

OFFICIAL MAGAZINE FOR THE SHANGHAI COMMUNITY AND HANGZHOU INTERNATIONAL SCHOOLS

# COMMUNITAS

JUNE 2011

**SCIS Students  
Win Doors  
to Diplomacy  
Platinum Prize**

**PLUS:**  
**China Trips  
Highlight**

**Stepping  
Forward**



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Carnie Lewis

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Communitas is the official magazine for the Shanghai Community and Hangzhou International Schools. It is the publication of all things learning and teaching in the SCIS-HIS system of schools.

#### Communitas Editorial Team:

- Jeffrey Stubbs
- Daniel Eschtruth
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## Letter from the Superintendent

Dear SCIS-HIS Community and Friends,

An old Chinese proverb states, "a journey of a thousand miles begins with a single step". Over the past few weeks, our schools have been celebrating the achievements and accomplishments of our students over the school year. There have been award nights, promotion ceremonies, athletics banquets, and, of course, senior graduation. We know by the long list of achievements that our students are engaging in the challenges and opportunities that allow them to pursue academic and personal excellence. At SCIS-HIS schools, we provide a caring community environment for students to take risks and begin new journeys, so in this month's *Communitas* magazine we celebrate "Stepping Forward".

Our senior graduation ceremonies are often referred to as "commencement exercises" as they mark a new beginning and signify when an individual moves from one stage of life to another. As you flip through the pages within this month's *Communitas*, you will see that our graduates are making their new beginnings in outstanding universities and institutions worldwide. So before we "step forward", I would like to stop for just a moment and recognize these talented individuals for all their hard work and commitment in their pursuit to complete the high school course of study. Congratulations to the Class of 2011!

But stepping forward also applies to other members of our learning community. This month we feature how many of our faculty members are taking their professional development to new heights through the pursuit of Masters and Doctoral degrees hosted at our campuses. SCIS-HIS schools are also proud to announce our recent certification as fully authorized centers for CPR/First Aid and Lifeguarding training. While professional development at our schools is tailored to individual goals and support, we believe in providing a wide range of opportunities to further the craft of being an educator. Next year, we are honored to be hosting two EARCOS weekend workshops, as well as the internationally renowned Learning 2.0 Conference.

Over the years, SCIS-HIS schools have also been "stepping forward". From our humble beginnings in 1996, our schools have now grown into one of the largest networks of international schools in the world. Founded on a vision of a strong core academic curriculum complemented by robust sports, arts and activities programs, we provide an outstanding and rigorous

“Founded on a vision of a strong core academic curriculum complemented by robust sports, arts and activities programs, we provide an outstanding and rigorous learning experience for students of all nationalities and previous schooling experiences.”

learning experience for students of all nationalities and previous schooling experiences. We have now extended our learning to three schools separated onto five campuses in two cities. And while all of our schools have their own identity and character, each represents the founding Board's vision of learning equally well. At the core of each of our schools is a strong sense of community, belonging, and commitment to student learning.

It is hard to believe that the 2010-2011 school year has come to a close. I wish all of our graduates great happiness and continued success in their life pursuits. And I want to thank all of our dedicated teachers, parents, and students for many more wonderful memories. No doubt some of you will be leaving us at the end of this year. I wish you all the best and hope you will find your new school as equally warm and caring as at ours. For those returning next year, we look forward to celebrating our fifteenth birthday and creating many more wonderful memories to share. Have a great summer and keep on stepping forward!

Jeffrey R. Stubbs  
Superintendent of Schools



# Curriculum Key to Understanding Learning

by TAMMY RODABAUGH, Director of Curriculum

The universal nature of learning and schooling is deceptively simple. Basically, the nature of learning can be described as follows: a learning opportunity is present, the learner processes the opportunity and as a result gains ideas and knowledge they did not have before. Also, fundamentally straight-forward is the function of schooling. Teachers provide learning opportunities, students engage in these opportunities, then students express and teachers assess to what extent learning has occurred. Within these seemingly straight-forward processes and purposes, there are many factors that may lead to misunderstandings and misperceptions.

Curriculum at SCIS-HIS schools has been designed and documented in order to define the learning and schooling opportunities that are presented at our schools. By clarifying these concepts, we establish a basis for communicating and understanding these experiences at SCIS-HIS schools.

As we are a network of three sister schools, the local administration at each SCIS-HIS campus is charged with scheduling and maintaining courses. While each campus individually and uniquely defines courses and schedules to provide a distinctive education, they also must align with and address all of the academic expectations and standards in keeping with the overall SCIS-HIS vision and mission.

At each campus, there is a standard established of what is to be learned, that is, content. This learning content is articulated through course descriptions and must meet the academic standards and expectations that have been set at the system-wide level for all of our schools.

How the learning opportunities are structured (also referred to as pedagogy) at each campus is articulated through each and every course's syllabus. Again, this learning must align with the mission, vision and learning opportunities expectations established for the system.

Finally, the basis for demonstrating

that learning has occurred is established through assessment. This is also described through course syllabi and must align with the system wide Expected Schoolwide Learning Results (ESLRs).

With the campus level standards established, teachers are then charged with scheduling, planning and providing learning opportunities on the course level. These courses must address all of the academic standards and expectations as determined by their campus administration. In general, specific course learning content, learning structure and assessment are articulated through the course syllabus, teacher's individual websites and teacher-student-parent communication.

Essentially, to be efficient and effective in presenting learning opportunities, much of curriculum must be group based and designed to be presented to a group which is described as 'typical'. Once the opportunities have been designed for the 'typical' group, a teacher makes minor adjustments as needed for individual students.

Adjustments that do not lessen the degree of sophistication or the learning objectives are known as *differentiations*. These types of accommodations serve as a means to support difficulties a student may be having or to present a challenge to a student who may have an unusually strong background. Whether differentiation is made for support or enrichment, the student's performance is judged against the same criteria as the rest of the class.

On a case by case basis, SCIS-HIS may develop a support plan individually designed to assist students who have temporary concerns that can be handled by the classroom teacher with support from the ESOL (English as a Second or Other Language) team, the Learning Support Advisor and/or the Academic Counselor. While we do not provide long-term modifications, our support team is happy to liaise with outside agencies to provide more extensive services. A student's individual report card indicates when the stu-

“It is our goal at SCIS-HIS schools to provide students with rigorous content, taught through engaging opportunities, resulting in students who can demonstrate their learning and can transfer their learning beyond the SCIS-HIS experience.”

dent is on a modified plan that requires assessment against criteria different than that of the student's classmates.

The student's classroom teacher is the best source of information related to specifics of a particular course. Campus administrative teams are the best source of information related to the implementation of academic programs and scheduling. The system administrative team members are the best source of information related to the philosophy, policies and guidelines that chart the direction and inform decisions across our system of schools. Finally, the Superintendent of Schools is the best source of information regarding the long-term goals and vision of SCIS-HIS schools. It is the Superintendent that ultimately must present any recommendations for change to vision statement, mission statement, ESLRs or policy to the Board of Directors.

It is the goal at SCIS-HIS schools to provide students with rigorous content, taught through engaging opportunities, resulting in students who can demonstrate their learning and can transfer their learning beyond the SCIS-HIS experience. To reach this goal requires a concerted and combined effort. We would like to thank all of the parents and students who have joined SCIS-HIS on this journey of learning within our unique network of schools.

# Administrators' Tour ECE Campus

by DANIEL ESCHTRUTH, Principal, Hongqiao ECE

The Administration teams both system wide and campus based converged on the Hongqiao Early Childhood Education Campus for a full day of meetings to continue the ongoing discussion on the growth and development of our school system. The day started off with a tour of the campus where all were able to witness firsthand the warm community that embodies the ECE Campus. A glimpse of the spring concert was shared by all as was a view into the new building plans for phase 2, a new building set to open with the new school year in August. A commitment to continue sharing resources and having more joint professional development amongst the system wide early years teachers was made to continue with the success of this school year.

A discussion on continued development of the curriculum program under the steady hand of Director Tammy Rodabaugh was had and all were very appreciative of the work accomplished this past school year on moving to the new online curriculum mapping program. A plan to mark the addition of new classroom sections was decided upon so as to ensure growth could be met with the same high caliber program by both locating a new faculty member and supporting the physical and resource needs of the classrooms. Other items on the agenda included new technology roll out across the system, professional development planning for the 2011-12 school year, physical plant and capital project needs to be addressed over the summer holiday and other end of year matters at hand.

All in all, the meetings and the visit were very positive and was topped off by a visit to the library where Heads of Schools, Directors, and Superintendent alike modeled some great reading skills for the young readers in the building. Those in attendance were: Superintendent of Schools, Jeff Stubbs; Director of Curriculum, Tammy Rodabaugh; Director of Development, Dan Eschtruth; Director of Technology, Chris McAnally; Heads of School – Pudong, Ryan Blanton; Hangzhou, Rob van der Eyken.

All in all, the meetings and the visit were very positive and was topped off by a



# A Moment with Dan Eschtruth, Principal, ECE

**Where do you come from and what has been your journey bringing you to SCIS 2010?**

I am a proud Michigander, though that may sound strange, it means I hail from the great state of Michigan, USA. My parents were both educators as well. All the schools I attended from Pre-School through to University were within a quick 10 minute drive from each other. It was a trip to China as an 11<sup>th</sup> grader that truly opened the world to me. Following university and my first school placement, I went to live and teach in Los Angeles, California then I moved here to Shanghai. My first year at SCIS was also the first year that the Hongqiao Campus opened its doors. I have now been a teacher and administrator here at SCIS for nearly a decade and am simply thrilled to be back on the original Hongqiao campus as the Early Childhood Principal.

**What do you love about being Principal?**

I am so grateful to have been given an opportunity to help design, develop, and ultimately oversee the many aspects of the ECE campus. I also have the chance to work with a truly amazing faculty and staff. Of course, there's also the kids. The 154 students that call the ECE their school bring with them a level of energy, wonder, and excitement that inspires and motivates me each and every day.

**What is your favorite time of year on campus or favorite event?**

Coming from the Midwest, I've always loved the fall and that holds true here in Shanghai as well. The event that most defines the fall for me here at SCIS is definitely the Hongqiao Campus' International Food Fair. A celebration of diversity, identity, culture, and of course food, what is there not to love!

**What is your favorite part of living in Shanghai?**

I have to say what I find so exciting about Shanghai is the pace and opportunity for change. The city's pulse is fast paced and Shanghai has reinvented itself multiple times in my short time here. I appreciate that even though we are in one of the largest cities in the world, the international community still finds a way to feel close. I rather enjoy running in to SCIS families at the store, coffee shop, or one of the many fantastic restaurants out on the town.



# A Terrific Year at SCIS Pudong

by RYAN BLANTON, Head of School, Pudong

The 2010 – 2011 school year brought the arrival of many new families to our Pudong community, taking our enrollment to record levels with some forty nationalities now represented. Our diverse faculty, consisting of experienced teachers from thirteen different countries, continued to offer the caring, yet challenging, program that has become synonymous with the SCIS-HIS name. This year saw the new curriculum launch with the International Baccalaureate Diploma Program. Facilities development also remained at the forefront with various improvements at the lower school and a new 500-seat theatre now under construction at the upper school. Whether we look to our students' progress, program development, or capital investment, things are moving at a remarkable pace here at SCIS Pudong.

The children have approached school with excitement and open-mindedness. These behaviors, along with hard work, have allowed our teachers to build and sustain the culture that is SCIS Pudong. It's this culture of relationships and commitment to one another that allows both high expectations and fun to coexist in our hallways and classrooms.

Congratulations to our class of 2011, who have carried on a fine tradition of impressive university acceptances. This year's 12<sup>th</sup> grade students have been accepted into some of the finest institutions in North America, Europe, and Asia, and we look forward to reports back from our newest alumni.

Our Student Councils deserve recognition for their tremendous efforts. These three groups, across our lower, middle, and high school divisions, have collectively organized and facilitated countless events.

The Dragon Activities program delivered quality events in a number of other areas. Events like our Interact trip to Cambodia, various MUN delegations across China, and technology and film productions help display the true breadth of the SCIS Pudong program.

This year's upper school drama performances were highly successful, including a comedy classic, *The Nerd*, and an

original production, *Who Killed Doctor Diabolical?* Our lower school students produced the holiday celebration *A Festival of the Arts by the Mini for the Many* and dozens of children displayed other talents through our International Day of Peace assembly, annual variety shows, spring music concert, Earth Day drama production, and the Chinese New Year celebrations.

With the introduction of the service element of the IB program this year, SCIS Pudong embarked on an exciting year of involvement in a multitude of service projects. Interact saw the culmination of two years' efforts of planning and fundraising and spent the spring break working with *Habitat for Humanity* to help build a home in rural Cambodia. The IB students began *Education for All*, a new SCIS service program, by offering weekly instruction for a local migrant school. We also kicked off our partnership with *Roots and Shoots Shanghai*, involving students in the *Million Tree Project*. IB students are now working on our Organic Farm and six volunteers have trained to initiate the Youth for Environmental Sustainability (Y.E.S.) afterschool program. In the end, nearly every student at SCIS Pudong was involved in a service initiative this year.

And from the parent community... PAFA's Art Auction, Bingo Night, Family Fun Day, and Winter Festival all provided opportunities for our community to connect and offered new ways to support our students. We greatly appreciate the involvement of our parents and the many hours they dedicated to supporting their children and making our school a better place.

In other deserved highlights, we thank our Mandarin teachers and class-



room assistants for their work in supporting language development and our cultural initiatives. We also congratulate those students involved in the *Education for All* program for their recognition as a 2011 Outstanding Service Program by the Shanghai Rotary group.

# SCIS Pudong Upper School Year in Review

by DON MACMILLAN, Upper School Principal and TY SMEINS, Upper School Vice Principal, Pudong

If we had to sum up the entire 2010 – 2011 school year at SCIS Pudong Upper School, we could do so in two words: 'busy' and 'successful'.

The number of events at SCIS Pudong continually grows and so it is no wonder that the school year seems to pass by so quickly. This past year has been anything but boring. The number of events that have taken place over the course of the year surpassed fifty, so if one of our objectives is to keep our students engaged in school life, this has been achieved.

Individual events are only part of the story, as our students have also taken advantage of a wide range of activities throughout the year. This year, SCIS Pudong teachers sponsored almost sixty sports teams, service groups, arts groups

and others as after school activities, and student involvement in all of these is at an all-time high.

The second adjective to best describe the school year would be 'successful'. Those who had the pleasure to attend or be part of one of our events would have seen firsthand the dedication and talent our students and staff exhibit. It is nothing short of remarkable. It is even more remarkable to consider that all of this was completed at the same time that we concluded our last of the AP courses and inaugurated the IB program.

Throughout all of this involvement, our students remained hardworking and studious in the classroom. Teachers continued to hold their students to high standards, providing a strong and bal-

anced education. The academic strength of SCIS-HIS was demonstrated once again with our usual well above average SAT scores and with the college acceptance letters that have rolled in for our seniors from some of the top universities in the world. Our international community continues to foster an atmosphere of kindness, respect and appreciation of other cultures.

We would like to extend a 'thank you' to all of the students, staff and parents that contributed to our immensely busy and successful year. As you are well aware, SCIS-HIS is a very special family and we are proud to have all of you as part of it. An extra special thanks goes to the class of 2011. Your contributions to our school were beyond measure. You will be greatly missed.

Onward to 2011 – 2012!

# Pudong and Hongqiao Students in Math Olympiad

by KARIN VALENZA, Math, Pudong and JOCELYN KERR, Math, Hongqiao

SAMPLE PROBLEM from TEAM Event: On his farm Old MacDonald has 3 cows for every 2 ducks, 4 goats for every 3 chicks, and 5 goats for every 3 ducks. If the total of chicks, cows, ducks and goats is between 150 and 200, how many ducks does Old MacDonald have? (See end of article for answer)

Recently, Middle School students from both the Pudong and Hongqiao SCIS campuses participated in the An-

nual ACAMIS Math Olympiad. Hosted by YCIS-Century Park Campus in Pudong, students had the opportunity to challenge themselves mathematically, while working on solving engaging problems.

Eighty students from seven schools participated in the event individually as well as in teams. Martin Jang, SCIS Hongqiao student, battled through some very tense tie-breaker rounds to finish in second place overall. Congratulations to Martin!

Along with the certificate of participation and t-shirt, Martin's trophy and a



great day, the camaraderie between the two SCIS campuses was certainly among the highlights of the day. We are proud of our teams and we are already looking forward to future mathematics competitions. *Answer: 36*

# Stages of Language Development

by CHRISTI CHASE, Learning Specialist, Pudong

Learning a different language can be a fun and challenging prospect for anyone. Different children learn languages at different rates. It is important to keep this in mind and not to put too much pressure on a child to learn a second language at too fast a rate.

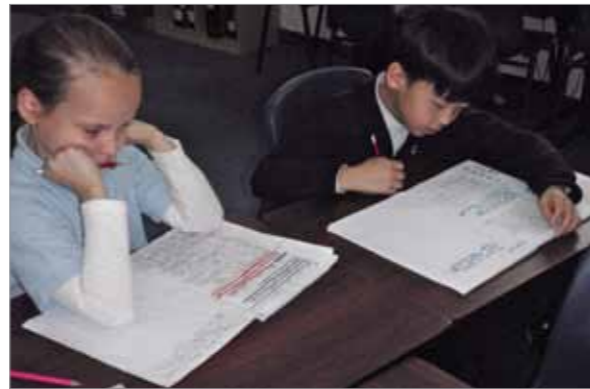
There are different stages of language acquisition that children go through and some students may stay at a certain stage longer than others. The first stage is called pre-production and this is usually a silent period where children are first introduced to the new language and are not really even trying to use it just yet. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking.

The second stage is early production. Students have usually developed close to 1,000 receptive/active words (that is, words they are able to understand and use). Dur-

ing this stage students can usually speak in one- or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.

The third stage is called Speech Emergence. Students have usually developed approximately 3,000 words and can use short phrases and simple sentences. Students begin to use dialogue and can ask simple questions, such as "Can I go to the restroom?" and are also able to answer simple questions.

The fourth stage is called intermediate fluency. Students have typically developed close to 6,000 words and are beginning to make complex statements, state opinions, ask for clarification, share their



thoughts, and speak at greater length.

The fifth stage is called advanced language proficiency. Student at this stage will be near native in their ability to perform in content area learning. By this stage students have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support.

## ESOL Learners Are Fearless

by DANIEL MORAGA, ESOL, Pudong

ESOL (English as a Second or Other Language) is a class unlike others at SCIS-HIS. Even though it is academic by definition, it is actually a course that requires students to talk... a lot. In ESOL class, students do not need to raise their hands nor do they need to continually work on anything for more than 15 minutes. The idea is to get their minds processing the language fast. We are always moving, working in groups, changing groups, talking, asking questions. I believe the more comfortable and excited an individual is while learning a language, the faster they will acquire it. I was pleasantly surprised when a mother's translator came up to me telling me the son sings songs from class in the shower. Knowing this is happening leads me to believe that my students are happy, learning and excited to come to class.

The second semester of ESOL saw students learning and practicing both phrasal verbs and all of the perfect verb forms. Further, students worked with the

non-fiction units "The British Schindler" and "Social Networks", both of which provided relevant contexts and vocabulary to not only interact with, but also apply in their subject classes. Additionally, as a result of a mandated unit by the Chinese Education Department, students were able to learn about their home in China, creating group presentations on Chinese cultural holidays, making dumplings, and learning Tai Chi.

Much of ESOL is participation-based in order to acquire the language speedily



and efficiently. Students participate with other students, interacting with the material through exercises and games, and even singing songs. Our number one rule is NO FEAR. The more a student speaks English in class, the faster the student will acquire it. That is why we insist on a fearless class that does not feel embarrassed when mistakes are made. As a result, students are happier and more confident in applying the concepts they learn. Sound like fun? In ESOL class, of course it is.

# Language Diversity Embraced Via ESOL

by KRISTINA WASHINGTON, Lower School ESOL Specialist, Hongqiao

The SCIS-HIS student body represents countries from all over the world. The plethora of languages spoken here on campus becomes evident when you walk near the field at recess or visit the cafeteria during lunch. Our students often communicate with each other in one, two, or even three languages during a quick game of tag on the playground. How do these students adjust to speaking English during class? Who helps students with limited English? The English as a Second or Other Language Program, commonly referred to as ESOL, embraces the language diversity here at SCIS-HIS while promoting and assisting English acquisition in the classroom.

In the lower school, ESOL is a daily 40-minute specialist class. During this time, students participate in a variety of activities designed to support their receptive, verbal, and spoken English. Many of the activities have a "real life" aspect as

well allowing students to practice scenarios that may take place outside of the classroom. Some of the lessons this year have required students to debate, participate in self-created plays, and work as teams to write themed stories. ESOL gives students the space to build confidence in their English abilities, further preparing them for the classroom and beyond.

At SCIS-HIS, community is essential to student success. The ESOL program provides a wide range of opportunities for families to become involved and keep informed of current activities. Coffee Mornings are held on campus to give information about the process of language acquisition. During these gatherings, parents and administration come together to share questions, concerns, and goals. The ESOL web blog keeps the community informed of projects and lessons occurring in the classroom.

The ESOL team eagerly supports the heart of our diversity and encourages



confidence, independence, and growth. As our community grows, our program continues to expand and reach the needs of our varied group.

## ESOL Services at Hangzhou International School

by STEVEN STANKIEWICZ, ESOL Specialist, Hangzhou International School

The ESOL (English as a Second or Other Language) classroom is always full of activity: listening, speaking, reading and writing. The energy level is always high and all the students remain engaged with the lesson. The students listen to each other and to the teacher and since there is an adequate mix of ethnic and national backgrounds, everyone is required to communicate in English. Students share their learning experiences with each other, thus making the entire process seem easier.

Peer communication certainly moves the learning process in a positive direction. Also, it seems as if the language acquisition process is also accelerated.

Hangzhou International School follows a "natural" progression of language acquisition. First the students listen to the rhythm of English. Second, they begin to use various words and phrases and express themselves in a "new" language. Activities involving TPR (Total Physical Response) keep everyone excited and interested. Finally, the students are guided into reading and writing skills. This strategy is rigorous and relevant as shown by the recent results of the NWEA examinations. At Hangzhou International School, our students perform as well or better than comparable international schools in Asia on the NWEA in reading and language skills. Many of our classes had far beyond



Manon DaFonseca, student, working with Mr. Stankiewicz

grade level expectations in advancement over the course of the year with students in the ESOL program making the greatest strides forward. All the Lower School students exceeded expectations this school year at HIS.

# A Reflection on One Year at HIS

by ROBERT VANDER EYKEN, Head of School, Hangzhou International School

As I write this article of reflection on my first year in China, I have somewhat of a dilemma. I want the world to know about the gem I have discovered here but fear I may detract from its brilliance. I am awaiting the smiling faces of boys and girls arriving for another day at Hangzhou International School. This is a special place. I hope that anyone from beyond our special community who is considering coming to our school can appreciate the uniqueness and special qualities of living in Hangzhou and being part of this school community.

It is not hard to describe why living in Hangzhou is so good. The attitude here is family centered, into nature and the outdoors, appreciative of living in an ancient Chinese city full of shrines and temples and the sense of living in a "village" of six million. This is a city where an urban lifestyle can readily be combined with an afternoon hike in the forest. It is not hard to understand why year after year Hangzhou is rated as one of the best places to live in China.

Our HIS community is special as well. Perhaps it is due to the size of the expat community in this city. We are few and that

brings people together from a wide range of nations. Children instantly are integrated into the student population, there are no cliques. We are supported by an incredibly active Parents and Friends Association. Their efforts to galvanize the community is reinforced by a growing number of corporate and business leaders that recognize the important role of HIS, the only international school in the city, in the lives of Hangzhou expats.

We are blessed to have such dedicated, tireless educators at HIS. Teaching is not a nine to five job, especially at HIS. Our teachers are very dedicated to this community. If it was within my power to change people's plans to: get married, take up graduate studies, alter their spouses careers, or just take away the wanderlust of international teachers, I would happily work with every one of our departing teachers again at HIS.

The first students are starting to trickle onto campus and I see in their exuberant faces the reason for being in Hangzhou. A school is people, interaction between children and adults, immersed in the most beautiful and human of all experiences – learning. I know there is no place I would rather be at this moment than Hangzhou International School.

# Exchange Visit from AIS Vietnam

by LILY ZHOU, Mandarin, Hangzhou International School

THIS SPRING, 20 students from American International School Vietnam (AIS) visited Hangzhou International School. They visited as the culmination of an international exchange project between Mandarin students at AIS and HIS.



Mr. Van der Eyken welcomed our visitors. In return, the teachers and students from AIS presented him with a traditional gift to show their thanks for being invited to Shanghai.

Our exchange began with introductions amongst the HIS and AIS students. Students from AIS who are learning Mandarin traveled to HIS for this "China Culture Trip". They prepared two Imovies about Vietnam and their school, which included details about food, traffic, traditional clothes and other useful information about life in Vietnam. During the Imovie, they shared some traditional Vietnamese food with HIS students and teachers.

Our Mandarin teachers then divided the students up into groups to facilitate conversation. Both schools' students had



lively exchanges and did their best to try to communicate in Chinese. We concluded the day with a song in Chinese named, "Friends".

It was a wonderful opportunity to welcome other international school students into our school. The AIS students enjoyed their visit and the opportunity to practice their Chinese conversation within a Chinese setting.

# HIS Art Went Public in 2011

by REBECCA JARDIN, Upper School/Lower School Art, Hangzhou International School

We have had huge success this year with promoting the gorgeous art produced by HIS students.

It has been the goal of the art program to get the artwork seen by as many people as possible. Through an Art Blog, which has had over 6000 views worldwide along with regular newsletter articles released, the word has spread about our students' achievements throughout the school and local community.

We have held two major art exhibitions this year. One was held in Hangzhou at SC Pottery. This event was publicized in Chinese newspapers, websites and on TV. Through visits by local schools and citizens as well as being featured through a popular Chinese events website, many are seeing how incredible our talented art students are. Our final art exhibition was a huge success as well and was a true celebration and reflection of the importance of art within society.

Along with the success this year of art competition awards, students' work being published in the ACAMIS art book "ART on the Go" and in the Shanghai Daily, two students were also accepted into artschools. Along with all of this, we have also released an Art calendar, which is currently on sale at HIS. The proceeds helped fund the *Habitat for Humanity* annual project. On this trip, students and chaperones traveled to Chahe Village in Yunnan to help villagers rebuild homes which had been lost. It was a tough but very rewarding experience. None of this would be possible without the fundraising, donations and calendar sales.



# Stepping Forward



Alex Chai - Hangzhou Hult International Business School, London, England



Hyeon-Jong MIN - Pudong Hong Kong University of Science and Technology, with a scholarship

C H I N A



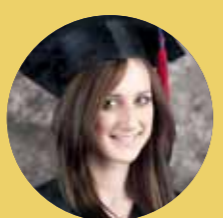
UNITED STATES OF AMERICA



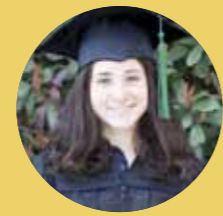
Jonathon Kim - Hongqiao Penn State University, Pennsylvania



Michelle Hao - Hangzhou University of California, Berkeley

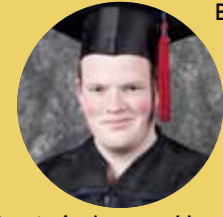


Anastasiya Systemko - Hongqiao University of Washington



Christinne Pujol - Pudong Liberty University, Lynchburg, Va

Kendall Greenland - Pudong Lawrence University, Appleton, WI



Austin Anderson - Hongqiao Centre College



You Song Kim - Pudong Michigan State University



Julia Zhu - Pudong Vanderbilt University, Nashville, Tennessee



A U S T R A L I A

Julia Pereira - Hongqiao Monash University, Australia

## LIST OF UNIVERSITIES

Aberystwyth University  
Asbury University  
Auburn  
Auburn Business School  
Auburn University  
Binghamton University  
Boston College  
Boston University  
California Polytechnic State University, San Luis Obispo  
Centre College  
Chaminade University of Honolulu  
University of Minnesota Crookston  
Chapman University  
Durham University

SOAS (School of Oriental and African Studies), London  
Northeastern University, Boston  
East Arizona College  
Emory University, Atlanta, GA  
Emory Oxford University  
Fordham  
Miami University, OH  
University of San Diego  
Florida State University  
Furman University  
Hong Kong University  
Hong Kong University of Science and Technology with a scholarship  
Hult International Business School—London, England  
University of Washington—Seattle

Santa Monica College  
Dakota State University  
Indiana University  
James Madison University  
Kingston University in London  
University of Northampton  
Lancaster University  
Lawrence University, Appleton, WI  
Lewis and Clark College  
Malone University  
Michigan State University  
Monash University  
New York University  
Northern State University  
Oxford College of Emory University  
Penn State University  
Pepperdine University

Queen's University  
Rice University  
Rutgers University, Camden  
Savannah College of Art and Design, Hong Kong  
Seattle University  
Simon Fraser University  
Sofia University in Tokyo  
Southeastern University  
SUNY Binghamton  
Syracuse University  
Temple University, Japan Campus  
Trinity University  
UC Davis  
UCLA  
University of Arizona  
University of British Columbia

University of Calgary  
Liberty University, Lynchburg, Va  
University of California, Berkeley  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles  
University of California, San Diego  
University of California, Santa Barbara  
University of California, Santa Cruz  
University of Denver  
University of East London  
University of Exeter  
University of Illinois at Urbana-Champaign  
University of Manchester  
University of Miami  
University of Nebraska Lincoln  
University of North Carolina, Chapel Hill

University of North Carolina, Wilmington  
University of Redlands  
University of San Francisco  
University of Sheffield  
University of South Dakota  
University of Southern California  
University of St. Thomas, St. Paul, Minn.  
University of Surrey  
University of the South: Sewanee  
University of Toronto  
University of Toronto: School of Commerce and Management  
University of Victoria  
University of Washington  
University of Washington-Bothell  
University of Western Ontario  
Vanderbilt University, Nashville, Tennessee

# SCIS Students Win Platinum Prize

by JESSAMINE KOENIG, Language Arts, Hongqiao

Four SCIS Hongqiao students took the top prize for an international web design competition cosponsored by the US Department of State and Global Schoolnet. The award recognizes web projects that best teach about the importance of international affairs and diplomacy. Over 341 student teams from 30 countries participated.

Four SCIS students, Nicole Duffy, Lif Nelander, Filippa Rosengren, and Jennifer Yeung created a website titled, **International Adoptions and Diplomacy**, to show how adoptions between different countries can help to strengthen the diplomatic bonds between them. Their project can be viewed: <http://www.wix.com/dufn50216/dtd-international-adoptions>.

These SCIS students interviewed teachers, parents, and orphanage managers to discover the diplomatic interactions involved with international adoptions.

They also held a bake sale to help raise funds for the *Half the Sky Orphanage* in Nanjing. Their research and actions resulted in the top prize for the competition.

Each student member of the winning Doors to Diplomacy teams will receive a \$2,000 scholarship. In addition, the winning coaches will each receive a \$500 cash award. Judging was performed by student peers and educational professionals, with the final selections made by a team of Department of State judges from the Bureaus of Public Affairs and Educational and Cultural Affairs. The winning sites will be linked from the Department of State's youth site at <http://www.future.state.gov>.

Global SchoolNet, <http://www.globalschoolnet.org>, is a non-profit, Internet-based education program. The Doors

Nicole Duffy, Beatrice Camp (United States Consul General), Jennifer Yeung, Lif Nelander, Jessie Koenig (coach). Not pictured: Filippa Rosengren



to Diplomacy Award was specially created for CyberFair, a contest that encourages students and educators to join together to build high-quality, educational websites on a variety of topics.

Further detail on the Doors to Diplomacy projects is at <http://globalschoolhouse.org/doors>.

# Hongqiao Dance Program is Preparing Students to Fly

by SARAH BAILEY and MELINDA TATUM KAISER, Dance, Hongqiao

THIS HAS BEEN an amazing year for the SCIS Hongqiao Dance Department. It has been the first year of a formalized dance program at both the Upper School and Lower School levels. This year has also featured a new studio space in the Upper School, which has been utilized as a classroom as well as a performance space by both the dance program and the theater program.

This year in Upper School, we have studied the basic elements of dance and technique as well as covering several genres including: modern/contemporary, jazz, hip-hop and elementary ballet. Students at various grade levels have explored yoga, dance class and performance etiquette, and anatomy amongst other topics. The program has been carefully designed so students develop technical, theoretical and artistic skills, to create well-balanced and healthy dancers.

As a portion of their assessment, all dance students participate in dance presentations. Along with showcasing our young dancers, costumes, make-up, hair, lighting and props are all an important component of any final presentation. However, the educational value of performance goes much deeper. It stretches our students to become creative problem solvers, team players, expressive individuals and artistic thinkers.

Our final Upper School concert of the year, "Reflections", celebrated the culmination of our yearlong study of dance. The final piece, "Human Behavior", was a collaborative project, combining student-created movement phrases and their study of African-American modern dancer/choreographer Bill T. Jones. 76 dancers, 7 contemporary pieces, 4 jazz dances, 3 hip-hop numbers, 1 guest artist and 4



video shorts rounded out the full evening of performance that was 'Reflections'.

The students' experiences this year helped to grow the roots of a strong dance arts program. When we reflect back upon our year, we are proud of all the students' hard work, passion and commitment to dance. They have grown by leaps and bounds.

# Seussical Production Proves Magical

by ALYSSA ALLGAIER, Drama, Hongqiao

Oh, the things you can think, think and wonder and dream, just as far as you dare. When you're thinks have run dry, in the blink of an eye there's another think there. If you open your mind, oh the thinks you will find, lining up to let loose. Oh, the things you can think, when you think about Seuss!" This is what was left in the minds of every child, student, parent, teacher, and performer following the SCIS Spring Musical, *Seussical Jr.*

The musical incorporated 15 books from the beloved children's author and illustrator, Dr Seuss. The storyline is orchestrated by the Cat in the Hat (Carlyle Reid) who brings the imagination of Jojo (Nick Polonio) to life. Jojo's imagination is let loose as he brings in the Jungle of Nool, and all of its crazy costumed animals, with Horton the elephant (TJ Gourlay) protecting a clover with tiny people on it! For "a person's a person no matter how small!" Horton is eventually talked into sitting on an egg, whilst completely oblivious to a one-feathered bird (Lotta Sandborgh) who has fallen hopelessly in love with him. Now that's a lot of thinks that got let loose on stage --- not to fail to mention the blue-haired Things (Libby Ni and Kaori Hida) and green eggs and ham also flying around!

It was the most colorful and high energy show that I have ever directed and it took a team of amazing women that I was proud to work alongside, to manage such an undertaking. The choreography by Ms Melinda Tatum Kaiser was fantastic, and the costumes, organized by Ms Sarah Bailey were unreal! Thanks to Ms Angela McKeown, our singing was at its best ever and thanks to Ms Kelly Webber & Ms Lis Wilson, we had a solid set to dance on!

Over 60 students were involved in the cast and crew and Ms Webber's IB students helped with the light design. The success of the show was proof in the students' faces, as they were full of expression and delight! Now the big question on the table, "What will be next year's spring musical?" Let's just say that we are lining up those thinks now!



# High School Reflections

by JOANNE BURKE, Upper School Vice Principal and IB Coordinator, Hongqiao

*"Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness..."*  
<http://www.ibo.org/diploma/index.cfm>

Although the above statement is specific for students in the International Baccalaureate program, it certainly reflects what we believe at SCIS-HIS. The 28 teachers who have delivered the IB program this year have a total of more than 85 years of experience of teaching the IB Diploma between them and at least 6 of them (us) are or have been IB examiners. In January, we hosted 270 teachers from IB schools in and around Shanghai for a day of sharing ideas about assessment and learning strategies. In May, the SCIS IB teachers also collaborated in developing resources

and units of work for the new Language courses for the coming school year. The open-minded inquiry that is a result of students contemplating the complexities of contemporary life through their Theory of Knowledge (TOK) studies, flows over into their IB Extended Essays project. Students find the 4000 word essay a challenge, but the feeling of achievement gives students the feeling that they can tackle anything in the future. The CAS program is also a major part of the IB program, involving students in many activities of Creativity, Action and Service. Students have assisted charities through giving time and financial aid as well as projects increasing awareness of environmental issues and other worthy causes. The 9th and 10th grade years parallel the IB experiences described above. Leila Clarke's (grade 10) history essay analyzing

the relationship between Japan and Korea won 1st prize at the International History Day; an amazing accomplishment. All grade 10 students participated in the Doors to Diplomacy educational initiative, with four of our students winning the top honor – the platinum award (see related article about this award). Our high school students have been involved in many other events and all will have a personal story to share about the challenges faced and the 'personal bests' achieved. The SCIS yearbook celebrates many more accomplishments and events from the active high school this year. As I complete my time here at SCIS-HIS, I want to thank the parents who have allowed me to work with your children during these very significant and challenging years of their lives. I wish you all a very happy and successful future.

# Hongqiao Band Travels to Hawaii

by MINDY RUSKOVICH, Band, Hongqiao

MEMBERS OF THE SCIS Hongqiao concert band traveled to Hawaii for their first-ever overseas tour. This 8 day excursion was the culmination of many months of planning, practice and fund raising. SCIS Hongqiao and Kamehameha School band students have developed a great relationship having been pen pals since 2008. The two bands finally met in person, giving a wonderful concert together at Kamehameha School, Hawaii Campus this past May. They were greeted with a chant in Hawaiian from the students and flower leis from their band. At the Hilo Band Festival, the crowd was particularly excited when they heard there was a band coming from China to perform. A bit of explanation was required to explain why there were students from 15 different countries up on stage rather than Chinese musicians. The performance was excellent and ended in high praise from several judges and the highest possible rating from another. Once the band reached Kailua-Kona, they began the jazz portion of the tour, performing at Keauhou Shopping Cent-

er along with Kealakehe High School. The concert featured many SCIS students improvising during their solos, and even featured all of the drummers on the last piece, *Sing, Sing, Sing*. From the Tsunami museum to the Imiloa Space Observatory to Volcanoes National Park, the tour days were also filled with a lot of fun, sun and great Hawaiian adventures. In Kona, the band had a fantastic snorkel trip where we were surprised by a visit from a pod of Hawaiian Spinner Dolphins. The Hawaii tour ended with a traditional luau, featuring hula dancers, fire dancers, live musicians, and of course, the Kalua pig and other traditional Hawaiian food. Despite the hours of preparation, extra rehearsals before and after school, and an entire year of fundraising, this was truly a trip of a lifetime. The culture in the band room has moved from band class being fun learning and an



activity to keep busy, to something they share and they now realize that music can take you to amazing places and can satisfy a deep artistic human need.



# It's All Happening in the Library

by MARGIE DE VILLIERS, Head of Libraries

Students preparing for exams, art on display, team projects and meetings held in the library spaces, and the simple refuge of a quiet spot with a good read – this is the hustle and bustle that is an SCIS library. As summer approaches, there is more: books to gather, to sort and to re-distribute and account for, as well as plans to make and seeds to sow for our ever evolving library. Amongst all this busyness, the joy that can so often be overlooked in a library emerges. The following illustrates this perfectly.

**Storytelling at the Early Childhood Education Campus**  
 By JU JU CHEN, Grade 5 Student, Hongqiao

So I was looking for a new book to read in

the Upper School Library, (which, by the way, is literally a *book heaven!*) when I saw and heard Ms. Margie, our librarian. She was talking about an opportunity to go story telling at the ECE. When I asked if I could go, she said yes. Like all good readers, my love of reading started by being read to by both my parents. I have always hoped for a chance to give the little ones the inspirational gift of books by reading to *them*. I was really delighted by the idea that I might light someone's love of reading that they didn't even know they had! My day at the ECE proved to be tiring and hard, but as rewarding as the presents under a Christmas tree. At one point, a preschooler asked if I could go



to her own house and read to her! Their charming smiles and the adorable laughing of everybody were like trophies and medals to me - and I hope I can get another chance to go again and sprinkle some light on everyone's talent of reading – whether they have found it or not.

# Calligraphy Honors

CONGRATULATIONS TO Bina Stange in Grade 4, Mrs. Bello, for being awarded 2nd Prize for her calligraphy skills in the 16th National Primary and Secondary School Calligraphy Competition. This is a national contest run by the Chinese Bureau of Education, Arts Department. As the competi-



tion was open to students throughout China, Bina's award is quite an accomplishment.



# Summer Reading List

SUMMER TIME is reading time! The days of summer hold such potential to get lost in a good book. Here are a few that might pique your interest as you while away the non-school days.

For those of you who may only be starting school next year and are full of all sorts of questions and wonders about what will lay in store for them, the following might help to calm some nerves:

**Books for reluctant readers:**

- Bunting, Eve. *The Hideout*
- Byars, Betsy. *The Pinballs*
- Conrad, Pam. *Stonewords: A Ghost Story*
- Coville, Bruce. *Aliens Ate My Homework*
- Howe, Deborah. *Bunnica* series

- Scieszka, Jon. *The Time Warp Trio* series
- If you like Harry Potter, you might like these:**
- Alexander, Lloyd. *The Book of Three*
- Billingsley, Franny. *The Folk Keeper*
- Colfer, Eoin. *Artemis Fowl*, Artemis Fowl series
- Cooper, Susan. *The Dark Is Rising*, Dark is Rising sequence
- Dahl, Roald. *The Witches*
- Duane, Diane. *So You Want to Be a Wizard?*
- Ibbotson, Eva. *The Secret of Platform 13*
- Lewis, C.S. *The Lion, the Witch and the Wardrobe*. 7 books in this series
- Riordan, Rick. *The Lightning Thief*, Percy Jackson and the Olympians series
- Sage, Angie. *Magyk*, Septimus Heap series

# China Trips, Hongqiao

By TIM McDERMOTT, Language Arts, Hongqiao

What a year for China Trips, five hundred students, fifty teachers and six amazing destinations. The 6th annual China Trips at SCIS Hongqiao were bigger and better than ever.

Under the leadership of Jan Brumby, our gallant 6th graders spent an eventful week in Xi'an, climbing mountains, riding bikes, and creating their own terra cotta warriors. For many, it was their first time traveling without their families, but they found comfort with familiar teachers and close friends and enjoyed their newfound independence.

Clare McDermott did a wonderful job leading the adventurous 7th graders on their annual sojourn to Beijing. They indulged in Peking duck, climbed to the heights of the Great Wall and spent an eventful overnight train ride home to Shanghai. They rose early and ran all day, enjoying historical sites like the Forbidden City and artistic venues; watching students practice their skills for the Peking Opera.

Our 8th graders, under the guidance of Dr. Nina Markham, had a fantastic journey to Yangshuo. It was an active trip, the students rode bikes, went rock climbing, played water games as they kayaked, cooked their own lunches, and ambled down West Street. Students cheered each other's successes and gained confidence as they tried each new activity.

Baby pandas were the highlight of the 9th grade visit to Chengdu. Tim Mc-

Dermott led his energetic charges through the bamboo jungles of the panda reserve as well as the sedate tea-houses on a trip that sampled the culture of a lovely city. What an amazing journey for the SCIS freshman class, eating hot pot and running wildly down Mt. Emei Shan.

Our 10th graders conquered the rolling sand dunes of Inner Mongolia, and Lis Wilson led this adventurous trip. There may be some debate as to whether the camel riding or sledding down the sand dunes was more fun...or perhaps it was Mongolian wrestling. These students caught a glimpse into the lives of our neighbors to the north, living in a region so very different from the bustle of Shanghai.

Our eldest students were led by Jessie Koenig into remote villages in the Guangxi Province. She guided a dynamic group of

11th graders on a service trip that challenged the students' comfort zones. Far removed from the luxury of their homes, they worked hard and made a positive impact on some lives in rural China. Students relied on each other as they met the

demands of labor and enjoyed a camaraderie that only comes with accomplishing a difficult task.

Overall this year's trips were the biggest and best yet with adventures, experiences, and memories to last a lifetime.



# Fun and Service Found Near Guilin

By ANYA HENNING, 11<sup>th</sup> Grade Student, Pudong

THE 11TH GRADE STUDENTS traveled to a small village outside of Guilin for our China Trip. We focused on community service and helped in the local village we stayed in. There was a lot of hard work put into the trip, but we had a lot of fun. We farmed chili peppers and made an incinerator for their garbage so the littering in the village would be reduced. We renovated a school, and taught the local kids English. I think that was one of my favorite aspects of

the trip. Getting to spend time with these kids was not only a blast, but also gave me a better insight into their lives. The children came to school multiple days in a row in the same clothing, and it made me realize how much I am blessed with. Overall the trip, although exhausting, will be one of the highlights of my year.



# HIS 8th Graders Journey South

By STAFF WRITER

XIAMEN, in the Shangdong Province, is a beautiful city located in the south of China. The variety of culture, beauty and good food amazed the HIS 8th graders.

Amongst other sights, they visited a Hakka village. The village was situated on the top of a mountain and featured a traditional communal residence called a "tulou", meaning earthen building. Students were amazed at how tall the buildings were although made completely out of soil.

The grade eights also had a chance to experience the traditions and culture of the Hakka people. Two lucky students from HIS were selected to experience a traditional Hakka wedding with Sam Park and Ali Al Awadhi as the lucky bride and groom! The traditional Chinese wedding style was a stark contrast to a

# Yangshuo is for the Adventurous

By ANAIS GAILLET, 10<sup>th</sup> Grade Student, Pudong

THE CHINA TRIP for the 10<sup>th</sup> grader students at SCIS Pudong took us to Yangshuo, a rustic village in the beautiful area of Guangxi province. The landscape alone is magnificent, with its steep green mountains that rise up out of flat plains perfectly suitable for biking, one of the many activities on our agenda. When it was time to leave, no one could understand how five

such eventful days could have past so incredibly fast. This trip was a great opportunity of bonding between students and advisors, and helped us discover other aspects of our lives and abilities. Some overcame their fears, such as of heights, and some learned to persevere until they completed the task. We all came back with an expanded horizon, ready for a new challenge and looking forward to next year's China Trips.



western style wedding and the students were highly amused by the "marriage" of their classmates.

"The Xiamen trip this year was definitely a sweet, sweet experience. It was a nice opportunity to bond and get to know each other. Throughout the trip, we've faced a couple [of] challenges but we came together and everything turned out to be all right. My favorite [part of the trip] was definitely being on the island and doing the bike ride. I loved the view of the beach and ocean," said student Vicky Wang.

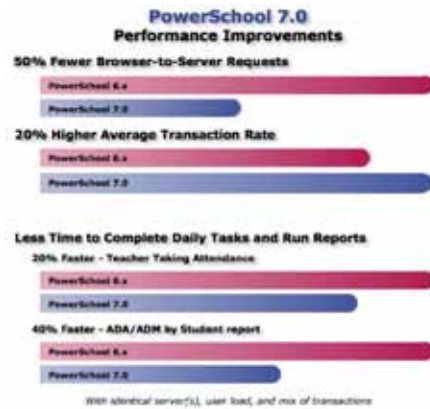


# And A New Year Dawns

by CHRIS MCANALLY, Director of Technology

When I went into the software business, my father gave me one piece of advice, "Stand for something, but never stand still." Without core values, what we do in life is meaningless, but stagnation leads to extinction. My father likes trite-sounding quotations, but it holds up. Technology is never the same. Cutting-edge technologies fade, die and are replaced by a newer generation, and new fads sprout like weeds and die as quickly. The fun in my job comes from trying to spot the flowers, step around the weeds, and provide a technological garden that can satisfy the community.

## Powerschool 7



Over the summer, Powerschool will be upgraded and enhanced. We are replacing the current server with two, to enhance response time, and performance for our teachers, students and parents. In tests, it is showing a marked improvement in user experience. Furthermore, Pearson is releasing a new version of Powerschool, version 7. Powerschool 7 has a great number of enhancements including:

- Multilanguage - Powerschool can now produce an interface in multiple languages including: Arabic, Chinese (traditional and simplified), French, Korean, Spanish and others.
- Multilingual Reporting - Power-

school can now produce report cards with text in multiple languages. Now, our Chinese and Korean teachers can write comments with characters in their native language. For example, a Mandarin teacher could write comments illustrating that the child had trouble writing

- A variety of enhancements to the teacher-portal, including the ability to contact mom and dad directly from the gradebook.

## School Websites

We will be giving [www.hischina.org](http://www.hischina.org) a facelift to bring the appearance in-line with [www.scischina.org](http://www.scischina.org) and providing a back-end for community members to log in to and make information a bit more private, parents will be able to login to the site with their Powerschool account username, but a different password.

We will be retiring [www.scisdragons.net](http://www.scisdragons.net) gradually and moving everything into [www.scischina.org](http://www.scischina.org). Similar to the [hischina.org](http://hischina.org), the site will maintain a slick front-end and provide a back-end for parents once they login using their Powerschool username and (initially) a default password. Off of [scischina.org](http://scischina.org) the school will host:

- [www.scischina.org](http://www.scischina.org) - the home portal and repository of all school information
- [students.scischina.org](http://students.scischina.org) - (our school current SNAP network) hosting class & student websites and providing the main educational portal
- [moodle.scischina.org](http://moodle.scischina.org) - our school Moodle hosting additional online courses
- [pd.scischina.org](http://pd.scischina.org) - the Pudong campus page hosting a teacher directory and campus news (available by logging into [scischina.org](http://scischina.org))
- [hq.scischina.org](http://hq.scischina.org) - the Hongqiao campus page hosting a teacher directory and campus news
- [podcast.scischina.org](http://podcast.scischina.org) - our school podcast server providing a way for

teachers & students to publish media online and embed them into their websites. It also provides project-based wikis

- [store.scischina.org](http://store.scischina.org) - an online store for community members to order additional uniforms, cups, computer accessories, and more

With this, we hope to provide a more cohesive and integrated online learning environment. Integrated into the portal are online calendars, subscribe-able through iCal feeds. Our goal is to provide an integrated calendar system which would show all a child's calendars, gradebook calendars, activities, and campus calendars in an integrated page.

## New Macbooks

This marks the fourth year of our largely successful 1-1 Laptop program. As we started with high-school many of our seniors have had their computers for 3 years. Students entering their fourth year will now be issued new Macbooks for their last school year. Additionally more new Macbooks will be added to the primary school to help their technology education.

## Smartboards

You may have noticed them, but more Smartboards than ever are entering our schools. These devices are excellent at providing more interactivity in the classroom and keeping students engaged in complex lessons. We are also evaluating response devices, or using mobile devices like Android devices or iPod touch or iPads in the classroom to provide opportunities for direct engagement and immediate response for students in the classroom.

## The Old Year Retires

It has been an exciting year for the community. We wish departing seniors well, welcome new members to our family and prepare for more learning opportunities.



# Where the End is in Fact the Beginning

by DANIEL ESCHTRUTH, Director of Development

As we come to a close on the 2010-11 school year, it is rather fitting that the highest form of celebration for our departing grade 12 students is called a "Commencement". A phrase that means 'to begin' marks the final moment of a student's career at SCIS-HIS. Why is this? Well, SCIS-HIS understands that though it may be the final day of school, it is actually the beginning of the next phase in their lifetime of learning.

I was very pleased to be able to attend all three campuses Commencement ceremonies. Once again, I was impressed by the wide-ranging talents and skills of these students. Many students gave encouraging and well-presented speeches to their fellow classmates and inspired them to use the skills they have developed to take advantage of their futures. Each campus also presented an *Award for Excellence* and an *ISF International Understanding Award*. The latter is awarded to a student who embodies the spirit of diversity and has upheld, throughout their school career, a high level of global awareness. This is probably one of the most difficult awards to give, because so many SCIS-HIS students exhibit this quality on a daily basis. It is because of this that as these senior students move forward, they are uniquely positioned to expand on their understanding of an internationally diverse community and translate that into strengths for future careers and leadership opportunities. They have been equipped with a global awareness that comes from more than simply having lived internationally - it comes from being in an environment that both nurtures and encourages thoughtfulness that expands beyond one's own cultural identity. This knowledge and understanding enables them to become leaders in the modern world and to make a success of their new beginning.

There are a number of other activities that also wrap up the end of the school year, and this makes it a very busy, yet rewarding time. There are the end of year performances in drama, music, and dance; the end of year examinations; awards ceremonies; the Upper school dances; farewell ceremonies, and much more. All the while, teachers and administrators are already thinking to the next year by beginning the process of creating the new classes, and filling them with a mixture of students, each with their own personality, opportunities, and traditions. They ready themselves and their resources for the arrival of new students

“They have been equipped with a global awareness that comes from more than simply having lived internationally - it comes from being in an environment that both nurtures and encourages thoughtfulness that expands beyond one's own cultural identity.”

and teachers, guaranteeing them a warm welcome and a smooth transition into the community. They focus their energies on ensuring that the school continues on the same growth and success of the previous years. The end of the year, here again, is clearly a time to focus on the new year ahead.

It is also a wonderful time for reflection, and as we remember the year's successes, it becomes all the more clear that what defines SCIS-HIS is the fact that it is not only academic successes that mark the strength of our program. Rather, it is the opportunities that are provided, in all areas, and are made achievable through the supportive foundation that is formed by the strength of our community. The faculty, staff, students and parents, who work together, to retain the strengths of old and to solve the needs of the new, illustrate this.

The ending is in actual fact another anticipated beginning, and to all of our SCIS-HIS Dragons, I sincerely thank you for all your contributions to our community over the past year and I look forward to everything that we will accomplish in the years to come.

SCIS and HIS are fortunate to have parent organizations called the Parents and Friends Association or PAFA on each campus. PAFA coordinates parent involvement within the school. SCIS and HIS parents are members of this organization and other adults with an interest may also join.

PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrators to plan events that help to make SCIS-HIS schools a unique experience for families, faculty, and students alike.

PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board. SCIS and HIS are proud of the high level of parent participation in their schools and value their partnership with the parent community.

## PAFA News Hangzhou

TWO MORE WEEKS TO GO and we all go home for the holidays or off to some other exciting location to get settled. Or we stay here, thinking about places to go where you don't feel the tremendous heat that will hit Hangzhou.

The Parent and Friends Association contributes a great deal to the community at Hangzhou International School. This year has been an excellent year for our committee as we had a lot of activities that were supported by so many parents. It all has to do with feeling welcome and comfortable in school, enjoying the nice atmosphere, the joy to get to know new parents and to see the happiness on the faces of the children when helping them with the activities. If we would not have the support of so many parents with all our events, we simply could not organize them. For example: did you know that we had 50 parents in total helping out with the Teachers Appreciation Lunch?

Please check the announcements section on the PAFA part of the school website ([www.hischina.org](http://www.hischina.org)) for regular updates. Contact us directly at [pafa\\_hz@scischina.org](mailto:pafa_hz@scischina.org).

## PAFA News Hongqiao

FOR SCHOOL YEAR 2011-12, the following will serve as PAFA Hongqiao Officers:

Co Presidents - Allan Gates & Jacqueline Krowinkel  
Upper School Vice President - Wendy Eldredge  
Lower School Vice President - Keiko Nakamura and Gayle Thams  
Early Childhood Education Vice President - Jessica Roemmich  
Upper School Boosters - Mun Cheun  
PR/Communications - Angela Anderson

PAFA is planning the first event of the school year on Wednesday, 31st August. The New Family Welcome morning is a great opportunity for new families to meet, learn more about the school and Shanghai life.

For more information regarding PAFA and the exciting events planned for the coming school year, contact Ailan Gates, [gatesailan@yahoo.com](mailto:gatesailan@yahoo.com) or Jacqueline Krowinkel, [jkrowink@gmail.com](mailto:jkrowink@gmail.com).

## PAFA News Pudong

ONE OF THE GOALS OF PAFA is to fund student events and provide "extras" that fall outside the school budget. Thanks to the success of fund-raising events like Bingo and Art Auction, we were able to grant an overwhelming amount of funding requests: Beanbags, microwave and fridge for the Senior lounge, sewing machine for the Art Dept., camera lenses for Yearbook and Modular Tech classes, additional magazine subscriptions for the US Library, camera lenses and wireless microphones for the Drama and IB Film classes, an underwater aqua camera for the Swimming program (jointly funded by LS and US) and a sound system for the fitness room.

In addition to funding things for our school, US PAFA has supported the Shanghai Healing Home this past year, by collecting diapers, wipes and baby formula. Thanks to the generous donations collected from SCIS Pudong parents, we will be completely sponsoring the Home's new medical room.

The US PAFA Board for the 2011-2012 has been formed and is looking ahead to another successful year. We'll be on hand to greet new and returning parents at the US Open House on August 17. Our first US PAFA meeting of the new school year will be Tuesday, September 13 at 9:30am in the US Conference room. All parents are welcome.

We are always welcoming new members! Please contact us at:

- Lower School PAFA Chair - Renae Darling, [darlingfam@yahoo.com](mailto:darlingfam@yahoo.com)
- Upper School PAFA Chair - Karla Quartuccio-Kluessendorf, [karlygirl@hotmail.de](mailto:karlygirl@hotmail.de)

## Advanced Degrees Offered On-site

by JEFFRY STUBBS, Superintendent of Schools

In January, 2011, SCIS-Hongqiao hosted the first cohort of students pursuing a Doctoral degree in education. Joining the nine SCIS-HIS faculty enrolled in the program were six other students from three other international schools in Shanghai and two students from other countries within the region.

Nova Southeastern University (NSU) is the sixth largest not-for-profit, independent university in the US, and is fully accredited by the Southern Association of Colleges and Schools (SACS). It is a comprehensive university offering bachelors, masters and doctoral degrees and is a pioneer in distance education, using the

'blended' format of on-site (face-to-face) and online instruction.

### Fischler School of Education and Human Services (FSEHS)

The Fischler school ([www.schoolofed.nova.edu](http://www.schoolofed.nova.edu)) is the largest School of Education at any university in the US and produces the highest number of doctoral graduates in education every year. Its programs are offered in 29 states in the US, as well as in 14 other countries. FSEHS currently has more than 14,000 students worldwide.

The second cohort of Ed.D program students starts Jan 2012 at SCIS-Hongqiao. See [www.nova.edu](http://www.nova.edu) for more information.



## State University of New York Master's Program

by NATHAN BAILEY, Grade 3, Hongqiao

TEACHERS IN INTERNATIONAL EDUCATION have many options to weigh when searching for a school in which to work and make a life around. One of the major factors that teachers look for are opportunities for professional growth. Educators must stay current on the issues that affect our students and schools in our ever changing world. SCIS-HIS stands out in this category as the school offers not one, but two degree programs, both of which mostly take place onsite at the Hongqiao campus.


This year, I have the honor of being the site coordinator for our Master's Degree program, which is offered through the State University of New York (SUNY) in Buffalo. The degree is 30 units and

takes about two years to complete. The first SUNY cohort (which began in the fall of 2008) graduated with their degrees in the spring of last year. You may recognize these graduates' names: from our Hongqiao campuses: Eva Christensen, Eduardo Zevallos, Jenny Chong, Dan Zimmerman, Julianna Zhu, Carolyn Zhang, Andrea Stubbs, Jenny Zhang, and Jessamine Koenig. From our Pudong campus: Karl Hilhorst and Monwei Yung. From our Hangzhou campus: Laura Sirotti Wong.

Our current cohort is once again comprised of teachers from all four campuses, but the school has also invited community members and teachers from other Shanghai schools to participate. Our diversity is a huge asset to our learning. We spend

much of our time discussing prevalent issues in education and we are lucky to have such a wealth of experience to call upon.

The cohort recently finished an online course entitled "Instructional Technologies". Current and future ed-tech tools were discussed and utilized such as wikis, blogs, webcasts, and podcasts. More importantly, lively discussions took place regarding the digital nature of our current student body and who the student of tomorrow will be. Some other class topics covered are effective teaching strategies, school-community relations, curriculum design, learning styles, and instruction and assessment. Needless to say, the SUNY Master's Degree keeps teachers on the cutting edge of their profession.



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