

Hangzhou International School · Fall 2018

DragonNews



Taking Pride in
Our Work
Having Goals
Celebrating Success
Positive Attitude





Table of Contents

From the Director

Taking Pride in Our Work

Admin Desk

Taking Pride in Our Work
The Secret of Success

School Highlights

Primary Years Programme
Middle Years Programme
International Baccalaureate

Activities

How to Choose Activities?

Athletics Program

Learner Profile Attributes

Dragon Moments

HIS Highlights

Creative Arts

Visual Arts

National Honor Society

Induction Ceremony

Tech Pagoda

Preparing Students Today for Tomorrow

Counselor's Corner

Social-emotional Skills
Language

Library

Academic Integrity

PAFA

Holiday Decorations



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From the Director

Dear HIS Community and Friends,

At Hangzhou International School (HIS), we serve over 650 students from over 50 nationalities with 1 single mission. Our mission is to provide international learners with opportunities to pursue academic and personal excellence within a caring community. Providing meaningful and challenging opportunities that address the intelligences, learning styles, skills, interests, passions, needs, hopes and dreams of over 650 individual students requires support from home and the dedication and expertise of a truly professional and experienced team of educators. In this edition of the DragonNews magazine, we share "Taking Pride in Our Work" at HIS.



Several years ago, we asked HIS faculty to describe what learning looks and feels like. This exercise contributed to the development of our vision for learning. At HIS, our vision for learning sees students that are actively engaged, included, motivated, committed, inspired, excited, challenged and... successful. Our learning program is rigorous, which we define as the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging. And our learning program is successful, as evidenced by the outstanding NWEA scores, which average well above the international norm reference, and a continuing legacy of citywide and global excellence on IB Diploma results. No other school in Zhejiang can claim to have 100% participation in IB Diploma Program coursework, a 94% pass rate and 36 average points. No other school in Zhejiang, perhaps China, can claim to have 26% of its current senior class score in the top 1% of all SAT mathematics exam takers worldwide... and they set that record at HIS when they were just at the end of Grade 11! Yet while we know our academic program allows students to reach the highest levels of success, our goal is that every student can look in the mirror and feel they can give their best at HIS. In a future edition of DragonNews, we'll also highlight the Dragon Spirit and pride of our student athletics teams, clubs, after school activities, and student-led initiatives. To be sure though, amongst the many additions of trophies that crowd our display windows, we take the most pride in those awards that recognized our HIS Dragons for spirit and sportsmanship.

Taking pride in our work at HIS means we seek to thoroughly enjoy and be satisfied with our learning experience. We intend for this to apply to students, as well as our faculty, staff, and parents. This year, we hope you have taken note of the increased number of parent forums and other opportunities for parents to be involved at HIS. We have also tripled or quadrupled down on opportunities at HIS for our faculty, national staff, and administrative staff to attend professional development workshops, seminars or conferences hosted right here at HIS. At HIS, we include parents and faculty in the development of our learning community as we recognize that learning is a lifelong need. Parents know that no two children are the same, and they understand that each child has a different learning style and needs. We take pride in providing opportunities for our parents to learn how they can be better at parenting, more supportive of their child's learning, and more involved in student-community life. At HIS, we understand that education is a uniquely human enterprise, and we understand our business is learning. On the following pages, you will be able to read more about how we take pride in the teaching and learning at HIS, but I hope you also gain a sense through the images of what learning looks and feels like at HIS.

Enjoy... and have a wonderful winter holiday!

Jeffrey R. Stubbs
Director of School

Taking Pride in Our Work



*Patricia Long
Upper School
Vice Principal and
MYP Coordinator*

My late grandmother was an extraordinary woman. She raised six children in a poor farming household in Atlantic Canada, and in addition to all the chores and heavy lifting that accompanied that role, worked every waking moment in a hundred different ways to keep home and hearth together. She cooked and cleaned every day, milked cows, fed livestock, drove teams of horses, helped in the hayfields, tended the garden, baked bread, made pickles and preserves, sewed all the family's clothing, and patched up all the scrapes that her children and my grandfather got into. She returned to school when she was in her late fifties to learn upholstery so that she could run her own business, repairing and recovering furniture. I remember her incredible work ethic and her determination to do what needed to be done. I once found her up in an apple tree- she was in her seventies- because that was where the best apples were.

She was a great one for proverbs, my grandmother. Her favourites included 'Laughter before breakfast, tears before bedtime', and 'Use your head to save your feet'. The ones that I recall as I type this, though, are 'If you want it done right, do it yourself' and 'Any job worth doing is worth doing well'. She believed in taking care of her own tasks, and doing them with pride.



As I look at our Upper School students reaching the end of this quarter, it is great to see so many adopting a similar approach- taking care of their many responsibilities with pride and endeavor- and also taking on greater roles around the school to support their classmates and enhance the learning experience of the whole community. The energy and determination of the House Captains, for instance, who took just over an hour to arrange our first House event, was terrific. They were called to action quickly, without warning, and rose to the occasion in fine form. It was marvelous to see them learning and adapting as they worked through

their activities and figured out the best ways to get others involved and motivated.

I am also delighted by the interested response of the newly formed 'MYP Dragon-ninjas', a group of students in grades 7, 8, and 9 who are keen to understand more about how the MYP works so that they can support their fellow students in growing in confidence as learners. It is one thing to immerse oneself in a school subject; it is another thing altogether, as a student, to learn how the curriculum itself works. These are jobs worth doing- and HIS students are doing them well!



The Secret of Success



Robert Hyndman
Lower School
Co-Principal
(Pastoral)

When you Google the term “Taking pride in our work” you will get hits on numerous businesses, schools, and other institutions that claim this is a feeling their people have. But what does it really mean? The word “pride” in the English language can have a positive and a negative connotation. I found a really good explanation by Eric Barker in an article entitled “Barking up the Wrong Tree”. I encourage you to read his article in full, but in the meantime, I will draw heavily from it as I share some thoughts here.



Barker talks about two kinds of pride. He states that authentic pride is when you are pleased with what you’ve achieved through hard work, whilst hubristic pride is when you feel you’re fundamentally better than everyone else. At HIS we want to foster within our students a real sense of authentic pride because we believe it will lead

them to greater success.

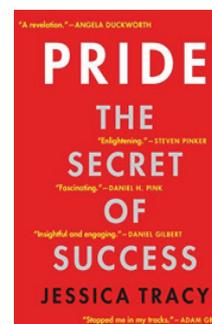
Research backs up this belief. Barker refers to Jessica Tracy’s book *Take Pride: Why the Deadliest Sin Holds the Secret to Human Success* where she states that, “...researchers found that those participants who had been made to feel pride voluntarily chose to work almost twice as long on the new task as participants who had been informed of their performance but not encouraged to feel proud of it”. In other words, people who feel a sense of pride in what they are doing want to persevere.



So how can we encourage a sense of pride in our students? Barker details the following suggestions as to how authentic pride helps you be the best you:

- Ask, “Who do I want to be?” Not “What do I want?” Or “What will impress other people?”
- What qualities would you want others to praise at your eulogy?
- Regularly remind yourself: post-it notes, inspirational pictures, whatever will keep you on track to becoming the best you.
- Focus on effort, not ability. You weren’t born with magic powers, but you can get magic results from hard work. That’s something to be proud of.

Authentic pride is an attitude that parents and teachers can foster in students. Let’s work together to give them a vision of who they can be and let’s help them map out a pathway for how to get there. Let’s always be encouraging and let’s pick them up when they fall. Let’s focus on the effort they put in and reward them when this is strong. Let’s recognize that when our children have a sense of pride, they will also have more determination and perseverance – and that’s got to be good.



Pride in Play



Sonya Bob
Lower School
Early Years

Our Early Years program takes pride in our play. It is through play that children engage and interact in the world around them. It opens their creativity while developing their imagination, physical skills, cognition, and emotional well-being. Play helps children develop new skills that lead to enhanced confidence and the resilience they will need to face future challenges. Undirected play or what we call “outdoor discovery” allows children to learn how to work in groups, share, negotiate, resolve conflicts, and to learn self-advocacy skills. It also becomes enhanced when it is child-led because it builds their confidence and resilience to try new things and become a risk-taker.

Teachers also provide constructive play where students interact with objects, shapes, colors, and more. This type of play maximizes the child’s learning by making connections with what they already know. They are able to practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately participate fully in the passions they wish to pursue. Ultimately, play is a genuine act that provides children a way to understand and learn about the world around them.



How We Organize Ourselves



Michelle Dierker
Lower School
Grade 1

As the Grade 1 students completed this inquiry into the systems we create, we were amazed by how much growth they have displayed since the beginning of the school year. Students have continued to discover organization outside of the classroom by taking action at home and in their communities. Some students even created their own systems for organizing things like books, desks, and learning spaces at home. We are so proud of all of the connections they have made and the many ways they have found to make applications to their lives outside of school! We are looking forward to continuing to find opportunities to stay organized this school year!

This Fall in Grade 1, students learned the purpose for order and structure as a part of our everyday lives. We began our unit with a provocation into “How We Organize Ourselves.” In Inquiry, provocations are used to illicit connections, questions, and interest into each unit of study. For this particular provocation, children returned to their classrooms to find that the room had been pulled completely apart: books, chairs, pencils, table tubs, and cubbies were displaced and upended. The students had many different responses to the chaos they found in their classrooms. Emotions ranged from shock and anger to disgust and surprise. In every classroom, their immediate response was to begin to put items back in their correct place without the need of teacher prompting. This led into an opportunity for reflection on our essential questions and for students to begin thinking about how it feels when things lack order.

The following weeks were full of opportunities for children to explore and document systems of organization that could be seen on campus and in their community. Throughout the unit, there was a heavy focus on collaboration in Grade 1. Students applied these skills by selecting a system of order in their classrooms and working with a group to write, illustrate, create and then present the sequence of events for this system to the class.

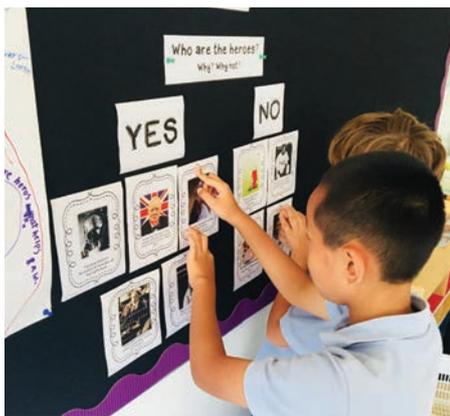


Who We Are



Tanya Jensen
Lower School
Grade 3

Our Grade 3 students marked the beginning of a brand-new school year by exploring our first unit of inquiry called “Who We Are.” Our focus was on heroes and how their characteristics would help to define our own individual beliefs and values.



Before we could really dive in, we needed to understand what beliefs and values actually were. After discussions and brainstorms, we analyzed and represented our own beliefs and values through art. Using silhouette cutouts of themselves as a background, the students added important images and words to create personalized collages.

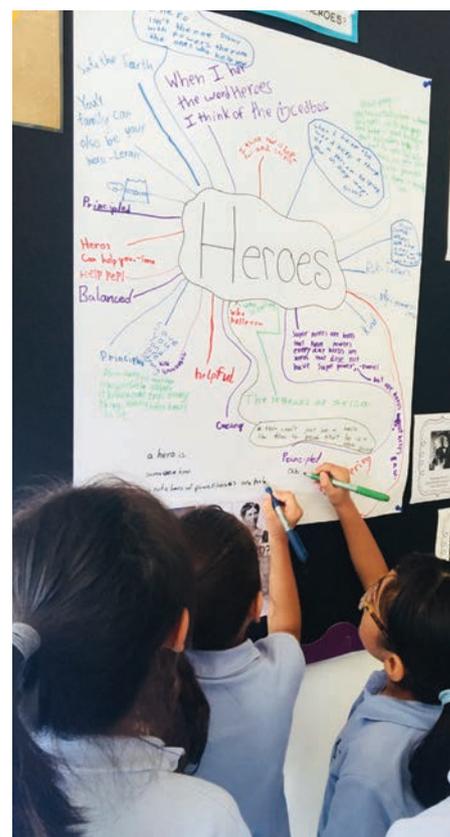
We then shifted our focus to heroes, and without any specific guidelines, asked the students to draw a picture of their hero and to write an explanation. Some of the many images that emerged were those of superheroes, firemen, parents and grandparents. They shared their

drawings, and more importantly, their explanations with one another, which led to some interesting conversations.

Later on, the students participated in a group activity where they were asked to look at images of people from history and today. Each image included a short caption about something that person had done in their life. Based on what they read, students were asked to label the person as either a hero, or not a hero. They also needed to provide reasons for their conclusions, while maintaining a respectful dialogue with their peers. Although many minor debates ensued, it was wonderful to see the students so engaged in the inquiry process.

Keeping in line with our transdisciplinary approach to learning, the next step will involve linking our inquiry and literacy units by writing biographies! The students will have an opportunity to choose a person to focus their research on and we will then go through the biography writing process, first as a whole-class with guided practice and then independently!

The activities shared here are just a few that have taken place so far this year. It has been wonderful to witness students digging deeper into the concepts by tackling such questions as, “What makes someone a hero?”, “What characteristics do heroes have?”, and “Can everyday people be heroes?” We are very excited to see where our learning will take us next!



Who We Are



Kimberly Murphy
Lower School
Grade 2

system, and how lifestyle choices influence their chosen system. The last piece of the puzzle will be a reflection about their journey together: What worked? What could I /we do to improve for next time? This reflection piece is part of what we do regularly to help each of us understand “Who We Are” in Grade 2.

This year, Grade 2 has been thinking about “Who We Are” based on our central idea; personal choices influence systems. We began by breaking down the vocabulary of the central idea. What is a system? How do systems work? We explored a variety of systems like a factory, an ant farm, and weather making and recording our noticings. What do they have in common? What makes them a system? We looked at our school and our classrooms to see how these systems help us learn.

Grade 2 students focused on their responsibility to these systems and how personal choices can affect the system in positive and negative ways. This led naturally to a discussion of Kelso’s choices for handling conflicts with peers. What choices can we make to help each other succeed in the classroom?

Second grade connected systems to math, inquiring how numbers

can make up a system. We then focused in on the human system. After coming together about what we knew about the human body, children had the opportunity to do research and become experts on one body system, outlining choices that keep that system healthy. Each group referred to shared rubrics to consider and reflect on his/her contribution and participation in the project. The children are eager to share their understanding of both their chosen



Lower School Music



Amanda Joy Myers
Lower School
Music

A new year comes with a renewed sense of excitement for students, parents, and teachers alike. This year, as I step out of the homeroom and back into music teaching, I find myself excited to instill a love for the performing arts in my students. For this reason students will also learn about dance and drama in Music this year. I encourage students to explore all aspects of music and theatre, providing them with multiple opportunities to shine. I utilize concept-based teaching to promote the transfer of classroom learning to real-life experiences. Over the course of the year, students will explore music, theatre, and dance across a variety of cultures around the world.

Mr. Leo, the Lower School Music Assistant and accomplished erhu player, will assist in the exploration of music from Chinese culture. We will work to build confidence, collaboration skills and stage presence through character development and theatrical performances. We will explore music theory through singing and the use of instruments, including percussion, recorder and ukulele. Students will also have the opportunity to compose music and dances to reflect ideals and emotions.

For this first semester, students in Grades 1 and 2 will be working primarily on learning basic musical



concepts such as form, note duration, rhythm, tempo, matching pitch, and the staves. Grades 3, 4, and 5 will be putting previously learned musical concepts to use in their productions of mini musicals, while working on more advanced musical concepts through the use of recorders. The chosen musicals for these grades address topics such as bullying, the solar system, and the celebration of historical figures.

More instrument work will follow in the second semester and younger students will develop a more theatrical perspective. As in

all work, taking pride in our efforts and accomplishments will be a focus year-round. I look forward to the wonderful year ahead!



Grade 2 Music Concert



The Grade 2 classes directed by the Lower School Music teacher Ms. Joy Myers, took turns introducing beautiful songs and concepts they have been learning about in music class including perspective, cooperation, and empathy. They explored the idea that we can learn from each other and get along with people who differ from us, which is very appropriate for the environment at HIS where more than 50 nationalities are represented between students, teachers and parents!



Songs featured musical elements such as two-part harmony, choreography, and a variety of percussion instruments, including tambourines, egg shakers, guiros, maracas and body percussion. Mr. Leo, the music teacher assistant, accompanied some songs on the erhu.

The audience had the opportunity to watch and listen to the additional languages that were used throughout the concert, including Spanish and sign language. Creativity was fostered in the creation of a crunching leaves sound by using paper as an instrument.



The concert ended with a song titled, "We All Need Peace", which allowed not just the students, but parents as well, to discuss how the world will be a better place if we treat each other with kindness and understanding, even if we come from different places, speak different languages, or have different perspectives.

How Do We Choose After School Activities for Our Children?



Veronica Jenner
*Lower School
Pre-Kindergarten*

A new season of After School Activities has begun! Last week, I decided to do what teachers do best...sit and watch and listen. As usual I saw happy smiles and busy bodies scampering around excitedly looking for their new projects; I heard children from different ages talking to each other about where they were going and who was going to be their ASA supervisor – many of whom are now students. I also saw teachers planning

and preparing materials for their groups. You can say that ASAs bring out the best in everyone.

So how do we help our children select the right ASA? Are we using appropriate criteria to select ASAs for our children? Have we considered our child's needs and wants? Have we considered our child's personality? Hopefully, nobody is putting students in ASAs without making some consideration of these things.

I used to worry about keeping my child busy because I did not want him to get bored, but changed my views after reading 'Handling boredom: why it's good for your child' on Parenting.com.

The article explains that feeling bored can help develop a child's creativity, beside helping them make good choices and manage their time better.



Booking every second of your child's life may cause them frustration. It's important to be thoughtful when selecting an ASA. It is not meant to be a time-filler; its purpose is to develop your child's interest or to awaken abilities they did not know they had.

It might help to read the ASA descriptions with your child to make a list of those that interest them. Take this opportunity to bond with your child by involving them in these decisions. It is also a good way to encourage them to try something new. This activity can help build confidence and self-value because they know their ideas matter to you.



Soccer Day



Michael McCann
Lower School
Grade 5

On Friday, September 28th, 5th graders from HIS traveled to Shanghai for the annual "Soccer Day" friendly soccer tournament. Students arrived at HIS at 6:15 am but they still had plenty of energy and excitement for the trip ahead. The tournament was held at Shanghai American School (SAS) Puxi campus.

After arriving and learning the rules and expectations, play began. HIS was divided randomly into three even teams, all of which did very well. HIS won many games throughout the day and consistently demonstrated good sportsmanship and behavior. Several players from HIS stood out for their excellent play. Students shook hands during their competition, smiled, and even made some friends between games.

It was quite warm and sunny and the children were very tired by the end of the day. On the ride home, we stopped for snacks and soon the energy levels were restored. The students had a great time and are looking forward to the next opportunity to travel and compete.



Extra-curricular Programs



*Jessamine Koenig
Upper School
Principal and
DP Coordinator*

The Extra-curricular program at HIS is varied and full of experiences that the students and faculty are able to provide. From creative to academic to athletic pursuits, our students have opportunities to challenge themselves in new ways and learn new skills along the way.

Students have joined the first round of ASAs, beginning in September and finishing in December. The list of activities ranges from the creative elements of Model United Nations, Robotics Club, Baking, Crochet Club, Pop Choir, Guitar Club, and Philosophy Club, to the student-run activities of Archery, Math Club, Computer Programming, and Art Club, to the service elements of the Global Issues Network. Other students join the ASAs for camping and hiking or running and biking / rollerblading to stay fit. Whether they are looking for a creative element, an academic extension, or a physical activity, the ASAs for Upper School have met their needs and will give students a chance to challenge themselves, develop new skills, and collaborate with their classmates.

We are proud of the experiences that students are able to join, and are even more proud of the student-led activities that our senior students are choosing to lead. With Samuel Soeller at the helm of the archery activity, this



new offering provides experiences that students might not otherwise explore. Alex Shin has provided training for students interested in coding and game development, encouraging any students to be able to help build a game that will represent the HIS involvement. The Math Club, led by Min Kim, takes part in weekly competitions and provides opportunities for exploration of mathematics beyond the classroom level. For those who want to develop their artistic skills, Haru Sukegawa has provided an opportunity to be creative and practice art skills in relation to making signs and completing projects for various classes and teachers' needs. With these opportunities for students and for student leadership, our ASA offering

has increased and represents student interests.

Finally, to round out our HIS extra-curricular programs, we have a large number of students joining the Varsity and Middle School sports teams. Whether they are playing Varsity Volleyball for the first season or taking on Touch Rugby, Soccer, or Table Tennis, our HIS Dragons have the opportunity to master the skills of their chosen sports and put the teamwork and competitive spirit to work against other schools during the final competitions. The Varsity ACAMIS volleyball tournament will take place in Xiamen near the end of October, so we wish the Dragons well on their tournament.

West Lake MUN 2018 Security Council: Too Close to Reality



I am a senior attending Hangzhou International School, and this was my seventh and final West Lake Model United Nations (MUN). In the past few years, this conference has been my home, harboring both my highest and lowest moments, and patiently watching me grow as a person. It has been the lifechanging event where I developed in my experiences, my sense of responsibility, and my love for diplomacy and international relations. Despite the common criticism of MUN being a so-called “nerd club”, I am reminded every time I step foot into this conference the reason why I chose to do MUN in the first place, and why I chose to stick with it, year after year.

At the West Lake MUN 2018 conference, I had the honor to serve as the President of Security Council. If I had to describe our Security Council in four words, it would be, “too close to reality.” Each delegate represented their nation’s stance to the fullest degree possible, to the point that I almost forgot that this was only a simulation.

Just like the realities of the UN, each individual nation was determined to protect its own interests at all costs:

The United States firmly withholding its nuclear secrets, China refusing to give up its economic involvement in South Sudan, and France emphasizing its clear stance on the freedom of the press. With these strong and often contrasting opinions, the three days at the West Lake MUN 2018 were filled with endless caucuses, heated exchanges, and high intensity debates.

What made the delegates of Security Council undeniably outstanding, was each individual’s ability to compromise.



Sophie Chen
Grade 12 Student

It was truly amazing to witness the entire council come together to negotiate with the delegate of France, exchanging the inclusion of one of his clauses for his vote in favor of the resolution, just so that our six hours of debate would not go to waste. If this isn’t the epitome of diplomatic success, then I don’t know what is.

West Lake MUN 2018 was a truly memorable experience, and I hope that everyone who participated was inspired by this conference in some way, so that they continue their MUN paths into the future.



Athletics Taking Pride in Our Work



Filipe Nogueira
Athletics
Coordinator

The Athletics program at HIS provides our students with opportunities to demonstrate their abilities in many sports and pursuits. Just as we support the students in striving for excellence academically, our student athletes, supported by our coaches, can achieve success in many ways through participation in HIS Athletics.

The benefits from participation in sport and physical activity are well-researched and documented. Physical activity brings physiological, psychological, and social benefits to youths which cannot be easily derived solely from academic pursuits. Through sport, students are introduced to challenging situations that can help them develop their resilience, problem-solving, self-awareness, social skills, and goal-setting. Importantly, none of these qualities are exclusively physical in their nature, which means they are accessible to students of all ability levels through sports participation.

So far this year our students have participated in Volleyball, Touch Rugby, and Swimming competitions, and seasons are now underway in Soccer, Table Tennis and Ultimate Frisbee for Middle School and Table Tennis for our Varsity team. As a new member of the HIS community I am very pleased to see the students involved in sport taking great pride in their



performance by attending training regularly and using their coaches' feedback to develop their skills and understanding.

Our coaches aim to develop the IB Learner Profile attributes of our athletes through sports just as they do through academic achievement in classrooms.

Inquirers – “An intelligent mind is an inquiring mind.”
Bruce Lee (Martial-Arts)

Knowledgeable – “Talent wins games but teamwork and intelligence wins championships”
Michael Jordan (Basketball)

Thinkers – “Competitive sports are played mainly on a 5-and-a-half inch court – the space between your ears.”
Bobby Jones (Golf)

Communicators - “Sports is the best means of communication between people from different religions and countries.”

Yao Ming (Basketball)

Carers – “Friendships first, competition second.”
Yao Ming (Basketball)

Open-Minded – “Life is like a baseball game. When you think a fastball is coming, you gotta be ready to hit the curve.”

-unknown (Baseball)

Principled – “Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life.”

Billie Jean King (Tennis)

Risk-Takers - “I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. Twenty-six times, I’ve been trusted to take the game-winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

Michael Jordan (Basketball)

Balanced – “There are more important things in life than winning and losing a game.”

Lionel Messi (Soccer)

Reflective – “Champions aren't made in the gyms. Champions are made from something they have deep inside them - a desire, a dream, a vision.”

Muhammad Ali (Boxing)

Volleyball



*Chaddwick Plotz
Upper School
English Language
and Literature*



*Heather Kappler
Lower School
Grade I*

After great commitment and enthusiasm during weekly practices, the teams concluded their seasons with great performances. Their resolve was evident right from the start of the season.

At the SISAC tournament in Suzhou, both teams showed they were there to play. The boys took advantage of strong hitting and passing to win their first two matches. In their later games against BISS and YCIS, the boys' team showed the depth of their roster as it took a complete team effort to secure the trophy.

The girls opened the tournament against NAIS and never looked back. They played SMIC in the final and after letting the first game slip away, dominated the second one before winning the deciding match 16-14. Both teams went 4-0 on the day and brought home tournament championships while being able to play many key reserves. It was remarkable that both teams had players step up and play different positions throughout the games while still being able to play at a high level.

With their strong performances, the teams were eager for ACAMIS which was being held at new conference member Xiamen. The teams knew they had an opportunity if they were able to eliminate simple mistakes and play complete games at a consistent level. More hardware was obtainable, and the teams set out with this clear goal. The girls' team secured 4th place in the tournament, taking teams that finished higher into deciding games. The boys' team returned with the runner-up trophy, losing the tie breaker during the championship match.



Reflecting on China Trips



*Simon Lamplugh
Upper School
Mathematics*

The start of any new school year is hectic and HIS is no exception. This year, amid the madness, Upper School students were thrown head-long into preparing and organising for China trips. In advisory lessons, students searched the internet and read about their travel destinations. They researched geography and history and learnt about the people and culture of the regions they would be exploring. Likewise, students and teachers got to know one another and built community through team-building activities.

Now that the dust has settled on China trips for another year, it is worthwhile taking a breath and reflecting on them for a moment. What is experienced holds up a mirror for students to see themselves in a new way, and a window through which to see others differently.

Students are taken out of their cozy worlds for a week and are challenged physically and mentally by adventure, activities, and community service projects. In the wet and the slush, students trudged along winding trails and mountain ridges, whilst others clawed to the sides of rock-faces; many faced self-doubt – cries of, 'I can't do this!' rang out. However, with persistence, determination, perseverance, the power of team work, and loads of encouragement,



everyone proudly shared that euphoric feeling of success that comes when earned through sweat and tears.

Isn't this a metaphor for how we would like to live our lives?

Sitting back in my classroom I wonder about the probability of creating such powerful learning opportunities in my lessons.



Confucius Sayings



Jenny Wang
Upper School
Mandarin

wonderful thing to write the most important quotations in a very traditional way while enjoying classical melodies? Now please enjoy some extracts chosen from The Analects of Confucius.

- 知之者不如好之者，好之者不如乐之者。

To be fond of knowledge is better than merely to acquire it; to take delight in it is still better than merely to be fond of it.

- 有朋自远方来，不亦乐乎？
《论语·学而》

Is it not a delight after all to have friends come from afar?

- 温故而知新，可以为师矣。
《论语·为政》

If one is able to acquire new knowledge by reviewing old knowledge, he is qualified to be a tutor.

As you know, Confucius is a saint of Chinese culture and he is the most influential thinker and educationist in Chinese history.

In our sixth-grade Chinese Language and Literature class, we have been focusing on the topic of Education and Learning. This unit provides students with opportunities to get to know this famous saint and his story. We started with doing research on him, and gained a deep understanding of his life experience. Then we went further, learning The Analects of Confucius, a collection of the teachings and the thoughts of Confucius, one of the classic works of Confucianism, which records the views of Confucius and his disciples. It has deeply influenced Chinese intellectual thinking, politics, education and other aspects of culture and also has had great impact on world culture.

We selected the twelve classical sayings from The Analects of Confucius to study as a small window

to understand Confucius' thoughts. It was written in old fashioned language, and so it was challenging for students to understand; however, after mastering the basic knowledge of Classical Chinese, students found it easier to comprehend. The more they knew, the more they were shocked that Confucius had such advanced ideas 2500 years ago, and that his thoughts are also consistent with the IB's concept. What a great saint!

After learning the twelve sayings from Confucius, we carried out a calligraphy activity along with the Chinese classical music. Isn't it a



Halloween





Dragon Moments



▲ West Lake MUN 2018

More than 200 students from International Schools across China came to HIS to participate in the Model United Nations (MUN). Students had the opportunity to express their thoughts, create resolutions, and debate about current worldwide issues. The event lasted three full days and was very intense between all of the discussions and potential solutions for UN issues.



▲ CISSA Sports

The Boys Varsity Basketball Team traveled to Ningbo this Semester to compete in the Ningbo Round Robin tournament, hosted by International School of Ningbo. Needing very little time to warm up, the boys defeated NBHIS 53-29. In their next game, the boys were on fire, beating ISN 62-28. This was an excellent start to the season, with the boys' and girls' teams gearing up to another successful performance at the Dragon Cup.



▲ Storyteller Andy Wright

Storyteller Andy Wright visited our school to perform and share with us stories from different places and cultures around the world. Andy's visit was both educational and cultural. It provided students with opportunities to experience first-hand story-telling. Students had the chance to implement language skills and concepts they have learned in the classroom in this creative performance. It allowed students to meet someone from another culture and learn about that culture's stories and traditions as old as humanity itself. Andy Wright's storytelling generated a fun and encouraging environment that engaged both students and teachers alike, instilling them with inspiration and empowerment!



▲ Transitions Workshop

A number of HIS staff and parents took part in a workshop with psychologist Douglas Ota. The focus of the workshop was on creating a sustainable transition program that helps to reduce the impact of mobility on families and staff at international schools. Everyone in a school community is affected by transitions at one time or another, whether it be a change of school, loss of a loved one or friend, or any substantial change in work or home life. The workshop reinforced the need for humans to build healthy attachments with others in order to provide safety and comfort in times of transition. We explored some of the challenges faced in our own school community and how we could best support our students, parents and staff at HIS.



▲ Collaborative Collage

Students in Kindergarten, Grade 1, and Grade 2 created a collaborative collage. To begin this project, all students prepared painted paper, while learning to distinguish between warm and cool colors. After layering two colors of paint, students used their understanding of line as an essential element of art, to scratch away the top layer. Students demonstrated their scissor-handling abilities when preparing shapes to add to the collage. Working together to create the final piece, students discussed and made agreements about what colors to paste in the foreground, middle-ground, and background of the landscape.



▲ Parents Learning About PYP

Every Thursday HIS presents "Coffee Mornings", a series of talks that aim to inform and help parents to learn about different interesting topics related to their children's education and well-being. All parents are invited and together they learn how to better support our students and understand their school life.

We recently had a very successful Lower School PYP Parent Coffee Morning. In the workshop, parents were asked to consider the kinds of skills they believe their children need in the world of the future.

Ms. Cilla Giannopoulos, one of our Grade 1 team teachers, gave an introduction to the different components of the PYP and the parents took part in some authentic learning activities, strategies, and routines that our students experience as PYP learners at HIS.

You are welcome to access the video and materials from the workshop by scanning this link: <https://www.his-china.org/inform/coffee-mornings>



▲ Passport Club

Students in Lower School participated in Passport Club to learn about geography and cultures around the world. They presented their new-found knowledge to the HIS community. Everyone came out being a better researcher, speaker, and listener!



Cassy Turner Singapore Math

HIS enjoyed hosting Cassy Turner who worked with our children, teachers, and parents to give a better understanding of teaching and learning with Singapore Math. The teachers came away inspired with new ideas. Some children got to experience Cassy taking them for a lesson. Nearly 50 parents were involved, and enjoyed gaining a better understanding of the way their children learn math and how they can support them at home.



Shanghai Maths Competition

Grade 5 and 4 students participated in the annual Shanghai Maths Competition. Our teams were competing against other international schools in numerous math challenges while having a lot of fun. Both teams came in fourth place overall. Congratulations! This was a great start to the season, with the boys and girls teams gearing up to another successful performance at the Dragon Cup.



H2O Global Rivers Summit

Several students were able to represent their countries by joining in a mural painting activity along the Qiantang river and presenting an image to representatives of the H2O Global River Cities Summit. It was an interesting experience where students were able to meet several different water rights activists and environmental protection engineers.



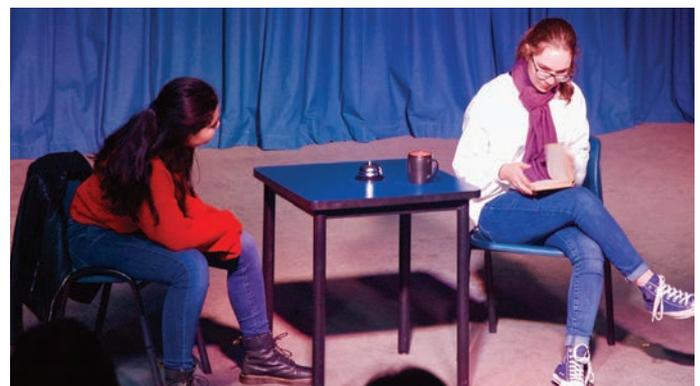
▲ **Equestrian Jumping**

Maggie Wang started learning equestrian skills in Canada when she was eight years old. She really enjoyed riding and building a good relationship with her horse. When she moved back to China, she continued to train and started to ride competitively. In January 2017 she started working with Logan. Logan is a nine-year-old warm-blooded Hanoverian. Through training, Maggie achieved a good relationship with Logan. Since last year she has been qualified as China's Level II National Athlete in jumping. In September, in the 16th Zhejiang Games, she achieved third place in the junior jumping group with Logan.



▲ **Swim Team**

HIS swimmers achieved great results at the Shanghai SCIS Swim Meet. Almost everyone improved and got their best times of the season. There were six swimmers who received a ribbon (Heat Winner): Yelim Ryn, Tommy Arditti, Ananya Sarin, Shelton Bob, Elin Andreasson, and Hugo Barbier. Especially congratulations to our 9-10 year old boys (Benjamin Branham, Harry Wang, Hugo Barbier, Michael Qu) and 13-14 year old (Bill Zhang, Jeffery Mi, Tommy Arditti, Shelton Bob) relay teams who won took first place in their races.



▲ **Upper School Drama**

HIS Upper School Performers presented sketches from David Ives' "All in the Timing". The performances were great stories, full of literary and cultural references that demonstrated students' acting abilities. Well done, Mr. Tupper and the performers. Go Dragons!

Chinese Youth Business League Competition



Andrew Haltom
*Social Studies and
Individuals &
Societies Teacher*

Members of the business club took the opportunity to test their knowledge and collaborative skills at the Chinese Youth Business League (CYBL) Competition in Wenzhou. The CYBL teams were challenged with a complex business problem that Alibaba's TMall brand is facing with its emergence as a competitor in the convenience store market. HIS students had to propose an ownership structure for TMall, choosing whether to open new stores as franchises, or to organize the retail outlets using a chain store model. Over the weekend they put their business acumen on display, faced with additional challenges in accounting, economics, finance and marketing. They excelled in both individual and in team events.

While the case studies and business modules were difficult, the toughest part was to present solutions in a pressure-filled, time sensitive and competitive atmosphere. We are proud of how our students prepared, collaborated and presented arguments supported with thorough research. Our students received valuable feedback on their presentation skills and they can reflect on how they handled the intensity that exists when competing in a business environment. The Wenzhou CYBL tournament was an excellent learning experience and they all



left with some hardware to show for their efforts! We had the high-class problem of figuring out how to transport all trophies back to Hangzhou. Below are the results from the CYBL competition:

Accounting Individual Competition

- 1st Place – Min Kim
- 2nd Place – Antonio Carbone
- 3rd Place – Yukyung Kim
- 4th Place – Alessandro Livio
- 7th Place – Minju Kim Marketing
- 10th Place - Jaewoon Jung

Team Competition

- 1st Place – Min Kim, Yukyung Kim & Alessandro Livio
- 6th Place – Antonio Carbone, Jaewoon Jung & Minju Kim

Case Study Team Competition

- 2nd Place – Min Kim, Yukyung Kim & Alessandro Livio
- 3rd Place – Antonio Carbone, Jaewoon Jung & Minju Kim



UC Berkeley PAC12 Basketball Team Visits HIS!



Andrea Stubbs
 Director of
 Admissions and
 Community
 Relations

few HIS students took shots with UC Berkeley's starting point guard and joined everyone for a team photo.

The UC Berkeley and Yale Men's basketball teams were in Hangzhou on November 6th and 7th preparing for their season opener in Shanghai. The UC Berkeley team held multiple practices at HIS.

The HIS Boys and Girls Varsity Basketball teams were able to

observe the practices in our gym. It was an exciting and informative experience for our teams, as they were able to watch a high level of play up close.

After practice, the players and coaches took time to share some laughs and tips about the game. A

A special thank you goes to the head coach and his team for providing our teams with this wonderful experience, that ended with many members of the HIS community attending the basketball game in Shanghai later in the month. It was a really terrific, authentic experience all-around.



The Role of Pride in Visual Arts



Jamie Sanchez
Upper School
Visual Arts

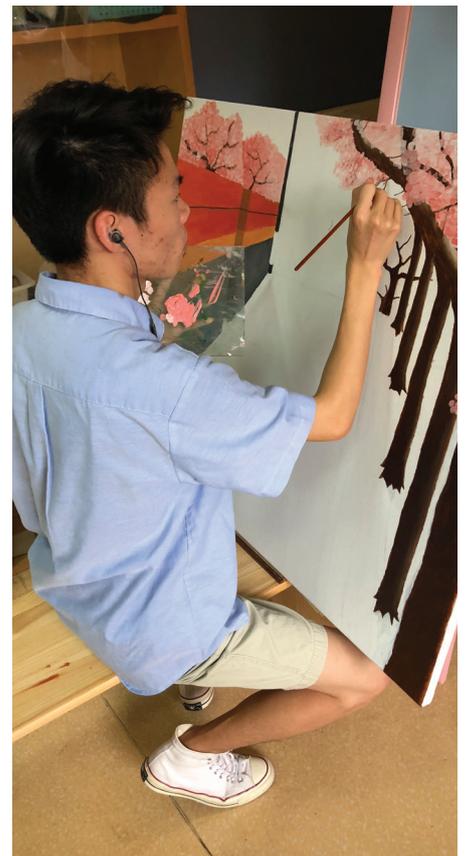
Middle School Visual Arts and being successful in the arts relies on a number of things. Of course, skills need to be acquired and time needs to be spent on your craft, but you must also take pride in what you create. Author of "Take Pride: The Human Motive to Achieve," Dr. Jessica Tracy, stated "There's a distinct human emotion that motivates our success as a species: pride. Yes, pride is at least partly responsible for many of our greatest accomplishments, from artistic masterpieces and groundbreaking scientific discoveries to world-changing technological inventions."

As a DP Visual Arts teacher, one of the most rewarding moments of the two years with the students comes down to one day where the students display their artwork at the opening night of the senior exhibition. There, students radiate pride, not necessarily for the final pieces being showcased, but for the satisfaction of sharing the

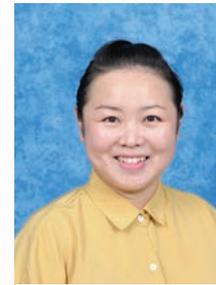
results of their two-year journey with their peers, teachers, and family.

Through their artistic process, students strengthen their pride; not only because they feel like they are capable of planning and creating their own artistic expression, but also because they discover a whole new world of possibilities for their future professional pursuits. For many of these students, the DP exhibition constitutes an approach to subject matter that many of them did not consider as a professional choice; they discover a whole new range of abilities that they may not have been aware of before that point. With this boost in pride, students are ready to take on the final leg of their senior year and will face the upcoming challenges in an equally successful manner.

In closing, Dr. Tracy encompasses this notion by stating, "Our evolved desire to feel good about ourselves is what ultimately guides us toward becoming whoever we most want to be." The DP Visual Arts seniors will be exhibiting their pride and accomplishments in mid-March. Keep on the lookout for the specific date and time of opening night.



Mandarin Parents Night



Lily Zhou
Lower School
Mandarin



Melanie Lu
Lower School
Mandarin

A parent information meeting was held for parents whose children are studying Mandarin as a native language on September 26th in the HIS Auditorium.

During the meeting learning goals for Mandarin native language speakers were thoroughly introduced to the parents by teachers from Grades K-12. The HIS Mandarin department strives to meet high levels of engagement in awareness and appreciation for native speakers. We organize inquiry themes and the basic elements of language and literature, including necessary language and cultural knowledge, appropriate learning strategies and learning habits. We value the importance of Chinese reading and writing and strive to reflect the sequence and gradient of practicing to gradually improve students' language comprehension and application ability.

In particular, HIS Mandarin learning is tightly connected with IB curriculum which provides native speakers with

a challenging and strong academic program. We look forward to seeing our students to be inquirers, thinkers, communicators, knowledgeable and risk-takers in Mandarin learning.

At the information meeting, Mandarin teachers introduced the goals for each grade level. They spoke about how language and literacy learning has combined with principles of the PYP, and used students' work samples to give clear student learning expectations.

Language plays a vital role in the construction of meaning. It empowers the students. Language provides an intellectual framework to support conceptual development and critical thinking. In the inquiry-based Mandarin classroom, teachers and students appreciate language both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom. This may include, for example, a series of

books read as an author study or regional fairy tales as part of a unit of inquiry with a particular social studies emphasis.

You can find out more information about Mandarin learning at HIS in the Dragon Chinese Language and Learning magazine.



National Honor Society



Maneesha Maingot
Upper School
College Counselor
and Learning
Specialist

Hangzhou International School is proud to announce our National Honor Society (NHS) chapter. The National Honor Society is a well-known organization that recognizes outstanding student achievement within the United States and abroad amongst international high schools since 1921. There are four main goals that guide the chapters of NHS: "To create enthusiasm for scholarship, to stimulate a desire to render service to the world, to promote leadership, and to develop character in the students of secondary schools."

NHS recognizes outstanding students in the areas of scholarship, leadership, service, and character. Members of NHS are expected to demonstrate

a high level of performance in these areas once inducted. Membership in NHS offers a variety of exceptional opportunities. As a member of NHS, students have access to additional college planning resources, inclusion in service projects, leadership development, and greater possibilities to receive scholarships.

Grade 11 students with an average combined score of 50 at the end of the 2017-2018 school year are eligible. Also, Grade 12 students with an average combined score of 38 or higher at the end of the 2017-2018 school year are eligible. Eligible students should have attended HIS for at least one semester in order to participate in the selection process.



What are MYP Projects?



*Dr. Matthew Baxter
Library Media Specialist and PD Coordinator*

Timeline

- End of the investigation phase of the MYP Projects: October 1
- End of the planning phase of the MYP Projects: November 16
- End of the action phase of the MYP Projects: February 14
- MYP Project Community Exhibition: March 19
- End of the reflection phase of the MYP Projects: April 1

MYP Projects develop personal interests among students. They are to show the skills students have developed in the MYP through their Approaches to Learning (ATL), and to apply these skills to a topic. The project should be based on student interests, talents, and passions, resulting in a product or outcome.



MYP Projects will have a principled action. This means students make choices that extend beyond their MYP classroom learning. The Community Project (Grade 8) needs to be focused on a service for a community. The Personal Project (Grade 10) needs to be focused on a personal passion. As students complete their project, they will learn more about the importance of being socially responsible and how to take thoughtful and appropriate (principled) action in order to work towards the completion of a long-term project.

MYP Project Life Cycle



Preparing Our Students for a World of Artificial Intelligence



Karl Suits
Director of Technology

One of the major considerations at Hangzhou International School (HIS) in relation to the design of educational programs and learning experiences is how best we can prepare our students for living and working in a future society. What skills will they need now, next, and beyond their time at HIS in order to fully engage in global and community citizenship?

When we think about the future, we think about artificial intelligence (AI), virtual reality (VR), and robots. In the world today, virtual reality has not had the impact predicted in so many science fiction novels and movies. Using a laptop or cell phone in place of virtual reality is preferred in almost every instance and no major impact can be seen in business. AI is replacing many jobs like secretaries, bookkeepers, and other professions that require simplistic tasks that are repeated. AI is not able to actually create anything profound in the arts yet. This year the first AI artwork was sold at auction for \$432,500 USD and the first AI novel "I the Road," was published, neither of which are considered to be skillfully created.

I the Road by Writer of writer Ross Goodwin

It was seven minutes to ten o'clock in the morning, and it was the only good thing that had happened.

What is it? the painter asked.

The time was six minutes until ten o'clock in the morning, and the wind stood as the windows were freshly covered with boxes.

The time was three minutes to ten o'clock in the morning, and the conversation was finished while the same interview was over.

It was three minutes to ten o'clock in the morning, and sheets of coal had been broken.



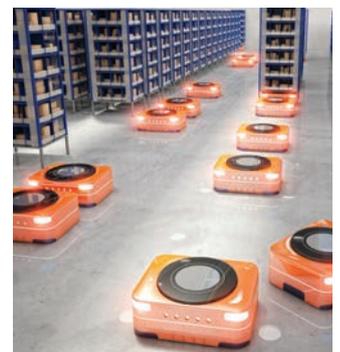
Portrait of Edmond de Belamy (2018) "Mica" VR AI Assistant



Lifelong learning companions have not yet been invented, but education publisher Pearson recently wrote a paper entitled, "Intelligence Unleashed," on the idea that in the future, children will have access to empathetic learning companions in VR and as robots. Already students aged two and up are commanding Alexa or Raven to show them a video on a subject of their choosing or open their favorite app. The supposition is that these learning companions would collect and analyze data on children for their entire lives, even through adulthood. It could completely revolutionize standardized testing and the way that students learn with individualized, customized, and differentiated lessons. Below is the robot Kuri, which retails for \$700 USD, Mica, which is a VR AI assistant in Magic Leap, and factory warehouse robots. AI is starting to have a face and works!



Kuri Home Robot



Kiva Robotic Fulfillment System

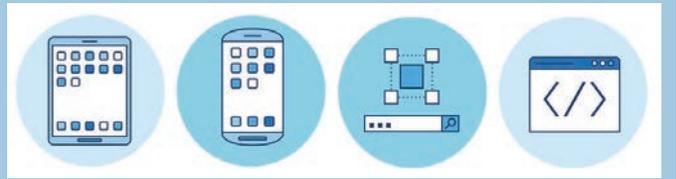
Robots are replacing many workers in factory settings and are beginning to take over transportation and delivery of goods. Most items on Taobao or Amazon could, for example, be soon entirely operated by AI from sales, to ordering, manufacturing, and shipping. Fifty percent of job roles are expected to be obsolete in the next one or two decades. What all of these tasks have in common, is a set of skills that are not required to complete them.

It is anticipated that workers of the future will continue to work alongside AI, VR, and robots to provide expertise and unique abilities unmatched by algorithms. Bernard Marr writes for Forbes Magazine, “7 Job Skills of the Future: That AIs and Robots Can’t Do Better Than Humans,” about what skills are needed in the future that artificial intelligence and robots cannot do well. Identified were empathy, which is the ability to understand and share the feelings of another. This skill is built through our interactions with others, especially in person, which causes the brain’s frontal lobe to develop. Critical thinking is the ability to judge information and make a best decision, something that AI lacks. Creativity, not imitation, means that the world will still need writers, engineers, inventors, entrepreneurs, artists, and musicians. Strategy is a plan of action to achieve a long-term or overall aim. Computers can solve simple tasks, but strategy, along with imagination and vision are a required human ability.

Schoolwide learning at HIS is guided by the General Learning Targets, three of which are Effective Communication, High Level Thinking, and Global and Community Appreciation. As an International Baccalaureate (IB) World School, HIS uses the Learner Profile and Approaches to Learning to develop soft skills like communication, thinking, self-management, and research. HIS uses the International Society for Technology in Education (ISTE) standards, which include Empowered Learner, Digital Citizen, Computational Thinker, Creative Communicator, and Global Collaborator, to “empower student voice and ensure that learning is a student-driven process.”

Students participate in four to six units yearly in the Lower School that build these skills and attitudes. Each unit is planned collaboratively by teachers to develop these skills and attitudes during a time period which students explore and understand high-level concepts. In Upper School, students have the opportunity to work on projects that give them exposure to learn these skills and choose individual areas to develop like programming, advertising, and robotics. Students participate regularly in community outreach and communication.

HIS focuses on 21st Century skills like creativity, critical thinking, collaboration, and communication that are much more valuable today than they were a decade ago and that prepare students for their future employment and as citizens in society.



Programming Apps

Programming is quickly becoming a core skill for professionals of the future across all industries in addition to being a specific career. Programming apps allow students to learn the skill of coding, which builds computational thinking when combined with developing and testing a solution to a problem. They help students build the capacity for problem solving and learning automation, which is an algorithmic thinking that breaks problems down into a sequence of steps with a computer-aided solution to complete a task. Programming apps begin in a fun way, but get more difficult eventually culminating in learning high-level programming languages like JavaScript and CSS, which are languages used to program interactive webpages and apps.

Ages 4+

The Foos (Free, Web, iOS and Android)
<https://codespark.com/>

Daisy the Dinosaur (Free, iOS)

Hopscotch (\$, iOS)

Hour of Code (Free, Web, iOS and Android)
<https://code.org/learn>

Ages 8+

Tynker (Free and \$ versions, Web, iOS and Android)
<https://www.tynker.com/>

Scratch (Free, Web, iOS and Android)

Khan Academy (Free, Web, iOS and Android)
<https://www.khanacademy.org/computing/computer-programming>

Ages 12+

Mimo (Free and \$ versions, Web, iOS and Android)
<https://getmimo.com/>

Development of Social-emotional Skills



Jennifer Widi
School Psychologist

Student Support Services



For many of us, school is defined as a place to learn reading, writing, and math. While these are essential skills, school is also a place to focus on social emotional development. Social-emotional skills are necessary for successfully navigating interpersonal relationships, planning for the future, and managing our emotions and actions. Similar to reading and math, children develop these skills at different rates. At times, students require more support in the acquisition of these skills. Teachers, parents, and counselors play a crucial role in the development of these skills.

Below are definitions and examples of how these skills can be cultivated at home. The pictures illustrate some of the ways teachers at HIS integrate teaching these skills throughout the school day.

Self-awareness

- identifying emotions
- accurate self-perception
- recognizing strengths
- self-confidence
- self-efficacy



School- Ms. Murphy's students reflect (using a 4-point scale) on their ability to follow expectations when entering the classroom.

Home- When children are upset at home, help them identify and name specific emotions.

Self-management

- impulse control
- stress management
- self-discipline
- self-motivation
- goal setting
- organizational skills



School- Ms. Kappler's Grade 1 students do a "body check" to monitor their posture on the carpet.

Home- Create checklists with children outlining the tasks they need to accomplish each night.

Social Awareness

- perspective taking
- demonstrating empathy
- appreciating diversity
- fostering respect for others

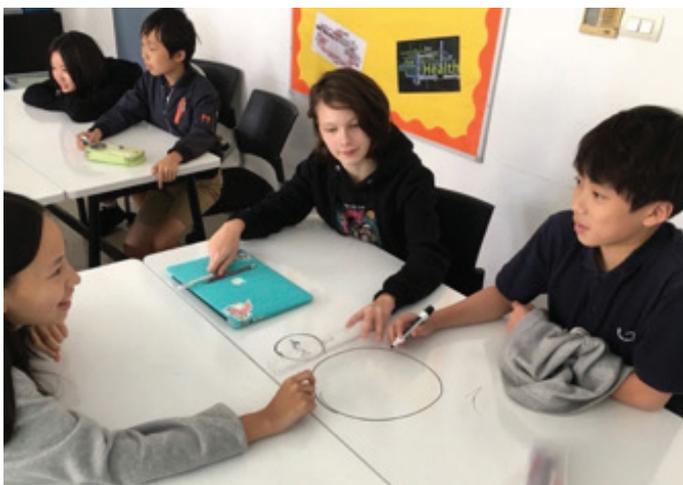


School- Grade 9 students learned about the lifestyles of people in a traditional cave village in Guizhou.

Home- Introduce age-appropriate news topics from around the world.

Relationship skills

- communication
- social engagement
- relationship building
- teamwork

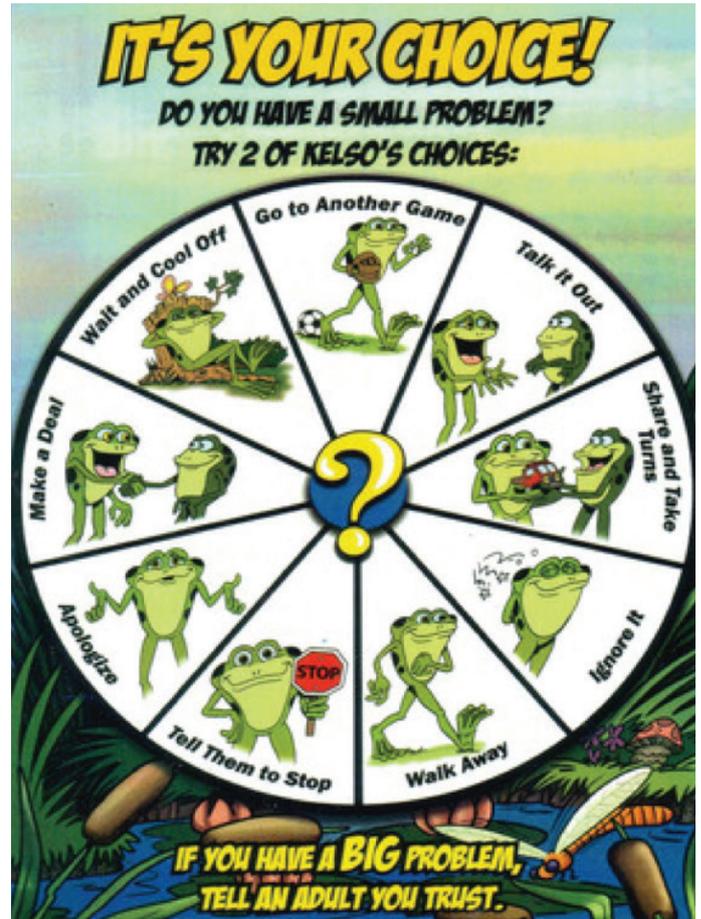


School- Ms. May's students collaborate on an assignment during health class.

Home- Encourage children to join a team or club.

Responsible Decision making

- identifying problems
- analyzing situations
- solving problems
- evaluating
- reflecting
- ethical responsibility



School- In the Lower School, students are encouraged to independently solve small problems using Kelso's Choices.

Home- If your child has a problem with a friend, help them identify possible solutions.

For more information on social emotional learning, please contact me at jwidi@his-china.org or visit <https://casel.org/what-is-sel/>.

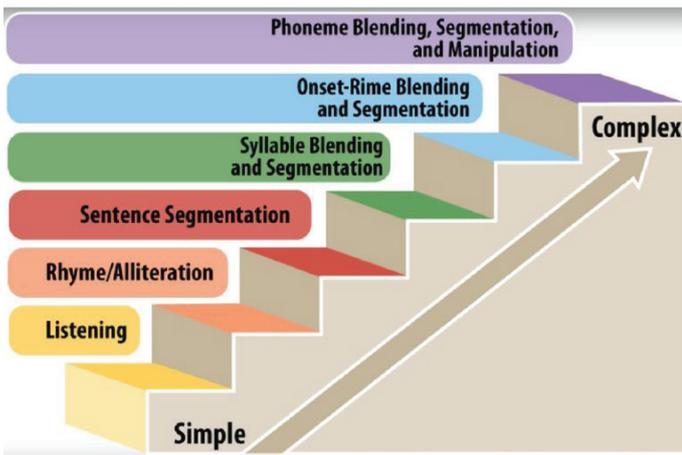
How Oral Dysfluency Effects Reading Comprehension



Barbara Armstrong
Speech and
Language Therapist
and Lower School
ESOL

We all want to hear our children read aloud with great enthusiasm! We learn to read for many reasons: to follow instructions, to gain further knowledge and innovative ideas, and most important, for personal growth and enjoyment. For some of our children, reading can be a challenge due to their oral dysfluencies. Our natural flow of speech can be interrupted by errors in phonetic articulation or by having hesitations, repetitions, or prolongations of sounds in words that no longer present speech intellectually. As a result of these types of oral dysfluencies, reading rate times are delayed which cause attention lapses that effect reading comprehension.

Phonological Awareness Continuum



Phonological Awareness

One area of speech and language therapy is to correct errors in the English phonetics. Here, speech-language specialists identify sound segmentation of phonemes through articulator placements and prevocalic voicing. As a therapist, I recognize pattern errors in blending, deletion, addition, and manipulation of phonemes and syllables in different word positionings. As a result of

continued speech and language services, children will learn to discriminate these sound differences to produce the words correctly and give meaning to their reading comprehension.

Stuttering Reduction Techniques

Stuttering is a neurological disorder that causes oral dysfluencies in reading. To overcome this communicative challenge, speech-language specialists use a variety of strategies to reduce repetitive and prolonged sounds in words and phrases while speaking and reading. As a therapist, I use Easy On Speech, chunking methods and deep breathing strategies to help children recognize and stop using whole words and sounds in repetition.

READ Together!

Reading Together

In order to gain a thorough understanding of print reading, there needs to be a lot of practice! I encourage you to read at home and buddy up with a peer. Ask each other “WH” questions and discuss supporting details for main idea or theme. Find a way to increase reading retention so that our children can develop a passion to read!



Continuing Language Acquisition Outside of School

Remember: The most effective way to acquire a language is by **READING** and **LISTENING** to language that you can understand.



Zach Baker
Upper School
ESOL

Social Media



Find people who also speak English to follow:

- Music artists
- Celebrities, actors, sports teams/players
- Accounts that post memes
- Find people/accounts related to your own hobbies

Website/Apps



- Practice English on websites and apps
- Find websites that have short stories/animations
- Find websites dedicated to your favorite hobby written in English

Get Social



- Find a pen pal or English language buddy
- Find someone who wants to learn your first language, and write to them in English
- Change the language of your phone and computer settings to English

Videos/TV



- Find people using English
- Vlogs
- Tutorials
- TV series

Music



- Listen to a whole album on repeat
- Read the song lyrics, look up unknown words
- Create a playlist of your favorite music

Get Cultural



- Read a non-fiction book in English
- Find a western restaurant and practice your English
- Read the news around the world in English

Academic Integrity



Matthew Baxter
Library Media
Specialist and
PD Coordinator

What is academic integrity?

Having integrity means doing the right thing, even when no one is looking. It means upholding the academic honesty policy guidelines set forth Hangzhou International School. It means doing your own work even if your friend offers you help on a project. It means writing your own papers and properly citing your resources. It means taking a quiz without the help from your textbooks or friends, if the quiz is supposed to be taken that way. Also, it could mean reporting someone you suspect

has cheated on an exam or other assignment.

Having integrity means believing in the principles and standards of our community and making sure your behavior is consistent with those principles and standards.

Why is academic integrity important?

- Having academic integrity means that others can trust you. When people know that you believe in doing the right thing, and that your behavior is consistent with that belief, they trust you.
- Trust is one of the key characteristics of a successful leader. These individuals develop good reputations by being honest, fair, and trustworthy.
- Our world is based on our ability to trust each other. Therefore,

developing good ethical habits now, while you are in school, will help you as you enter the workplace and face ethical issues.

- Employers prefer to hire graduates whom they believe to have high personal integrity. They would rather invest in developing someone who will be a positive influence on the organization someone whom they can trust to carry out the roles and responsibilities of their job.
- Having academic integrity is important because it can offer you peace of mind knowing that you believe in doing the right thing, and always try to act consistently with those beliefs. Acting with integrity can reduce a lot of unnecessary stress in your life, making you happier, healthier, and more productive.



Continuing Language Acquisition Outside of School

From helping with the Halloween festivities to the Winter Decorations, it is always great to see the parents around HIS showing a smile and ready to support the school community and the different activities.

At HIS we are lucky to have a great parent community from all over the world because their positive attitude, care and enthusiasm enhance the school and community life. The success of many of the activities wouldn't be possible without the volunteers at events such as the Halloween activities, the Cultural lunch, the Bake Sale. Everyone is important and every bit of help makes it even better

If you have any questions, please contact us:

- ✉ pfaevents@his-china.org
- ✉ pafacommunications@his-china.org
- ✉ pafatreasurer@his-china.org

Committee Liaisons

- | | |
|---------------------------|------------------|
| Brian Speicher | Kathrine Kartach |
| • Communications | • Treasurer |
| Andrea Stubbs | |
| • HIS Community Relations | |





Once a Dragon, Always a Dragon!

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HIS Mission Statement

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.



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