors, examiners, and educational specialists

01	02	03
 <p>Entrance Exam Preparation to the Top British Boarding Schools</p>	 <p>GCSE / A Level Subjects Tutoring</p>	 <p>English Course Tutoring</p>

For families within the AISL Harrow School Hong Kong and China community, academic ambition is often accompanied by the challenge of navigating different educational systems. Moving between international curricula and the expectations of the UK system requires not only subject knowledge, but also familiarity with assessment styles, academic conventions, and interview processes. Within this context, Russell Academy's ongoing relationship with Asia International Schools Limited (AISL) provides an additional layer of structured, personalised support.

A Shared Vision of Educational Excellence

The relationship between Russell Academy and AISL reflects a shared commitment to the Harrow Values of courage, honour, humility, and fellowship. While AISL Harrow schools deliver a broad, holistic education, Russell Academy focuses more specifically on individual academic readiness supporting students in areas where targeted guidance can make a meaningful difference. In an increasingly competitive global landscape, the transition between international curricula and the rigorous standards of UK boarding schools and universities can be daunting. Through its collaboration with AISL, Russell Academy supports students across the region by providing access to specialised academic guidance and insight into UK educational expectations.

The UK Connection: Bringing the Best to Hong Kong and China




For many students in Hong Kong and across Greater China, preparing for UK boarding schools or universities involves adapting to unfamiliar expectations. Russell Academy's model seeks to ease this transition by offering insight into current UK assessment frameworks and admissions processes. When a student prepares for their 13+/ 16+ entrance exams or UK university applications, they are not just learning content; they are learning the nuances of what the UK's most elite institutions are looking for in a prospective scholar.

For our AISL Harrow families across greater China, this means that the "Gold Standard" of British education is available at the click of a button. The guidance provided is rooted in current UK pedagogical trends and assessment criteria.



Specialised Support through the AISL Mall


Russell Academy's services are available through the AISL Mall, a platform designed to provide families with access to educational resources aligned with the Harrow ethos. This integration allows parents to explore additional academic support options within a familiar and trusted framework. The Three Pillars of Support For Harrow Hong Kong parents, Russell Academy's three core services provide a comprehensive roadmap for the K12 journey:

01 ENTRANCE EXAM PREPARATION	02 GCSE, A-LEVEL, AND IB TUTORING	03 ENTRANCE EXAM PREPARATION
 <p>The transition to top British Boarding Schools is more competitive than ever. Russell Academy provides structured preparation for the ISEB Common Pre-Test, the 11+, 13+, and the rigorous 16+ assessments. This includes interview coaching, which is often the deciding factor for prestigious placements.</p>	 <p>Even the most capable students can encounter "bottlenecks" in specific subjects. Whether it is Further Mathematics, Physics, or Economics, Russell Academy's tutors provide one-to-one interventions that help students master difficult concepts, improve their exam technique, and ultimately achieve the A* or Level 7 grades required for top university placements.</p>	 <p>Communication is the foundation of all learning. Beyond basic literacy, Russell Academy focuses on the "Language of Leadership"—the ability to communicate with clarity, logic, and sophistication. This service is particularly vital for students within the AISL network who are preparing to compete on the global stage.</p>

A Commitment to the Future

As education across the Greater Bay Area continues to evolve, partnerships that support both academic achievement and student readiness remain important. The collaboration between Russell Academy and the AISL Harrow community reflects a shared focus on helping students navigate transitions with greater confidence and preparedness.


For families, this offers an additional layer of support that aligns with the standards and expectations of the Harrow environment, while recognising the individual pathways each student takes.



We invite you to explore the tailored opportunities available through the AISL Mall and discover how Russell Academy can support your child's journey toward academic distinction. Together, we are not just preparing students for exams; we are preparing them for life.

For more information, you can reach us here:
<http://www.russellacademy.org>

VISIT WEBSITE



BRIDGING EXCELLENCE

PERSONALISED LEARNING.
GLOBAL READINESS.

 <p>2015 FOUNDED</p> <p>Supporting International K-12 students</p>	 <p>AGES 5-17</p> <p>Across the full international school journey</p>	 <p>1-TO 1 LEARNING</p> <p>Tailored academic support for every student</p>	 <p>3 CORE AREAS</p> <ul style="list-style-type: none"> Entrance Exam Prep GCSE/A-Level/ IB Tutoring English Course Tutoring 	 <p>UK CONNECTION</p> <p>Expert insights from UK-based tutors examiners & admissions specialists.</p>
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**A SHARED VISION
OF EXCELLENCE**

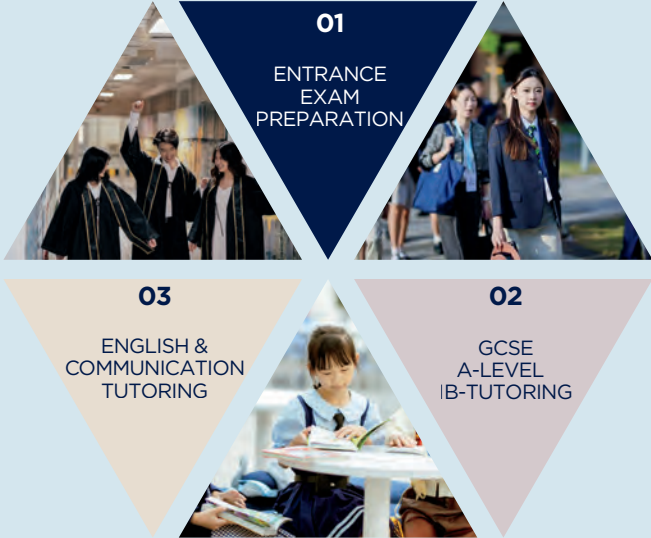
**1 Shared
Goal**

Supporting student
readiness beyond the
classroom.






**3 Regions
Connected**

Hong Kong | Shenzhen
Hengqin

**Preparing students not just
for exams but for life.**



WHY IT MATTERS

-  Bridging international curricula with academic expectations.
-  Familiarity with assessment styles & academic conventions.
-  Interview confidence & communication skills.
-  Building confidence character & readiness.
-  Preparing students for global opportunities.

MAKING AN IMPACT

 Individual Attention	 Subject Mastery	 Academic Excellence	 Global Readiness	 Lifelong Confidence
------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

THE SECRET CURRICULUM



KATHRYN GAVIN
DEPUTY HEAD ACADEMIC
AISL HARROW BANGKOK

UNLOCKING CHARACTER AND SHAPING OUTSTANDING YOUNG PEOPLE

At AISL Harrow Bangkok, we aspire for our young people to strive for educational excellence; reach top universities around the world to pursue their dreams and to develop the character and skills needed to flourish in the future. This is achieved by providing a robust curriculum, creatively compiled and delivered by specialist subjects, underpinned by outstanding pastoral support and a wide super and co-curricular offering. But is the mere exposure to enrichment enough to develop skills, shape character and ensure that our young people are ready for life beyond Harrow?

This article examines how effective and varied enrichment opportunities have the capacity for developing knowledge, skills, and the Harrow Values. It also makes a case for the importance of providing opportunities to develop the secret curriculum by encouraging young people (or members of staff) to think and empathise more deeply with their experiences, allowing a personalised response to emerge.



WHY DO SCHOOLS OFFER ENRICHMENT OPPORTUNITIES?

Enrichment is the umbrella term used to describe all the activities and opportunities that young people experience beyond the core curriculum, providing wide reaching benefits



Enrichment can be split into three main areas:

1



SUPER-CURRICULAR OPPORTUNITIES

Super-curricular opportunities are academic pursuits that further deepen specific subject knowledge, demonstrating passion and intellectual curiosity beyond the academic, curriculum taught in school.

2



CO-CURRICULAR ACTIVITIES (CCAs)

provide experiences to extend a young person's skills and/or personal and social development. Whether these activities are related to sport, music, academics, creativity, community service or self-improvement, they all play an important role in providing enjoyment, harnessing talents, and capturing passions.

3

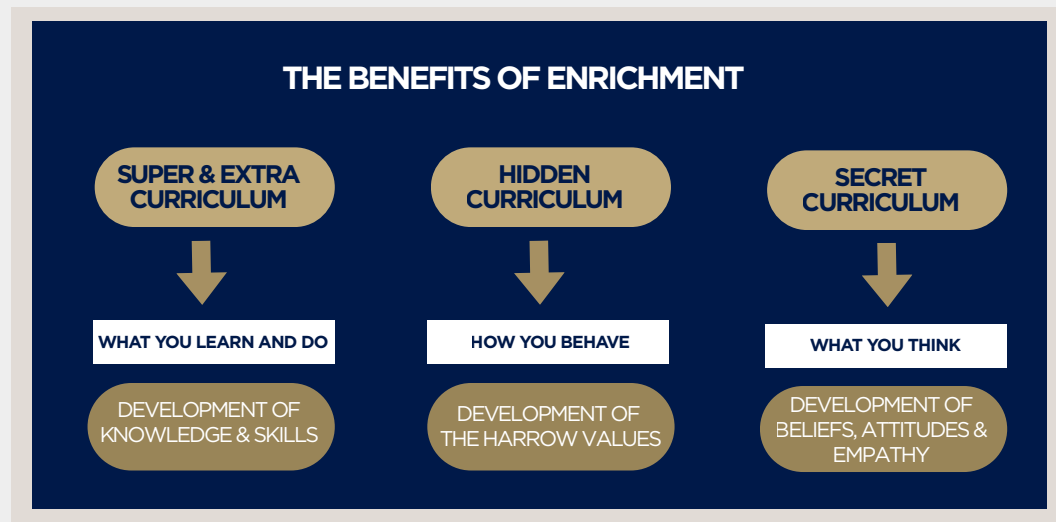


THE HIDDEN CURRICULUM

emerges when the benefits of enrichment reach beyond 'learning and doing' and move into the realms of how young people 'behave and act'. This refers to things that young people learn beyond what schools intentionally transmit. Kelly (2009) stated that these elements are "not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements." For example, when representing the school in a football match, a young person is provided with opportunities to showcase sportsmanship towards the opponents, respect towards the referee, and humility when playing as part of the team.

THE BENEFITS OF ENRICHMENT

Aristotle stated, *“Educating the mind without educating the heart is no education at all.”* When a student’s cognitive approach, reflective capacity, and emotional attachment towards people and situations change as a result of their enrichment experiences, the **secret curriculum** is revealed. This refers to how a student responds to their lived experiences and how their beliefs, attitudes, and assumptions are moulded as a result. Noticeable changes in the young person’s understanding, empathy and behaviour towards people and the world around them evolve.



ENRICHMENT IMPACT ON YOUNG PEOPLE AT AISL HARROW BANGKOK



The annual Year 10 Expedition to Chiang Dao in Northern Thailand exemplifies how powerful enrichment can be seen as a tool for extending learning far beyond the classroom. The Year 10s deepened their understanding of how coffee is grown and processed, gained insight into hill tribe life, and developed a richer appreciation of Buddhist traditions whilst also learning to camp, cook and white-water raft.

This immersive experience developed key Harrow values:

- courage through the physical and mental challenge of rafting;
- humility through living and working closely with peers over five days;
- fellowship through shared experiences that create lasting bonds.

At the same time, the expedition supported significant cognitive and emotional development, encouraging students to reflect on how to approach challenges, collaborate effectively, apply leadership skills in new contexts, and develop empathy for the lives and conditions of others.

MAE SOT WHOLE SCHOOL CHARITY

AISL Harrow Bangkok has a long-standing relationship with supporting Burmese migrant communities and Migrant Learning Centres (MLCs) in and around Mae Sot, near the Myanmar border. The school runs two or three trips per year for Upper School students focusing on community support, teaching and school building or renovation projects.

Stella and Grace joined Harrow Bangkok in Year 12, travelling from Myanmar to join the Boarding community. During their first Mae Sot trip they taught in MLCs in their home language, painted murals, participated in distributing food to the local communities, and visited local night schools.



“I think I will never forget the children in every school waving at me as I greet them. I feel so proud of how they can still wear smiles, happily meet strangers and find light at the end of the tunnel despite the harsh conditions’ life has placed them in. Their friendships also seem really strong and close-knitted like second families, a resemblance to the Harrow boarding community I now have the privilege to be in. They inspire me to be grateful of my current position, to keep trying and just be enthusiastic about what is ahead rather than worrying about the worst-case scenarios. It reminds me of the quote, “May the flowers remind us why the rain was so necessary”. Helping out with the donations also made me realise that there is still a huge gap in society that we must close and taking manageable steps like this trip is the best way to achieve it.”

-STELLA YEAR 12

This trip made me realise how privileged I am. The experience gave me the opportunity to reflect on my life and recognise how fortunate I am to have access to education, safety, and daily comforts. It reminded me to be more grateful for what I have and to value the opportunities that I get. I believe that it is a privilege to be able to do good for the community, and that helping others in need is an essential duty that can not only improve society but also open our eyes to the situation of the other less fortunate side of the world. I especially like the rewarding feeling that comes with these volunteering trips, and I also enjoy interacting with the children and learning about them.”

-GRACE YEAR 12

“Visiting the Islamic Night School made me reflect on my own privilege of having access to an education. Learning about the commitment of the teachers, who dedicate their evenings to ensuring students can continue receiving a Burmese education, was incredibly inspiring. It made me realise the impact that education can have on a community and strengthened my desire to actively contribute to making a difference.”

-HANNAH, YEAR 12



HABITAT FOR HUMANITY

Following the Covid 19 pandemic, Keira (Year 12) was inspired to resurrect our Habitat for Humanity projects as she wanted to strengthen relationships with communities, develop her leadership skills and believed that it is important to “use our privileges to give back to those who need more support, by participating in hands-on activities.” Keira organised two projects and led her peers, encouraging them to work hard to realise the aims.

The first involved building raised gardening beds at a centre for people with disabilities and the second involved establishing a sustainable fishpond using solar power to grow fish to feed the children in a local school. In Keira’s words,

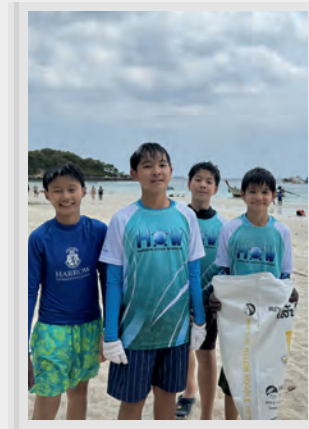
“Working closely with my community has made me a more open-minded person. I try to think of ways that I can positively impact more people, and I hope I can influence more people to do the same. Stepping out of my comfort zone has made me more confident, and I have learnt that I enjoy and find activities like this extremely accomplishing. It am more grateful about the support I receive and the position I am in.”



AISL HARROW OCEAN WARRIORS

The AISL Harrow Bangkok Ocean Warriors is a marine conservation group focused on raising awareness of environmental issues and the importance of sustainability. Volunteers of all ages are encouraged to join. A recent trip to Koh Sak was attended by Prim and Mina (Year 11). Mina’s experiences helped her to “realise how delicate and interconnected the ocean ecosystem truly is” as a result of the snorkeling element of the trip. Spending time in nature allowed her to “feel grounded reminding (her) of the importance of balance and perspective” and her experiences changed the way she viewed “humanity’s relationship with the environment and encouraged (her) to become more mindful, reflective, and connected to the world around (her).”

Prim chose to volunteer because she wanted to combine “adventure, collaboration, and environmental stewardship in a way that felt both enriching and purposeful” and she recognised that the trip was an opportunity for “personal growth and self-discovery” with opportunities to develop “greater independence, resilience, and adaptability from unfamiliar situations that required teamwork, communication, and problem-solving”. These reflections clearly evidence that deeper thinking has led to personalised responses, with Prim describing that her experiences have helped to “shape (her) character and broaden (her) perspective beyond academic life”.

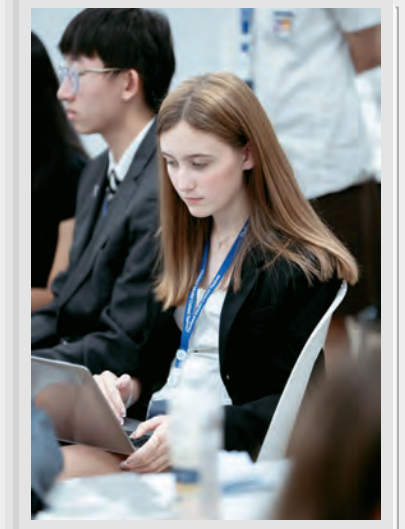


MODEL UNITED NATIONS

The Model United Nations (MUN) is a simulation of the real United Nations where young people, known as delegates, must represent the views of their allocated countries in a diplomatic manner whilst debating a range of global issues and conflicts. Annabelle enjoys preparing for and attending MUN conferences as she says that they have ‘improved her public speaking skills, how to communicate and be critical, whilst also developing fast thinking skills and social skills.’

She has learnt how to speak confidently and make her stance known in front of committees and expressed that she ‘feels better equipped to lead others’ on account of needing to ‘lead blocs and construct resolutions’ with others. MUN has helped Annabelle to develop hidden values and leadership qualities, but it is the transformative impact that MUN is having on her thinking that is leading to the construction of evidence-based attitudes and increased empathy for global issues and challenges. Annabelle believes that it has ‘changed the way she thinks to make (her) more understanding but also helps (her) to question why the world is the way it is and how it could be changed’.

Is the mere exposure to enrichment enough to develop skills, shape character and ensure that our young people are ready for life beyond Harrow?



In the 1930s, psychologist Lev Vygotsky developed the concept of the Zone of Proximal Development (ZPD). The ZPD is defined as “those functions that have not yet matured but are in the process of maturation.” It is interesting to apply this to the cognitive and emotional response of young people to enrichment and how schools can best support the development of these processes. It also begs the question about the role that external factors play in the development of secret curricula skills in young people and the elements requiring careful consideration. Schools might want to consider the following questions:

Structure: Are there sufficient varied, flexible and dynamic enrichment opportunities to interest all young people?

Age-appropriateness: Are the enrichment opportunities appropriately designed so that they are cognitively suitable?

Size of group: Is there an optimum number of participants to ensure that enrichment is inspiring and that the experiences are consistent?

Staff: Do the staff know the young people well enough to know their ZPD for more effective conversations and reflection?

Training: Are staff well-versed in asking probing and open-ended questions to encourage meaningful cognitive reflection to challenge and shape young people’s views, attitudes and values in situ?

Students: Do the young people buy in and are they willing to engage with the experiences they find themselves in?

Enrichment is a crucial component of an AISL Harrow education and can be a key driver for unlocking character and shaping outstanding young people. Through super and extra-curricular activities, a young person broadens and enhances their learning and skills proficiency. Through the hidden curriculum, a young person’s character can develop with the emergence of the Harrow Values of Honour, Humility, Courage and Fellowship and leadership qualities. But it is the cognitive and empathetic reflection that shapes who our young people **become**, not just what they **know or have done**. During this healthy struggle of the unfamiliar, secret curricular opportunities will surface as young people learn how to **think** more deeply, **question** more readily, and **respond** in a more empathetic and informed manner.

UNIVERSITY READINESS

in a Changing World



PETER ROGERS
HEAD OF SIXTH FORM
AISL HARROW APPI

“

Readiness is no longer defined solely by grades. It is a broader set of skills, habits, and mindsets that determines whether students thrive once they arrive.



Much has been said about the challenges facing the younger generation. Following COVID, during which there were “prolonged periods of physical and social isolation” (Houghton and Kyron, et al., 2017), there has been increasing evidence from research groups suggesting that “the proliferation of smartphones and social media has contributed to rising levels of anxiety, sleep disruption, and reduced [academic and psychological progress] among adolescents” (Carter and Ahmed et al., 2024). These shifts have not only shaped students’ academic development, but also their confidence, resilience, and capacity for independence.

At the same time, universities are sending a clear message to schools worldwide: many academically strong students still struggle in their first year. The issue is rarely a lack of knowledge. Rather, it is the absence of independence, voice and adaptability in a world where even adults are feeling the strain of uncertainty and change.

At AISL Harrow International School Appi Japan, our mission extends far beyond examination success. While our students follow the British Curriculum throughout each phase, the question we continually return to is this: what does it truly mean to be ready for university in 2026? More importantly, how can we design a curriculum from Year 7 through to Year 13 that ensures students are prepared not only to enter leading institutions, but to flourish with them?

For students going on to study across the world, from the UK and US to Europe and beyond, readiness is no longer defined solely by grades. Academic achievement opens the door, but it is a broader set of skills, habits, and mindsets that determines whether students thrive once they arrive. Many students succeed in structured environments where expectations are clear and outcomes measurable.

However, university learning, particularly in international settings, demands independence. Students must move beyond absorbing knowledge to questioning it, constructing arguments, and managing long-term projects with limited guidance. Success lies not just in knowing the answer, but in asking better questions.



Strong performance in English proficiency examinations does not always translate into confidence in discussion. Yet seminar-style teaching, collaborative learning, and active participation, central features of many university systems, require students to articulate ideas, challenge perspectives, and contribute meaningfully, even when their thinking is still evolving. Developing this confidence early is therefore essential.

At AISL Harrow Appi, we place significant emphasis on providing students with authentic opportunities to develop both voice and leadership. Through a range of whole-school and Sixth Form councils, students are given a platform to represent their peers, shape school life, and engage in meaningful decision-making.

These experiences foster a sense of responsibility and agency that translates directly into the independence required at university level.

Alongside this, our expansive extra and super-curricular programme plays a critical role in developing intellectual curiosity and communicative confidence. Activities such as Model United Nations challenge students to analyse global issues, construct persuasive arguments, and engage respectfully with differing viewpoints. Student-led TED-style talks encourage individuals to explore their passions deeply and present their ideas to a wider audience. These experiences push students beyond the confines of the classroom, enabling them to develop the confidence to contribute to unfamiliar and intellectually demanding environments.

Unlike school assessments, university tasks are often open-ended and complex. There is not always a single “correct” answer, and feedback can be nuanced rather than definitive. Students therefore require resilience and the ability to navigate uncertainty, respond constructively to critique, and persist through challenge. Learning how to learn becomes just as important as what is learned.

Equally, for many students, the greatest challenges at university are not academic but practical. Managing time effectively, maintaining a budget, preparing meals, and balancing competing responsibilities are daily realities of independent living. These skills underpin both academic success and personal wellbeing, yet they are often assumed rather than explicitly taught.

One of the defining strengths of a Harrow education lies in its holistic approach to these challenges. Through boarding life in particular, students are immersed in an environment that fosters independence on a daily basis. Living alongside peers from diverse backgrounds, supported by experienced staff, they learn to manage routines, make decisions, and take responsibility for themselves and others. These seemingly small, everyday experiences accumulate over time into a strong foundation for university life.

I have spent the last fifteen years immersed in boarding education. There is something truly distinctive about such an environment. Perhaps it is the constant exposure to independent living; perhaps it is the presence of tutors, pastoral staff, and teachers available 24 hours a day; or perhaps it is the extended nature of the school day itself. Whatever the precise combination, the progress students make year on year is remarkable, particularly in the Sixth Form, where the final two years before they take this significant step into higher education is crucial.

“
Success lies not just in knowing the answer,
but in asking better questions.”

BEYOND THE CLASSROOM

Experiences that build confidence, curiosity and character.



TED-STYLE TALKS



OUTDOOR EDUCATION



MODEL UNITED NATIONS



At AISL Harrow Appi, this development is further strengthened by our dedicated University Guidance provision. We employ two full-time, highly experienced University Guidance Counsellors whose role is to work closely with each student on an individual basis. Their approach goes far beyond application support. Through a structured and introspective process, students are guided to reflect on their strengths, interests, values, and aspirations. This ensures that the universities they apply to are not simply prestigious choices, but genuinely suitable environments in which they will thrive both academically and personally.

A global university education is also, fundamentally, a cultural experience. Students encounter different expectations around communication, collaboration, and authority. What is considered effective or respectful in one context may differ significantly in another. Navigating these differences successfully requires both adaptability and a secure sense of self.

Here again, the Harrow Appi environment provides a powerful foundation. Ours is a truly international community, united by English as a common language but enriched by the presence of over 30 nationalities from across Asia and around the world. Students learn daily from one another’s perspectives, developing cultural awareness and sensitivity through authentic interaction rather than abstract discussion. This lived experience of diversity equips them exceptionally well for the global nature of modern higher education.

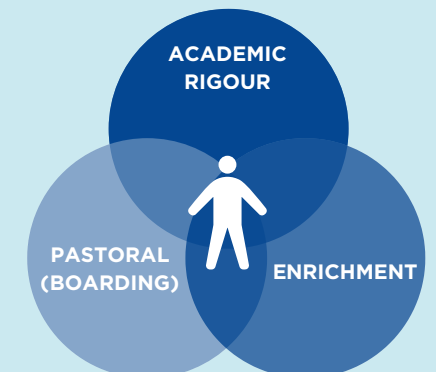
The Harrow Advantage, therefore, lies not in any single element, but in the integration of academic rigour, boarding life, and a rich programme of enrichment. Our unique location also contributes meaningfully to this experience. Beyond its natural beauty, it encourages resilience, independence, and a connection to the wider world beyond major urban centres. Whether through outdoor pursuits, collaborative projects, or leadership challenges, students are continually encouraged to step outside their comfort zones and engage with new experiences.

There is not a single challenge outlined above that the three pillars of a Harrow education, academic, pastoral (boarding), and enrichment do not address in some form. Guaranteeing readiness in every area is, of course, a formidable task. Yet from the moment a student arrives on campus, they are immersed in an environment intentionally designed to develop not only knowledge, but character, confidence, and capability. Every Harrovian is given the opportunity to grow into an individual who is not only prepared for university but equipped for life beyond it.

Ultimately, university readiness in 2026 is not simply about gaining admission. It is about flourishing once there. By equipping students with independence, confidence, resilience, and a global outlook, we ensure that they are ready not only to meet the demands of higher education, but to navigate an increasingly complex and interconnected world with purpose and clarity.

THE HARROW ADVANTAGE A HARROW APPROACH

Academic rigour, boarding life and enrichment work together to develop well-rounded resilient and globally minded individuals.





RETHINKING ASSESSMENT TO GET BETTER RESULTS

ZAHARA SATTAR
DEPUTY HEAD OF UPPER SCHOOL
AISL HARROW BEIJING

Assessments sit at the heart of education, yet it is one of the most contested and misunderstood aspects of our profession. For many teachers, it is synonymous with grades, data drops, and accountability measures. When it is felt by students, it tends to mean pressure, judgement, and finality. For schools, it is often a proxy for quality. However, if an assessment is to actually enhance results, we need to shift away from viewing it as a vehicle for measurement and see it instead as a process for learning. In a rapidly evolving educational landscape, shaped by changing curricula, diverse student needs, and increasing accountability, the question is no longer “How do we assess more?” but “How do we assess better?”

MOVING BEYOND ASSESSMENT AS MEASUREMENT

In schools, the one challenge that never seems to go away is the pairing of assessments with quantification. Conversations that stress marks and percentages and predict grades tend to flatten complex learning into a number. Though summative assessments have their role, too much of it can constrict both teaching and learning. It has been evident from research that assessments should serve as a formative function.

Paul Black and Dylan Wiliam showed us in *Inside the Black Box* that formative assessments, when done well, can have the most impact on student performance. This means that assessments do not just report what students have accomplished but is an active force in how they approach the next level and beyond. When assessments are integrated within the learning process as opposed to a final point in time-based learning outcomes, it becomes a part of the learning, a responsive experience over a retrospective one.

RETHINKING FEEDBACK: FROM VOLUME TO IMPACT

One of the most common misconceptions in assessments is that more feedback leads to better outcomes. In fact, too much or too poorly timed feedback can overwhelm students and dilute how effective it is. John Hattie’s study of visible learning identifies feedback as a powerful strategy for learning but only when purposeful, timely, and actionable. The reality for teachers isn’t to provide additional feedback but to ensure that feedback creates change.



“
Assessments should serve as a formative function.

PAUL BLACK AND DYLAN WILIAM
INSIDE THE BLACK BOX

EFFECTIVE ASSESSMENT PRACTICE REQUIRES A SHIFT FROM:

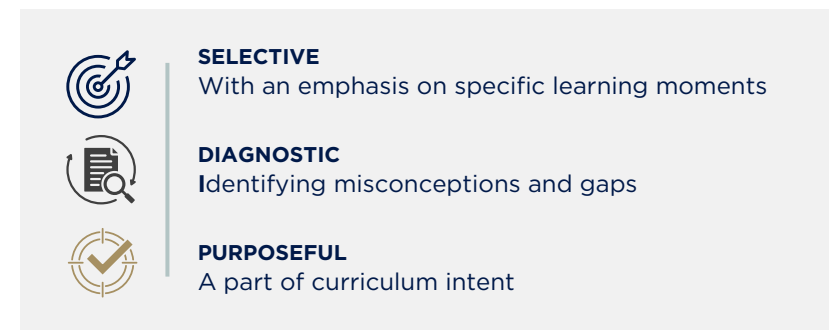


This means designing opportunities within lessons for students to act on feedback immediately. Without this, feedback risks becoming performative written, received and then forgotten.

UNLEARNING THE CULTURE OF CONSTANT GRADING

Assessment is closely tied to reporting, data gathering, and accountability of structures and cycles of measurement in many schools. Though these systems contribute to this important oversight and are not always helpful, they risk inadvertently engendering a culture of constant grading in which every piece of work is graded and documented. This model is likely to increase the workload burden for teachers and reduce the time to gain higher learning. It also reinforces the notion that all learning must be measured and not understood.

To boost outcomes, schools must unlearn the belief that everything requires a grade. Instead, assessments should be:

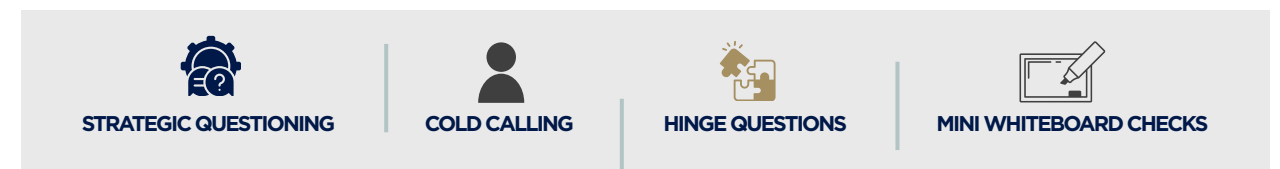


Less grading means higher quality assessment interactions as they are more meaningful for students.

ASSESSMENT AS PART OF TEACHING, NOT SEPARATE FROM IT

One of the most dramatic changes that have helped drive improvement in outcomes is for assessments to be seamlessly integrated into pedagogy. Assessments shouldn’t be isolated from everything else, like tests, quizzes, or official assignments, or an event. It should be embedded within everyday classroom practice.

Techniques can be used such as:



This gives teachers real-time information about student understanding. These techniques closely fit into evidence-informed frameworks like the Great Teaching Toolkit, particularly in the areas of questioning and responsive teaching. When assessments are immediate and interactive, it allows teachers to respond to a moment in time. This responsiveness is crucial for closing learning gaps before they widen.

THE ROLE OF STUDENT AGENCY IN ASSESSMENT

For an assessment to be meaningful and improve results, students have to be involved in it. Far too many times, it is that assessment is performed upon students, instead of being shared with them.

Developing student agency involves:

- ✓ Helping students understand success criteria
- ✓ Teaching them how to self-assess accurately
- ✓ Encouraging peer dialogue and critique
- ✓ Building metacognitive awareness

Research by David Carless emphasises the importance of “feedback literacy” and the students’ ability to interpret and use feedback effectively. Without this, even high-quality feedback has a limited impact. When students are equipped to evaluate their own learning, assessments become a tool for independence rather than dependency.

BALANCING RELIABILITY WITH AUTHENTICITY

A central tension in assessment involves balancing reliability and authenticity. Standardised assessments are reliable but can sometimes restrict a student’s ability to think deeply and creatively.

For schools to get better, we need a balance:



This can involve stretching the writing of one individual, using projects as a form of interactive learning or learning by doing as a team, all of which can be linked to cross-disciplinary tasks that mimic real phenomena. Such methods do not just measure knowledge but also promote thinking; problem-solving and communication skills.

Rethinking data: from collection to action

Schools are often abundant with data but woefully inadequate in its use. Assessment data is collected, analysed, reported on and made available to many, but not always related to classroom practice.

Data must drive action for assessment to truly lead to better outcomes.

- Clear alignment between assessment and curriculum
- Focused analysis on key trends rather than excessive detail
- Structured opportunities for teachers to respond

The most effective schools are not those with the most data, but those that use data intelligently to inform teaching.



BUILDING A CULTURE OF ASSESSMENT FOR LEARNING

Ultimately, improving outcomes through assessment is not about isolated strategies but about culture. It requires a shared understanding across a school that assessment is a tool for learning, not just accountability.

This involves:

- Aligning assessment practices with curriculum intent
- Providing sustained professional development for staff
- Creating time for collaboration and moderation
- Prioritising depth over coverage

It also requires leadership to model and reinforce these principles, ensuring that systems support rather than hinder effective practice.

A SHIFT IN MINDSET

Rethinking assessment is not about abandoning rigour or lowering standards. It is about refining our approach so that assessment serves its most important purpose, which is improving learning. This shift demands that we move away from seeing assessment as an endpoint and towards understanding it as an integral part of the learning journey. It requires us to question long-held assumptions, to prioritise impact over habit, and to place students, not systems at the centre of our thinking. In doing so, we create classrooms where assessment is not something to fear, but something that enables progress. Ultimately, that is what leads to better outcomes, not more assessment, but better use of it.

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FROM FLEDGLING BENCHMARK

Practical Insights into WASC Accreditation

and Sustainable Development at AISL Harrow Haikou-A Sharing for the Harrow Family



TINA YU
CHINESE PRINCIPAL
AISL HARROW HAIKOU

In May 2025, Harrow Haikou formally achieved COBIS (Council of British International Schools) accreditation, becoming the only COBIS-accredited international school in Hainan Province and the 15th in Mainland China. Building on this solid foundation, the school has successfully completed WASC (Western Association of Schools and Colleges) accreditation for all K-12 grades in May 2026.

Supported by the COBIS-WASC mutual recognition agreement, WASC accreditation represents a further advancement for Harrow Haikou following COBIS recognition. In the official report, the WASC evaluation team highlighted four key strengths of AISL Harrow Haikou: a vision-driven school culture rooted in Harrow's four core values; comprehensive child protection and safety systems; an attractive campus setting; and a robust, group-supported strategic development framework.

These achievements are the natural outcome of clear strategic planning, efficient organisational systems, robust educational practices, and collective teamwork. At the heart of every step we took was our core mission: Educational Excellence for Life and Leadership. Our WASC journey was never just about meeting compliance standards; it was about refining every part of our school to deliver on this promise for every student, creating a shared purpose that aligned academic teams, support staff, and the wider community alike. This article systematically reviews Harrow Haikou's implementation pathway, offering replicable insights for fellow campuses across the Harrow family.

We have been anchoring our entire accreditation strategy in measurable student outcomes, mapped out in our three-year school development plan. We set clear, incremental academic targets focusing on continuous improvement. For example, we aimed for 57% of Year 13 students to achieve A*-B grades in 2025, rising to 50% A*-A and 75% A*-B by 2026. Alongside these academic benchmarks, we tracked student retention rates, transition ages, and graduate destinations, which now include offers from leading institutions across the US and UK to ensure every step of our progress tied back to tangible student growth, not abstract standards.

International accreditation is not an isolated compliance task, but a strategic lever to fulfil our core mission and enhance students' global competitiveness. Centred on expanding students' global university pathways, Harrow Haikou has built a progressive accreditation framework: COBIS as a foundation, NESSIC for networking, WASC for breadth. The core value of WASC lies in significantly enhancing the global recognition of students' academic transcripts and credits, particularly for North American universities. It strengthens applications for high-achieving A-Level students and opens alternative routes to top North American institutions for those with less competitive A-Level results. This model truly addresses diverse university-access needs, broadens global options, and elevates parent satisfaction.

In early 2025, Headmaster Mr. Olly Wells identified WASC accreditation as a key strategic priority to leaders and all staff. He recognised my prior WASC experience and encouraged me to bring this expertise to Haikou to build on our COBIS success.

Parallel to COBIS success, the leadership adopted an outward-looking, collaborative vision and secured Harrow Haikou's admission as a founding member to the NESSIC bilingual school network. Through this platform, the school participated actively in inter-school sports competitions, raised brand visibility, connected with global educators, and strengthened professional development and international showcase opportunities for staff. This open, platform-enabled approach ran through COBIS, NESSIC and WASC, creating a virtuous cycle: accreditation raises quality, quality attracts resources, resources reinforce accreditation.

Large-scale events served as a practical experimental lab for cross-departmental collaboration. Harrow Haikou hosted the Harrow Games on 2025 and the COBIS Primary Games in 2026, two major international sports events that tested and strengthened the entire team's coordination, responsiveness and delivery. Through these healthy exercises, HAK team grew significantly in cohesion and capability, forming a high-efficiency, high-execution, dedicated workforce ready for the intensive demands of WASC accreditation.

Accreditation represents a comprehensive review of school quality. Harrow Haikou's success in two accreditations stemmed from a pre-established, high-quality operational system covering finance, safety, academics, community engagement and social responsibility.

Safeguarding is a core requirement of international accreditation and a fundamental priority for the school. The leadership placed the highest emphasis on campus safety and student well-being, forming dedicated DSL teams for the main campus and boarding areas, and establishing regular training and drill schedules. Following COBIS accreditation, Safeguarding is further upgraded to meet international best practice, embedding a safety-first mindset across the school. Today, Harrow Haikou is widely recognised as one of the safest campuses in the region, trusted by parents and the local community.

With a strengthened team in place, the leadership focused intensely on teaching and learning, driving substantial academic improvement. To support students and respond to parental needs, senior leaders welcomed students in the morning at the gates around 7:30am and regularly worked until late. The school recruited full-time university counsellors and designed a structured and high-quality career programmes. The school also introduced a wide range of after-school activities aligned with student development and parental expectations, forming a strong academic network spanning in-class learning and extracurricular enrichment. Last year, Harrow Haikou delivered impressive university admission results, earning wide acclaim for its academic progress. The school equally valued Chinese cultural education, Mandarin learning, English debate and expressive skills, developing a distinctive bilingual educational culture that supported steady improvement in students' English and Chinese proficiency.



The leadership maintained an open and approachable mindset, welcoming feedback and engaging directly with the community. They built strong, collaborative channels for parent engagement and government relations, earning genuine respect and trust from students, staff, parents and the wider public, and uniting all stakeholders around the school's development.

With the guidance of four core Harrow Values, AISL Harrow Haikou actively fulfilled its social responsibility by sharing high-quality educational resources locally.

With strong foundations in place, AISL Harrow Haikou established a highly effective WASC accreditation mechanism supported by the AISL Harrow Group, led by the school and delivered by every member of community. The introduction of the Harrow Diploma was a forward-thinking group decision that became the linchpin of our alignment with WASC's school-wide learner outcomes. WASC requires school-wide learner outcomes that must be understood and applied by both academic and non-academic departments in their daily planning. The diploma provided exactly this shared framework, built around six core domains: values, leadership attributes, academic excellence, wellbeing, core values, and key leadership competencies.

This framework ensured our mission and vision were translated into practical guidance for every role. Academic teams embedded AISL Harrow Diploma principles into lesson planning and assessment, while non-academic departments wove them into boarding life, pastoral care, and campus operations. Student voice and wellbeing is central to both the diploma and WASC's student-centred philosophy has already been embedded in our housing system and PSHE curriculum, with regular wellbeing surveys and student feedback loops shaping school policies. We also built structured accountability into the process, using the diploma's Pass/Merit/Distinction assessment model and a full review to keep our outcomes actionable and aligned with evolving standards.

Throughout WASC documentation and submission, the AISL Harrow group provided comprehensive, systematic support. WASC accreditation covers five core areas: organisational support for student learning and well-being; curriculum, teaching and assessment; social, emotional and academic support; campus culture, child protection and community engagement; and boarding life. AISL Harrow supplied complete standardised policy documents, curriculum materials, safety protocols and boarding guidelines covering all WASC requirements. Beyond documentation, AISL Harrow annual reviews, were invaluable in building our continuous improvement cycle. These reviews highlighted key strengths, such as our student support systems, and areas for growth, including cyber security and data protection. By integrating these group-wide feedback loops into our school development plan (SDP), we turned compliance requirements into opportunities for long-term refinement, ensuring our accreditation efforts aligned with both WASC standards and AISL Harrow's broader strategic goals.




WASC EVALUATION FRAMEWORK

WASC accreditation covers five core areas


- 01 Organisational support for student learning and wellbeing
- 02 Curriculum, teaching and assessment
- 03 Social, emotional and academic support
- 04 Campus culture, child protection and community engagement
- 05 Boarding life

One of the most valuable internal outcomes of WASC accreditation was a profound shift in mindset across the school. Through targeted training, we helped all non-academic departments embrace WASC's student-centred philosophy, revising and refining workflows and approaches to place student growth at the heart of all operations.

WASC accreditation has delivered sustainable, wide-ranging benefits for AISL Harrow Haikou. For students, official transcripts and graduation certificates are directly recognised by universities and educational institutions worldwide, with credit transferability across all WASC-accredited institutions, greatly enhancing competitiveness for top universities in the United States, Canada, Australia, Singapore, and Chinese mainland and overseas programmes. For staff, employment at a WASC-accredited school carries international recognition, alongside expanded access to professional training and global academic exchange opportunities.

WASC accreditation is not an end point, but a new beginning for AISL Harrow Haikou in its pursuit of educational excellence. Having secured WASC accreditation across K-12, the leadership team has set out a long-term roadmap to further elevate the school's international standing, proposing future pursuit of BSO accreditation as a next-step goal.

Sincere gratitude goes to all colleagues at AISL Harrow Haikou who contributed to COBIS and WASC accreditation, as well as to the AISL and HISL leaders and colleagues for their ongoing support. We hope that the experience of Harrow Haikou will offer valuable, replicable lessons for the wider Harrow family.



“

We remain fully committed to our core mission: **Educational Excellence for Life and Leadership**. We will continue to strive to nurture the best learning environment, empowering every child to grow confidently and excel holistically. When our youngest learners graduate in 2040, we will look back and know every effort has been truly worthwhile.

Go Harrow!

THE COURAGE TO CREATE

A WORLD PREMIERE BORN FROM QUIET RESOLVE



IN CONVERSATION WITH COMPOSER WARREN LEE ON *QUIET* THE MUSICAL | LIVE IN CONCERT

This April, the AISL Harrow community witnessed a bold and unprecedented milestone: the world premiere of an original musical conceived, written, and composed by Principal Music Director Warren Lee, and organized by AISL Foundation and AISL Harrow Schools. *QUIET* The AISL Harrow Musical | Live in Concert was more than a performance; it stood as a statement of educational philosophy, a celebration of collaborative artistry, and an ambitious production that brought together over 300 students from across the Greater Bay Area.

Following its premiere, we sat down with Warren to reflect on the journey behind the production, its risks, creative process, and the power of a quiet voice brought vividly to life on stage.

Magazine Editor (ME): Warren, now that the production has been staged, how does it feel looking back on what you created?

Warren Lee (WL): It still feels slightly surreal. When you're in the middle of it, you're solving problems every hour and thinking only about what comes next. But seeing it all come together on stage, students, orchestra, choir, everything. It becomes real in a completely different way. I feel a deep sense of gratitude. And relief!

ME: Why create an original musical in the first place? It was a huge undertaking compared to staging an established work.

WL: Absolutely, it would have been safer to choose a known title. But I believe education should sometimes take creative risks. If we want students to understand what it means to create, they need to see it being done, not just performed. This project was about that journey. It was never just about a finished product; it was about students being part of something still evolving, where their energy and interpretation shaped the work itself.

ME: Looking back, how would you describe your creative process?

WL: Purely joyful. I began writing on my very first day at AISL, and everything seemed to flow quite naturally. From story conception to completing the piano-vocal score took 23 days, and orchestration took another 10. About 70 minutes of music in total. There was no writer's block, which is unusual—but the story felt very personal, so it came very organically.

ME: The story itself is quite distinctive. What inspired it?

WL: At its core, *QUIET* is about voice—who gets heard and who doesn't. It is set in a school system ruled by an AI-driven platform, GOLIATH, and follows Luna, a quiet student whose actions unintentionally trigger a chain of events that challenges the system itself.

It's deeply personal because I've always identified with quietness. I'm quietly proud to be an introvert. Many creatives are. We may not always be the loudest voices in a room, but we often see and feel things deeply. After 24 years working in education, I've seen how easily systems can prioritise outcomes over human connection. This story is my reflection on that tension.



ME: The production brought together a very large ensemble across regions. What was that experience like?

WL: Incredible, and honestly overwhelming at times. We had students from AISL Harrow Schools across Hong Kong, Shenzhen, and Hengqin, alongside the Hong Kong Inter-School Choir, which brought together close to 200 singers from many different schools.

To see so many young performers working toward one shared vision was powerful. I hope the experience doesn't just stay in the performance hall, but travels back with them into their own communities.

ME: This was presented as a "Live in Concert" version. How did that shape the production?

WL: It allowed us to prioritise music and participation on a large scale. A fully staged musical would require a much smaller cast, but this format let us involve over 300 performers. Even without full staging, the storytelling remained strong through music, voice, and ensemble energy. It also feels like a stepping stone-I do hope to fully stage it one day.



ME: The cast included both students and professional performers. How did that dynamic work?

WL: We had 12 student performers from across AISL Harrow Schools in Hong Kong, Shenzhen, and Hengqin, some as young as eight, alongside guest performers including Becky Lee, who played Principal Madeleine, and Dr. John Tan, who portrayed Mr. Berns.

The blend of professional and student voices created something very special. The students rose to the occasion in a way that was genuinely moving.

ME: There are 16 songs in the musical. Did you have a favourite moment from the score?

WL: It changes all the time. There is the title theme "Quiet," which ironically is anything but quiet. And "Times Have Changed," where Principal Madeleine reflects on the tension between tradition and an AI-driven future, is particularly emotional.

But I think my favourite moments were actually in the rehearsal room. Hearing the music come alive for the first time through students' voices.

ME: Finally, this kind of production requires a lot of support behind the scenes.

WL: Absolutely. I'm deeply grateful to our co-organiser The Hong Kong Virtuoso Chorus (HKVC), and to the generous support from the Hong Kong Bank Foundation for their early belief in the project. ABRSM supported the orchestration commissioning, and Tom Lee Music Company Limited generously sponsored the Steinway pianos.

And of course, my colleagues across AISL Harrow were essential in making this happen. Productions like this are never the work of one person. They are collective acts of trust.

PERFORMANCE REFLECTION

QUIET The Musical | Live in Concert premiered in April 2026 across Shenzhen and Hong Kong, bringing together nearly 400 young musical talents from AISL Harrow Schools and partner schools across the Greater Bay Area.

Across both cities, students shared the stage in a powerful cross-regional collaboration that celebrated courage, creativity, and the importance of finding one's voice through music. The production became a shared artistic journey that connected young performers across communities, cultures, and school systems.

At the heart of this large-scale collaboration was the close artistic partnership with HKVC, whose expertise and choral leadership played a vital role in shaping the musical experience. Reflecting on the collaboration, Kelvin Lau, Founder and Music Director of HKVC, shared:



We are as delighted as grateful to contribute to this premiere production of *QUIET*. Witnessing how the students from the three divisions of Hong Kong Inter-School Choir work with students from the AISL Harrow Schools towards a common goal not only energises us, it amplifies our message of shaping a choral culture where learning, appreciation and collaboration come before anything."

- KELVIN LAU, FOUNDER & MUSIC DIRECTOR, HKVC CHORUS

His words underscore the depth of artistic collaboration behind the production, where musical direction, choral training, and performance excellence were strengthened through HKVC's sustained professional guidance and commitment.

This production was made possible through the combined efforts of all performers, educators, and partners involved. Special appreciation is extended to co-organiser The Hong Kong Virtuoso Chorus, The Hong Kong Bank Foundation, ABRSM, and Tom Lee Music Company Limited for the supporting organisations enabling this large-scale educational and artistic collaboration.

UNITING GENERATIONS THROUGH SPORT TO SUPPORT YOUTH DEVELOPMENT

AISL Harrow *Swinging For Good* Charity Golf Day 2026



On Friday 8 May 2026, the AISL Foundation brought the AISL Harrow community together in Hong Kong for the AISL Harrow *Swinging for Good* Charity Golf Day 2026. Held at the Hong Kong Golf Club's Eden Course, the event welcomed over 110 participants from Hong Kong, Haikou, Shanghai, and Shenzhen Qianhai including professional golfers, school leaders, educators, parents, and students for a day that blended sport with a shared sense of purpose.

Set against the beautiful backdrop of the Eden Course, the day was about more than just golf. What stood out was the way students and seasoned players moved through the course together, creating natural moments for mentorship, conversation, and connection. There was a genuine sense of openness experienced golfers offering tips, students asking questions, and everyone enjoying the game side by side.

The event reflected the AISL Foundation's broader commitment to developing young people beyond the classroom. Initiatives like this show how sport can play a meaningful role in building confidence, resilience, and character, while also strengthening community ties.

There were some impressive performances throughout the day, particularly from the junior golfers. From longest drives to junior titles, the young players demonstrated not just technical skill, but composure and determination, all clear signs of how sport is helping shape their growth.

But what lingered most were the quieter moments, the shared advice and the encouragement exchanged along the way. It was in these interactions that the true spirit of the day came through, with learning happening naturally and confidence growing with every swing.

By the end of the day, it was clear the event had achieved far more than a successful tournament. It brought together schools, families, and communities in a meaningful way, reinforcing a shared commitment to supporting the next generation. The AISL Harrow *Swinging for Good* Charity Golf Day was a strong reminder of the impact that can happen when people come together with purpose.



COBIS PRIMARY GAMES 2026

A GLOBAL CELEBRATION OF EXCELLENCE AT AISL HARROW HAIKOU



BRINGING THE HARROW SPIRIT TO LIFE

In March 2026, AISL Harrow Haikou proudly hosted the COBIS Primary Games, welcoming students and staff from across the globe for a truly unforgettable celebration of sport, character, and international unity.

With schools travelling from Hong Kong, Foshan, Moscow and Tbilisi, the Games brought together young athletes representing over 25 nationalities, creating a vibrant and diverse sporting environment. Across football, basketball, swimming, and athletics, students competed not only for victory, but in the true spirit of Harrow, demonstrating Honour, Courage, Fellowship, and Humility at every moment.

From the opening ceremony to the final whistle, the Games were defined by energy, pride, and professionalism. As the host school, Harrow Haikou delivered a world-class event, showcasing outstanding facilities, meticulous organisation, and a deep commitment to holistic education through sport.



The COBIS Games represent far more than competition, the games truly embodied the Harrow values of Honour, Courage, Fellowship, and Humility, bringing together students from around the world through sport, friendship, and shared achievement, whilst creating experiences that will stay with them for life”

LEE BROWN
DIRECTOR OF SPORT, AISL HARROW HAIKOU

One of the standout moments of the Games was the Charity Swimming Challenge, where four schools swam continuously for an hour, collectively covering over 9,000 metres. Through their efforts, students helped raise funds to support life-changing causes, a reminder that sport can extend far beyond the field of play.



LEE BROWN
DIRECTOR OF SPORT
AISL HARROW HAIKOU



IAN WILLIAMS
DIRECTOR OF SPORT
AISL HARROW HONG KONG

PERFORMANCE, PRIDE, AND PARTNERSHIP

The level of competition throughout the Games was exceptional, with every school demonstrating skill, resilience, and determination. At the close of the tournament, Harrow Haikou and Harrow Hong Kong were named Joint Overall Winners, recognising their outstanding performances and consistency shown by both Harrow schools across all events.

HARROW HAIKOU DELIVERED EXCEPTIONAL RESULTS:

- Athletics Champions (Boys & Girls)
- Basketball Champions (Boys)
- Football Runners-Up (Boys & Girls)
- Swimming Success with multiple gold medals

Across the Games, AISL Harrow Haikou secured 9 trophies and over 20 medals, highlighting the depth of talent and strength of its sporting programme. Harrow Hong Kong also demonstrated remarkable excellence with standout performances including:

- Girls' Basketball Champions (undefeated)
- Girls' Football Champions
- Boys' Basketball Finalists
- Strong performances across athletics and football

Their resilience and consistency ensured they finished as Joint Overall Winners, sharing the top honour in a fitting reflection of the competitive yet respectful nature of the Games.



A LEGACY BEYOND RESULTS

While medals and trophies marked success, the true impact of the COBIS Games extended far beyond results. Students developed confidence, built international friendships, and experienced the power of sport as a unifying force.

Matches were fiercely contested yet always played with integrity. Moments of victory were matched by humility, and setbacks were met with resilience, embodying the very essence of a Harrow education.

As the Games drew to a close, there was a shared sense of pride felt among all participants. For Harrow Haikou, hosting this prestigious event was not only a milestone achievement but a statement of intent, reinforcing its position as a leader in international school sport.

The legacy of COBIS Primary Games 2026 will endure not only in medals and results, but in the character, connections, and memories created.

“ AISL Harrow International School Hong Kong achieved Joint Winners (Overall) at the recent COBIS Games in Harrow Haikou. Despite challenging and intense competition, our pupils demonstrated remarkable resilience, teamwork, and skill across the multiple sports of football, basketball and athletics, bringing home a significant number of wins and individual accolades.

IAN WILLIAMS, DIRECTOR OF SPORT
AISL HARROW HONG KONG



CHAMPIONS ON THE WORLD STAGE



25+
NATIONALITIES



9000m
SWIMMING



9
TROPHIES



20+
MEDALS



ATHLETICS
CHAMPIONS
(BOYS & GIRLS)



BASKETBALL
CHAMPIONS
(BOYS)



FOOTBALL
RUNNERS-UP
(BOYS & GIRLS)

EDUCATION SUPPORT SERVICES

ARE THE UNSEEN FOUNDATION THAT TRANSFORMS SCHOOLS FROM PLACES OF INSTRUCTION INTO COMMUNITIES WHERE EVERY STUDENT IS UNDERSTOOD, EMPOWERED, AND ABLE TO THRIVE.”

Harrow Nanning
Youth

Global Ideas

Local Lives

TEDx

Harrow Nanning
Youth



INTERNATIONAL COLLABORATION

BUILDING GLOBAL LEARNING COMMUNITIES



DR NEELAM PARMAR
DIRECTOR OF PROFESSIONAL LEARNING
AISL ACADEMY

Education has always been shaped by connection. Schools may be rooted in particular places, histories and communities, yet the questions they face are increasingly shared across borders. How do we prepare young people for a changing world? How do we support teachers to keep growing throughout their careers? How do we build inclusive, safe and purposeful learning environments, and how do we ensure that innovation strengthens, rather than distracts from, the human work of education?

These questions cannot be answered by any one school, organisation or system alone. They require dialogue, expertise and collaboration. They require learning communities that are generous enough to share practice, rigorous enough to challenge assumptions, and thoughtful enough to adapt global knowledge to local contexts.

This is the spirit behind AISL Academy's (AA) work. As part of AISL's wider commitment to professional learning and school support, the Academy helps connect educators, leaders and support teams with high-quality expertise from across the world. Its role is not simply to provide access to courses or programmes, but to cultivate a more *Connected Culture of Learning*, one in which colleagues across schools, regions and disciplines can continue to develop with purpose.

International collaboration, in this sense, is not about importing ready-made answers. It is about creating the conditions for meaningful professional growth. The most effective partnerships are those that respect both expertise and context. They bring external insight into conversation with the lived realities of schools. They allow educators to examine their own practice through a wider lens, while remaining grounded in the needs of their students and communities.

AISL Academy's collaboration with *University College London (UCL)* reflects this approach. Through its work as a delivery partner for National Professional Qualifications (NPQs), as well as through the International Professional Certificate in School Leadership (IPCSL) and the International Professional Certificate in Special Educational Needs and Disabilities (IPCSEND), the Academy supports leaders and teachers in engaging with evidence-informed practice in ways that are relevant to international school settings. These programmes offer more than professional credentials. They create space for reflection, dialogue and the development of leadership capacity across schools.

The partnership with the *Ontario Institute for Studies in Education (OISE)*, University of Toronto, through its educational fellowship, extends this commitment to global professional inquiry. Such experiences invite educators to think beyond immediate operational demands and to engage with broader questions of leadership, systems thinking and educational change. At their best, these collaborations help colleagues see their own schools both more clearly and more expansively.

Alongside university partnerships, AISL Academy continues to work with specialist organisations whose expertise strengthens particular dimensions of school life. *The Boarding Schools' Association* supports professional learning in boarding, pastoral care and student wellbeing. *Read Write Inc.*, contributes to the development of strong literacy foundations. *Voice 21* brings a valuable focus on oracy, helping educators nurture children's confidence, spoken language and ability to express ideas with clarity from an early age.

These areas may appear distinct, but they are connected by a shared concern: the quality of the student experience. A child's education is shaped not only by curriculum and assessment, but by language, relationships, care, confidence, safety and belonging. The work of a school is therefore deeply interconnected. Strong professional learning must reflect this.

This is particularly evident in safeguarding and well-being. Through partnerships with organisations such as *Encompass*, and through developing safeguarding pathways with *COBIS* and *Veema*, AISL Academy supports schools in strengthening the cultures, systems and practices that protect children. Safeguarding is not a peripheral responsibility; it is foundational to trust.

Technology and sustainability offer further examples of how schools must learn in conversation with the wider world. Through *The Tablet Academy*, AISL Academy has supported colleagues with technology-related professional learning, including recent webinars on Agentic AI and the use of large language models in designing teaching and learning experiences. These conversations are timely, but they also require discernment. The question is not whether schools should respond to technological change, but how they can do so in ways that remain pedagogically sound, ethical and human-centred.

Similarly, the development of a Climate Sustainability pathway with *Climate Adapted Pathways for Education (CAPE)* speaks to one of the defining responsibilities of contemporary education. Sustainability is not only a topic to be taught; it is a way of thinking about leadership, community and the future. By engaging with credible partners in this space, schools can support young people to understand complexity, exercise agency, and participate thoughtfully in the world they will inherit.

What is distinctive about this work is the way AISL Academy seeks to build homegrown pathways with reputable and credible partners. The aim is not to assemble a disconnected catalogue of opportunities, but to shape a coherent professional learning ecosystem. Each partnership contributes something specific, yet all are connected by a broader purpose: to strengthen the people and practices that make schools flourish.

This is where the idea of a global learning community becomes most meaningful. It is not simply a network of institutions. It is a living exchange of knowledge, experience and professional commitment. It allows a teacher in one context to learn from research developed in another. It enables a leader to test ideas with peers facing similar challenges. It gives support staff access to expertise that deepens their contribution to school life. It reminds us that education, though locally enacted, is globally enriched.

For AISL Academy (AA), international collaboration is therefore both practical and aspirational. It helps schools access specialist knowledge, develop staff capacity and respond to emerging priorities. But it also expresses something deeper: a belief that schools grow stronger when they remain open to learning.



THE LIVING CLASSROOM

WHY EXPERIENTIAL LEARNING IS THE SOUL OF MODERN EDUCATION

We often speak about education as a preparation for life, but for a student, life is happening right now. While academic excellence remains the bedrock of a school's mission, there is a collective realisation among educators that the most profound shifts in a young person's development often happens the moment they step across the classroom threshold and into the world.

At AISL Outdoor (AO), we see this transformation daily. Whether it is a local day camp or a multi-day residential journey, our goal is to extend the "learning arc" beyond the bell. We aren't just providing activities, we are creating a laboratory for the "whole child" to emerge.



FROM THEORY TO DISCOVERY: WHERE KNOWLEDGE BECOMES REAL

There is a specific kind of magic that happens when a whiteboard concept hits the reality of the outdoors. You can teach the physics of a knot or the biology of an ecosystem in a lab, but it isn't until a student has to secure a shelter or observe a local habitat firsthand that the knowledge truly "sticks".



When students engage in outdoor education or leadership challenges, they move from being passive recipients of information to active protagonists in their own learning. This isn't about being forced to think on their feet rather, it is about being encouraged to explore.



They navigate environments that don't have a "back of the book" for answers, turning abstract ideas into tangible, lived experiences. This hands-on problem-solving builds cognitive flexibility, the ability to take what you know and apply it to a situation you have never seen before.

THE ARCHITECTURE OF CONFIDENCE: EXPLORING THE "STRETCH ZONE"

We often talk about "stepping outside the comfort zone" but at AO, we believe the secret to true growth lies in the support system that surrounds that step.

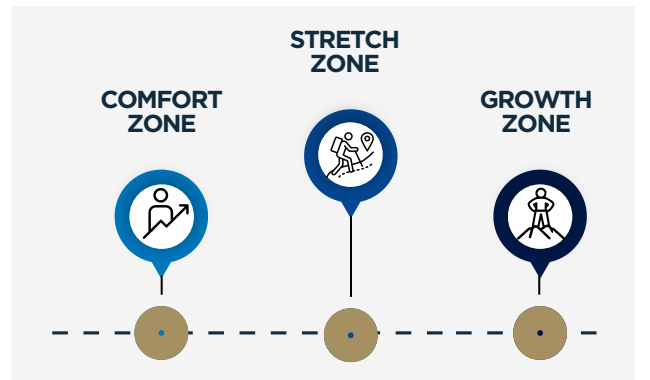
The real value of an enrichment program isn't just the challenge itself; it is the **scaffolded mentorship** that accompanies it. We don't simply drop students into the deep end. Instead, we use structured frameworks to help them move from their "Comfort Zone" into their "Stretch Zone". By pausing to ask, "What did I learn when that plan failed?" or "How did my communication change when the team got tired?", we help students turn a moment of struggle into a lifetime of confidence. Over time, these aren't just "camp memories", they become durable skills: independence, empathy, and a proactive mindset.

STRENGTHENING THE SCHOOL ECOSYSTEM

The impact of these programs ripples back into the hallways of the school. A student who finds their voice leading a team in the mountains often finds their voice in the seminar room a week later.

When a school embraces a robust experiential program, it breathes life into the entire community. It supports student well-being by offering a necessary "digital detox" and a reconnection with the physical world.

For parents, it provides a visible, tangible example of the school's commitment to character, showing that the institution values who the student is becoming just as much as what the student is scoring.



EQUIPPING THE FUTURE-READY LEARNER

The world students are stepping into is more complex and less predictable than ever. Academic knowledge remains essential, but it's no longer enough on its own. To truly succeed, the next generation must cultivate curiosity to ask better questions and the resilience to navigate whatever answers come their way.

Ultimately, these programs are not just about the destinations on a map. They are about the internal journey. By treating the world as a living classroom, we equip students with the mindset and purpose to navigate their future, not just with competence, but with a genuine sense of wonder.



FIND OUT MORE

The Skills for Tomorrow



About Asia International School Limited (AISL)



Asia International School Limited (AISL) in partnership with Harrow International Schools Limited in the UK, is dedicated to providing the highest standard of quality education, both in and out of the classroom. Our belief is that pupils be given every opportunity to flourish in all the different areas where their talents lie.

AISL Group is a leading provider of education services in Asia. The AISL Harrow family of schools comprises AISL Harrow International Schools, AISL Harrow LiDe Schools, AISL Harrow Hong Kong Children School, and AISL Harrow Little Lions Early Years Centres, which proudly draw on the 450-year heritage of Harrow School in the UK, embracing the Harrow Values of Courage, Honour, Humility, and Fellowship. We are committed to the highest standards and quality of education for all pupils, delivering Educational Excellence for Life and Leadership.

This is a promise and pledge that we have adhered to for the past three decades since the first AISL Harrow School was established in Bangkok in 1998. As the Group continues to grow and develop, by 2026, there will be approximately 10,000 pupils aged 3 to 18 in AISL Harrow Schools at 13 locations in Mainland China, Hong Kong SAR, Japan and Thailand.

AISL is founded by Mr. Daniel Tat-jung Chiu.

www.aisl-edu.com

About AISL Foundation



AISL Foundation brings together the vision of Asia International School Limited (AISL), to serve as a platform of Nurturing Talents for Good, in preparing our pupils to be committed, responsible, and leading citizens of the future.

AISL Foundation is an initiative that supports exceptional pupils through scholarship grants and awards, dedicated to unlocking their extraordinary potential of pupils worldwide and championing educational excellence. We aspire to nurture the diverse talents of our global pupil community. By uniting parents, alumni, and social partners, we seek to cultivate a vibrant network that empowers every pupil to grow, lead, and shape a brighter future for all.

The Foundation is a Hong Kong government-registered charitable arm of AISL.

www.aislfoundation.org

About 3As

Driven by its commitment to educational excellence, Asia International School Limited diversifies and enriches the range of offering by harnessing professional services provided by expert service providers - AISL Academy, AISL Mall, and AISL Outdoor. Resourceful and well-rounded, these curated programmes and platforms empower educators to better nurture their students, young people as they explore outside the classroom, and learners as they unleash their full potential.

All of this is done to lift our next generations from being very good to being outstanding all-rounded individuals possessing strength of character to excel in a rapidly changing world. We invest in them, optimising their lifelong learning interests and leadership potential, preparing them for a high-achieving future to serve the wider community.



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 <http://www.aisloutdoor.com>
 info@aisloutdoor.com



AISL HARROW SCHOOLS



AISL Harrow International School
Bangkok
Established in 1998



AISL Harrow International School
AISL Harrow LiDe School
Beijing
Established in 2005



AISL Harrow International School
Shenzhen Qianhai
Established in 2020



AISL Harrow LiDe School
Nanning
Established in 2021



AISL Harrow International School
Hong Kong
Established in 2012



AISL Harrow International School
Shanghai
Established in 2016



AISL Harrow LiDe School
Hengqin
Established in 2021



AISL Harrow International School
Appi Japan
Established in 2022



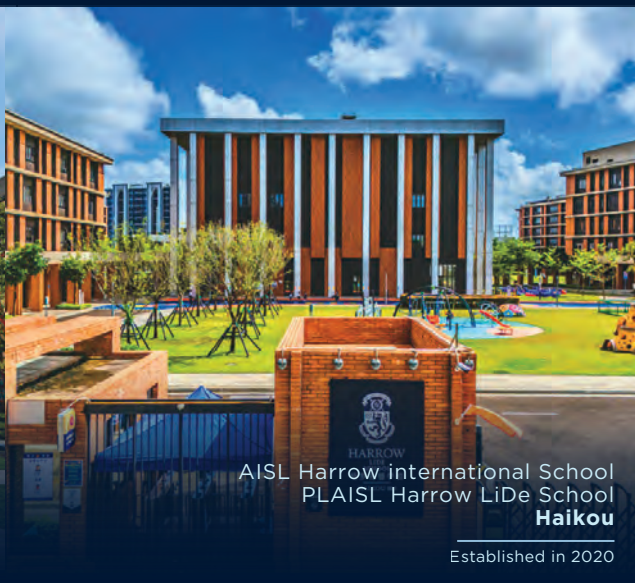
AISL Harrow Hong Kong Children School
Shenzhen Qianhai
Established in 2023



AISL Harrow Little Lions Kindergarten
Kai Tak Hong Kong
Established in 2025



AISL Harrow LiDe School
Chongqing
Established in 2020



AISL Harrow international School
PLAISL Harrow LiDe School
Haikou
Established in 2020



AISL Harrow International School
Guangzhou
Established in 2026



AISL

ACADEMY MALL OUTDOOR
教育研究院 教育商場 教育拓展部



LEARNING IN AND BEYOND THE CLASSROOM

Join Our Mission to Cultivate Learning and Development

A GLOBAL LEARNING PLATFORM

FOR EDUCATORS, PARENTS AND STUDENTS WHO WILL HAVE ACCESS TO THE LATEST AND BEST PRACTICES IN PEDAGOGY, PROFESSIONAL LEARNING AND SOCIAL DEVELOPMENT *within an international, interactive and interconnected setting.*

AISL Academy: <https://aisl-academy.com>

AISL Mall: <https://www.aismall.com>

AISL Outdoor: <https://aisloutdoor.com>



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