

Hangzhou International School · Fall 2020

DragonNews

An Inclusive IB World School (Early Years-12)



Developing Growth Mindset

High Challenge, High Support,
High Expectations
Golden Dragons Sports
Drama





Table of Contents

From the Director

Growth Mindset

Admin Desk

Developing Growth Mindset
How to Achieve More with Less

School Highlights

Primary Years Programme
Middle Years Programme
Diploma Programme

Student Support Services

High Challenge High Support High Expectations

Dragon Moments

Dragons Around the World

Athletics and Swimming

Partners Spotlight

Education Technology

Tech Pagoda

Learning to Code Develops a Growth Mindset!



Hangzhou International School

78 Dongxin Street, Binjiang District
Hangzhou 310053, China
Phone: (86-571) 8669-0045
Email: info@his-china.org
www.his-china.org

From the Director



Dear HIS Community and Friends,

As the winter season sets in, I am reminded of the tremendous effort and commitment our community of learners has given in 2020. Throughout the challenging times, we have encouraged our students, faculty and parents to be solutions-focused, develop agility in decision-making, and seek support even when in isolation. Developing a growth mindset has been a key strategy in seeing our school and learning community through the uncertainties of the pandemic, school closure, and virtual-learning implementation. We took on these challenges with confidence, knowing that even our failures would help us grow and better serve our students. And so, in this season's edition of DragonNews, we explore 'Developing a Growth Mindset' at HIS.

The mission of HIS is to provide international learners with opportunities to pursue academic and personal excellence within a caring community. In developing growth mindsets at HIS, we encourage our students, teachers, and parents to actively pursue those opportunities that help cultivate the potential in all learners to achieve excellence, to be courageous when faced with challenges or mistakes, and to accept the value in the help, support, and comfort a community provides. A growth mindset embraces the belief that one's ability is not predetermined and fixed, but that one's intelligence and skill is further developed through effort and deliberate practice. At HIS, we encourage our learners to pursue their developing skills and interests, and to embrace the challenge that we can always grow as life-long learners. We hope to nurture a learning culture where students develop a love of learning, teachers continuously seek to improve their practice, and parents improve their abilities to support their families.

The COVID pandemic will not be forgotten easily for this generation, yet with a growth mindset we embrace the wonder, perhaps even the beauty, that life is full of challenges, some greater than others. At HIS, we thrive by developing opportunities for students to engage in challenging learning, provoke new thinking, level up their conceptual skills and knowledge, and take self-directed action that ultimately contributes positively to this world. Throughout this edition of DragonNews, we share the many ways our school promotes ways of thinking and world views that are focused on solutions, growth, 'can do' attitude, and perhaps most importantly, continuous effort. Enjoy!

Have a wonderful holiday, and as always, GoooOOO DRAGONS!!!

Jeffrey R. Stubbs
Director of Schools

DEVELOPING GROWTH MINDSET

BY JULIE TERRY, LOWER SCHOOL PRINCIPAL

As each decade passes, common culture is impacted by new research, experiences and opportunities. In schools, we are always looking for better ways to support children to become well-rounded, emotionally balanced and successful people. One of the current goals in schools is to develop children's resilience. We aim to develop children's ability to meet setbacks and to stay positive, so they are able to learn from mistakes and grow in the process. Resilience, however, is only one part of a wider goal to develop positive thinking in young people.

The term, 'Growth Mindset' was coined by Stanford University Psychology professor Carol Dweck. In her research she discovered that children's innate ability had less impact on their success than their mindset. Children who believe that they can grow and improve through practice, perseverance, training and effort, will frequently find success, compared to those who believe they were born with a particular set of traits and abilities which are unlikely to change over time.

Growth Mindset fosters a love of learning and a willingness to take risks and make mistakes, allowing for the development of resilience and patience. On the other hand, when students with a fixed mindset fail or make a mistake, they believe that they are just not smart or able enough and give up. Such students frequently avoid challenge and prefer to complete easier work or tasks that they know they will be successful at.

Help your child develop a Growth Mindset by empathizing with them about how it feels not to succeed, but also by encouraging them to learn from their mistakes and see the positive side of a problem. It is important to change the language you use when giving feedback to your child, avoiding phrases like, "You are a clever boy" or "You are so talented". These phrases reinforce a fixed mindset and do not encourage children to believe they can improve.

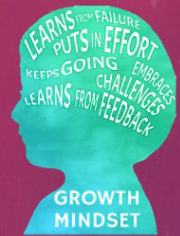


When your child encounters something challenging, is upset or ready to give up, remember to stress the importance of perseverance, practice and hard work. Talk to them about people they know and respect, and explain how their success took time and effort to achieve. Over time, your child will seek out more challenging tasks and will begin to enjoy the sense of accomplishment that comes with hard work and perseverance.

We have a number of stories in the library that support Growth Mindset. 'After the Fall' is a story written by Dan Santat, about how Humpty Dumpty rebuilt his confidence to overcome his fears. If you would like to check out a book for your child about Growth Mindset, you can choose from the titles on the opposite page.



FOSTERING A GROWTH MINDSET IN YOUR CHILD



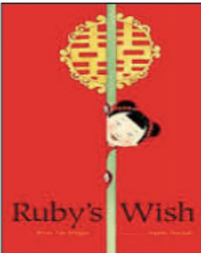
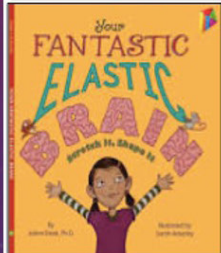
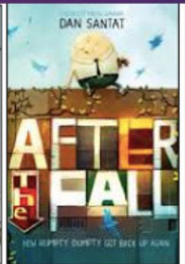
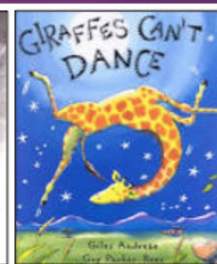
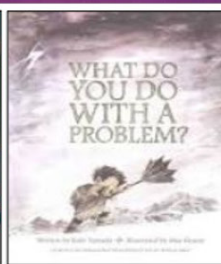
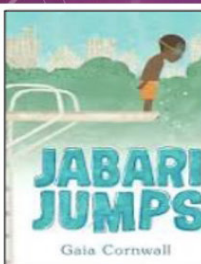
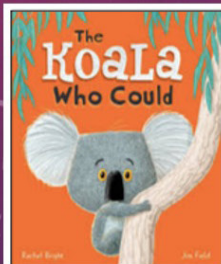
FOR PARENTS:

Instead of:

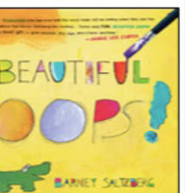
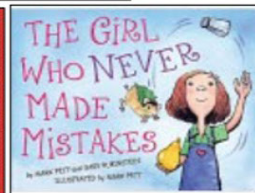
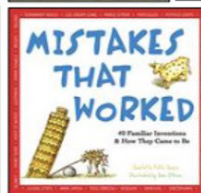
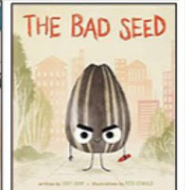
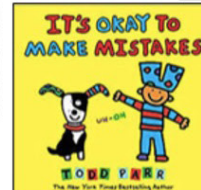
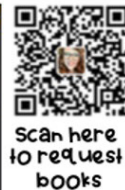
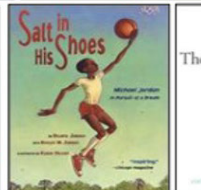
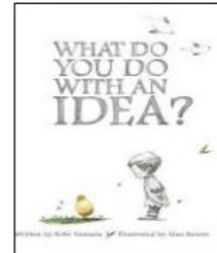
*You're so smart!
You're a natural talent!
Look how quickly you finished!
Good job!
That was too hard for you.
Maybe you're not cut out for it.
Oops, you made a mistake!
You'll do better next time.*

Try this:

*You worked really hard.
I really enjoy watching you do that.
That seemed easy for you. Let's find a way to make it more challenging.
You can't do it yet, but you'll learn!
Let's find a better strategy.
Making mistakes are how we learn!
Let's have a look...*



BOOKS FOR KIDS ABOUT GROWTH MINDSET



How to Achieve More with Less



Jessamine Koenig
Upper School
Principal and
DP Coordinator

How can you do more with less? That is the question that every business would like to have answered because it would help their bottom line achieve growth and economic success. However, the same question is one that can be used to challenge individuals to stretch themselves beyond where they thought was possible. Dr. Scott Sonenshein has written a book titled, "Stretch - Unlock the Power of Less and Achieve More Than You Thought Possible". The book describes qualitative and psychological studies

that provide evidence of how having less can actually encourage resilience, creativity, and increased engagement with the world around us.

While we often think that the goal is to accumulate MORE (more possessions, more wealth, more friends, more experiences) the reality is actually more complicated. Research indicates that when we have LESS, we often are engaged in more creative and fulfilling work, experiences, and opportunities. When we are faced with challenges and find alternative resources to complete the task, we often end up feeling better about what we have accomplished than if we were given all the resources directly.

Dr. Sonenshein expands this thinking into the power of "no" to help

overcome stasis. He encourages parents to say "NO" to their children occasionally rather than constantly giving in to their requests so that they have the opportunity to develop a stretch mindset to experience some constructive discomfort and learn how to adjust their experiences toward becoming more resourceful. This method allows the children to gain psychological ownership of their own joy and encourages them to understand the power of limitations. Finding joy in alternative locations, resources, and experiences means that the child is having to be creative and find ways to expand their way of thought.

While an individual does need their basic needs met (think Maslow's Hierarchy of Needs) there exists an opportunity to encourage and expand a child's resilience, creativity, and response to challenges through occasional bouts of "no". Dr. Sonenshein likens this to an economic model, "With abundance, people treat resources as what they appear to be on the surface, utilizing them in traditional ways. But when embracing scarcity, they give themselves freedom to use resources in new ways." When faced with constraints, individuals have the opportunity to practice flexibility and attempt new and creative methods to overcome challenges.

If you would like to explore the book, "Stretch," you can find it online through ebook resource sites. Access his online resources for more information. Start thinking about how you might stop chasing things and stretch yourself to achieve more!



ATLs and Self Management

This term, students demonstrate and carry out self-management and organizational skills. The first unit of ATLs class focuses on physical and digital organizational systems, planner use, ManageBac tools, goal-setting techniques, MLA formatting and note-taking strategies. Additionally, students spend time reviewing technology use, digital tools and what it means to be a responsible digital citizen at HIS and in the broader community. The following are brief descriptions of different tools students are given in ATLs class.

Saving Files: Students use the following naming convention when they submit files - LastName_FirstName_TaskName

MLA Formatting: Writing tasks in all MYP subjects at HIS require MLA formatting. In some circumstances, teacher discretion can be used with other referencing formats. All students now have the MLA Quick Study Guide. This document compresses the over 300-page MLA 8 Style Guide to a single page. Students can find the MLA Study Guide on ManageBac.

HIS Planner: All MYP students are assessed on planning their education, reflecting, and goal-setting. Students can choose to do this digitally, physically, or both. Grade 6 students are required to use their planner as a means to help them transition to Upper School. Parents can help by spending five minutes after school assisting their child in planning their learning, understanding the steps to succeed on assessments, reflecting on their academic progress, and setting goals. All of this can be done in their HIS planner or on digital applications.

Digital Organization: Digitally, all students should have a folder for each class. Their desktop should not be cluttered. They should have ManageBac, Outlook, Destiny, and the HIS Webpage pinned or marked as a favorite. They should only have applications that they often use available in their dock and a maximum of three desktops. Appropriate desktop images that are college, career, or passion oriented are required. Their trash and downloads folders should be emptied weekly and an abundance of applications should not be left open. All of these tasks assist students in becoming organized and efficient with their computers.

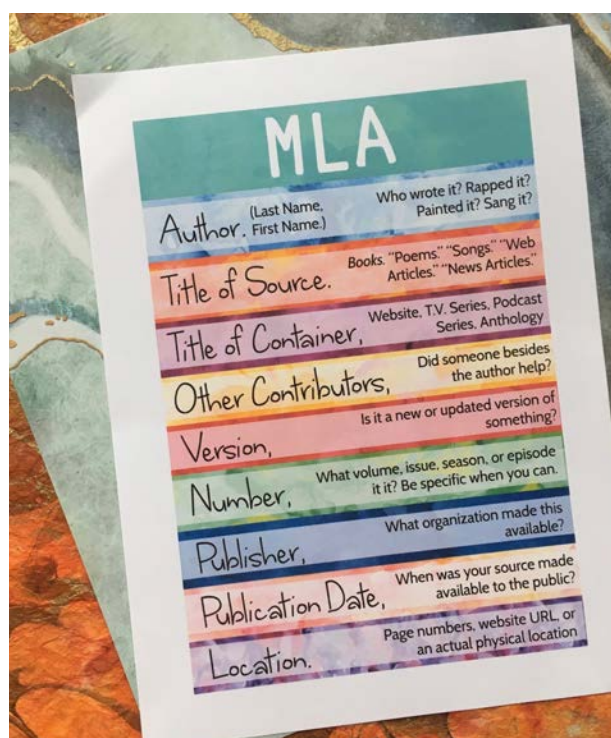
Physical Organization: Students are required to have a filing system in the form of a binder or accordion folder as well as a pencil pouch. Their backpacks should be clean and organized. Their filing system should have a labeled area for each subject.

Typing.com and Computer Use: Grades 6-10 students now have typing.com accounts. This website teaches the foundations of technology, such as typing, coding, and digital literacy. Students can log-on by going to typing.com and clicking on "Student Login" in the top right corner. Usernames are the students' full HIS email and passwords are his2020.



*Matthew Baxter
Upper School
Library & Media*

Common Sense Media: Common Sense Media delivers high-quality digital citizenship lesson plans and activities to address timely topics and prepare students to take ownership of their digital lives. Some topics covered are media balance, privacy and security, digital footprint, relationships, communication, and cyberbullying. Each topic has a lesson plan, PowerPoint, short video, activities, and discussion. Parents can navigate to Common Sense Media and create an account to support digital citizenship at home.



Developing Growth Mindset in Early Years



Jackie Cloete
Lower School
Early Years

A growth mindset is the belief that our abilities and intelligence can change and grow with effort. This is where we want children to be because setting the stage for becoming resilient learners will help children in many ways in and out of the classroom.

To set the stage for a growth mindset in the Early Years we are focusing on confidence building, problem-solving skills, and accepting mistakes and failures as part of the learning process. During our daily activities we give children the time to try, to fail and to fix their challenges in all areas of the classroom. Sometimes, more messes are made but more are cleaned up by children this way, too. One example is where we used to say, "Go get some paper towels to clean up." Now, we will say, "How can you fix this?" That little change makes a big difference. We give children the opportunity to fix things themselves.

We ensure to give children the time and space to use materials in their own way. This isn't just about letting them play and use their imaginations, but it is also about building confidence, independence and creative problem solving, which are all big parts of fostering that growth mindset. We encourage risk-taking. This can be physical risks like using real tools such as a kitchen knife

when we bake, climbing higher on the play equipment or touching a bug in the garden. This will be different for every child, and we permit safe choices while still trusting the child to take risks.

We encourage peer help before adult help. This has the bonus of also helping to develop a stronger classroom community. We have a space set out in the classroom for

frustration: a quiet spot. In this space children can talk about their emotions and how to deal with them. We are helping children to be motivated by frustration and not shut down by it. Teachers praise effort authentically and specifically.

No matter how many mistakes you make or how slow you progress, you're still way ahead of everyone who isn't trying. – Tony Robbins



Growth Mindset in Physical Education

I was halfway through a PE lesson when I cursed myself for forgetting to talk to the class about sportsmanship. The class were competing against one another playing Gutterboard, a throwing and catching game. Moments later a student who had just lost a game went up to his opponent with a big smile and gave him a high five. At the end of the lesson I drew attention to this students' actions as a great example of resilience and sportsmanship. Both are such important life skills.

Founder of 'Alibaba Group' Jack Ma notes the importance for schools to move away from knowledge based curriculums. He says that teaching students skills such as problem solving, resilience, and the ability to work in a team will make them more productive and attractive to future employers. Many of these skills are taught in Physical Education and this is something I try and instill in the students that I teach- to get better at something you need to practice and show resilience; to be a successful team member you need to listen, support and encourage your team-mates.

At the end of a Grade 4 'Throwing and Catching Unit' I was really pleased to see students had improved in the number of catches they and their buddy had made over a four week period. Many noted this success was not only due to practice but that they had worked well with their buddy and encouraged each other. Teamwork!

It is important to create a classroom climate where mistakes are seen as a

good thing, something to learn from. We want students to foster a growth mindset of resilience and grit, and not to give up when something is tough. As the great basketball player Michael Jordan said, "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...that's why I succeed."

I watched a clip of a primary school teacher talking to his class about resilience and working hard at throwing a frisbee which many were finding really challenging. He asked the class whether being an expert in throwing a frisbee in 20 years will be really important. They answered no. He told the class, 'it's not the mastering of a skill in PE that's important, it's the not giving up and trying to get better that will help you succeed in life. It's what your future boss will be looking for.

Recently during a parent interview I was thrilled to hear from a parent that their child wanted to practice their underarm throwing at home. So the parent bought a beanbag and hoop and helped them practice. Spending time with your child exercising or practicing a PE skill, not only is a great bonding time but helps develops these important skills. To get better at something you need to practice and show perseverance.

Physical Education promotes emotional and physical health. Studies have shown that regular exercise helps children's academic learning. During the COVID-19 Pandemic



Cam Burns
*Lower School
Physical Education*

lockdown, many of you- like your children- worked electronically from home. It was during this time that the importance of daily exercise really hit home to me. I know that too much screen time and being stuck inside without daily exercise could make family time really stressful.

Who knows what the future will hold? With technology advances and the implications from Covid 19, working from home may be the new norm for many of your children when they are adults. The importance of having the self-motivation to regularly exercise will be even more important for people to lead happy and productive lives. This, alongside a growth mindset of perseverance and resilience, will help our children be successful adults.



Developing Student Agency in the PYP Classroom



Jo Burns
Lower School
Grade 5

As we move further into the 21st century and away from the industrialized model of education, we see a shift in the skills our students need to become productive successful people when they leave school.

To act on these skills, students, need to develop agency.

“What is agency?” you may ask. Agency is defined as having the power to act and make choices. In a learning environment this refers to the students engaging in learning that is meaningful and relevant to the learner, often driven by their own interests or the learner’s ability to identify what they need to know or learn. Student agency gives students voice and choice.

are encouraging students to develop more agency in their learning. We felt this was important as they work towards the Exhibition at the end of this year. The Exhibition is the cumulation of the skills and attributes our students have developed as learners throughout the Primary Years Programme. It is student-initiated, designed and collaborative.

The first step of our journey has been for the students to reflect on themselves, to learn what they are like as learners. We have begun to unpack the Approaches to Learning so that they understand the skills that each student understands the skills they will need to acquire to become an agentic learner; of course these skills will be transferred into many settings and will continue to be developed as they move through the MYP and IB Diploma programmes. It is important that they understand these and are able to articulate how these skills look for them.

As teachers it is important that we develop a more shared approach to assessment with our students. Assessment is something developed and shared with the students as this develops more ownership of evaluating their success and the next steps in their learning. Students are involved in creating criteria and they use our feedback to adapt and improve their learning.

We are also purposefully planning based on our observations and student needs. By looking at formative assessment and having conversations when student conferencing, we can plan for students to achieve their

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



@chrisgadbury
MagicStorybooks.com

learning goals and provide students with choices in their learning.

Our goal is to instill the Approaches to Learning skills in our Grade 5 students so that they can gradually gain greater control over the choices that they make in their learning. As adults we sometimes take these choices away from our children without thinking, as we end up doing things for them. There have been many times I've had to stop myself from doing something for my daughter or a child in the classroom. They need to learn to make those choices for themselves. I've had to learn to rephrase questions- "How do you think you can solve that?" "What can you do to change that?" "How could you make this better?" "Where can you find that out?" "Putting this back on the students makes them think about the choices that they make and understand that it's up

them to find the answers and not be told the answer or have something done for them.

Eventually we would like to see the students have greater control over their day, planning out their learning needs according to their learning goals and next steps, articulating to the teacher what they need covered in workshops and prioritizing their learning based on their needs. The teacher's role is still the same but now the students are driving their learning.



AGENCY

PYP LEARNERS....



VOICE

- students question, guide and direct learning
- students propose and initiate action
- students participate in decision making

@chrisgadbury
MagicStorybooks.com



CHOICE

- students co-construct learning goals
- students engage with multiple perspectives



OWNERSHIP

- students define own learning goals
- students reflect on own learning goals
- student ideas are supported throughout planning and taking action.

• ARE ACTIVELY ENGAGED IN VARIOUS STAGES OF LEARNING, INCLUDING: THINKING ABOUT, PLANNING, MODIFYING AND CREATING

• ARE ACTIVELY INVOLVED IN DISCUSSION, QUESTIONING AND BY BEING SELF-DIRECTED IN THEIR CREATING (AS OPPOSED TO PASSIVE RECEIVING)

• APPLY THEIR UNDERSTANDING OF CONCEPTS THROUGH THE CONSTRUCTION OF THEIR PROJECTS/PLAY

• MAKE CONNECTIONS TO THE REAL WORLD BY TAKING PAST EXPERIENCES INTO THEIR PLAY WORLDS

• HAVE AN ACTIVE VOICE AND STAKE IN THE CLASSROOM/COMMUNITY

• FACE CHALLENGES AND ARE GIVEN THE FREEDOM TO INDEPENDENTLY OVERCOME THESE OR FAIL THROUGH TRIAL AND ERROR OR EXPERIMENTATION

• ARE RISK-TAKERS

• EXPRESS THEIR THEORIES OF THE WORLD AND THESE ARE HONOURED IN THE ENVIRONMENT

• REFLECT ON THEIR ACTIONS AND SELF-REGULATE

High Challenge, High Support, High Expectations



Lainie Chandler
Literacy
Coordinator & ESOL
Lower School
Student Support
Services



Andrew Lawrence
ESOL
Lower School
Student Support
Services



Patricia Shomo
ESOL
Lower School
Student Support
Services

At Hangzhou International School, we welcome students from all backgrounds, cultures, and languages. While this is a source of great pride for our school and presents our students with a host of opportunities to learn and grow from each other, this also brings certain challenges for them as learners. The most obvious challenge is the gap between native language and the language of instruction. For students to be successful in this educational context, developing a growth mindset will prove to be invaluable as they progress through schooling.

What is Growth Mindset?

Growth mindset is the belief that one's abilities can improve over time through effort and practice. Research tells us that developing academic

proficiency in an additional language can take between 5 to 10 years. While this may seem overwhelming, if we support our students in fostering positive habits of mind, academic success will be well within their reach.

What are some of these positive habits of mind?

Self-awareness: A successful learner is able to monitor their own levels of achievement and be aware of areas for growth. They take charge of their own learning and understand how they learn best in different contexts.

Goal setting: A successful learner actively co-constructs learning goals with their teachers. In addition, they seek out resources that will help them achieve those goals. Throughout this process they monitor and reflect

upon their progress, utilizing feedback from teachers and peers to set new goals.

Perseverance & Resilience: A successful learner is proactive in developing a number of strategies to adapt to and to overcome the language challenges that they encounter, such as seeking support from others and being able to select the right tools for the right situations. Resilient learners take control of their learning and understand that consistent effort will be rewarded.

Helping to foster a growth mindset is a responsibility that we all share. As teachers and parents, it is our job to facilitate, engage, support and challenge our learners so that they realize their full potential.



Developing Growth Mindset Outside the Spanish Classroom



*Andres Sanchez
Upper School
World Languages*

Learning a second language is an undertaking that requires dedication, time, and resilience. This is especially true for the students learning Spanish in China, as they don't have the same opportunities for practice and exposure to the target language as those currently learning Chinese or in fact, English. This is where Developing Growth Mindset comes into play. In our Spanish courses, we encourage our students to be on the lookout for opportunities and venues where they can showcase their language skills in a controlled and challenging manner. In previous years, we have traveled to several cities in Spain to accomplish this goal with great success. But when travel becomes difficult, it is imperative to find alternative ways to put our skills into practice.

The Spanish Ministry of Education, in partnership with the Instituto Cervantes, has recently authorized a Spanish language testing center in Hangzhou. Passing scores in this test will grant students the DELE certificate, (Diploma de Español Como Lengua Extranjera) which certifies proficiency in reading, writing, speaking and listening at various levels. We are proud to have three HIS Dragons who have recently been awarded this diploma at the A2 level.

Congratulations to Aina Gimeno, Suhani Sikri and Inha Park!





▲ Kindergarten Visit to Longjing Tea Fields and Museum

One of the wonderful things about living in Hangzhou is the proximity to nature and beautiful scenery in the heart of the city. The Kindergarten students were very lucky last week to be invited to visit the Longjing tea fields and museum by Charlotte's mother. The children were able to walk through the tea fields and take a look at the tea plants and flowers, before going inside to experience a traditional Chinese tea ceremony. What an exciting field trip!



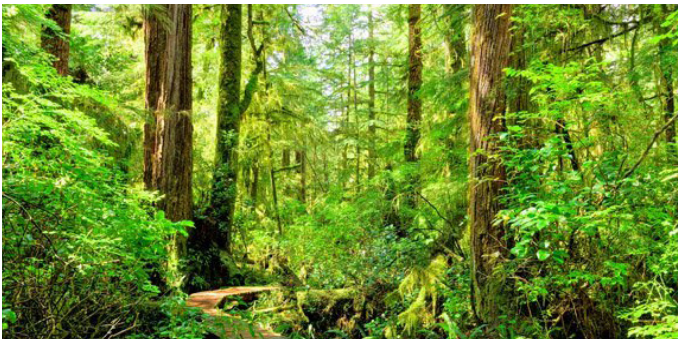
Lower School Musical

Ms. Joy and the Grade 1-5 children put on some great productions for their schoolmates. Musicals included were Freddie the Frog and the Mighty Meter Gnome, Freddie the Frog and the Jungle Jazz, We are Monsters, and Sally Sells Seashells. Congratulations to all of the performers!

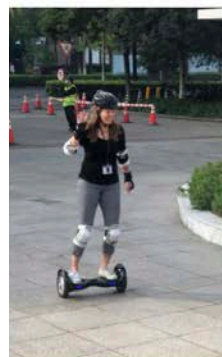
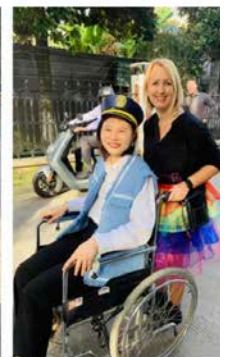
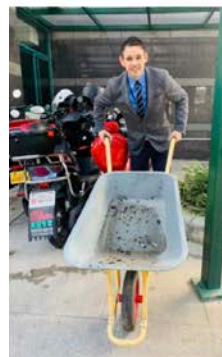
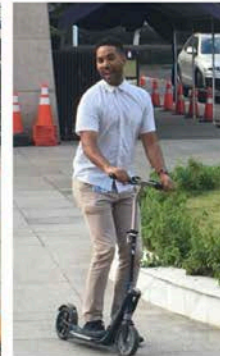
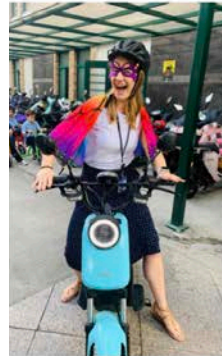
E-learning Grade 5

A thought for the day...

What elements of nature are you grateful for and why? (The beach, a starry sky, changing leaves, etc.) Use your most descriptive words.



"I am thankful for the trees, water, animals and truly thankful that the Earth has each of these wonderful elements. Thanksgiving day is the perfect day to express thanks to the nature. Nature is a great way to relax body and mind, it is so soothing and calming to sunbathing n the beach, watching the beautiful colours of sky during sunrise and sunset, taking a walk in the woods during autumn when the leaves are falling upon dew drops touching face during winter mornings and playing with snow in peak winters. Each element of nature has its own beauty." - Kanisha (Grade 5)



Pre-K Transportation Unit

The Pre-K students began their unit on transportation last week and enjoyed spotting the different types of transportation they could see around campus. There are certainly some interesting ways that HIS teachers and children like to travel!



▲ Medical Immersion Program

Upper School students, Danielle Stubbs and Jarul Khurana organized a medical immersion program for those students interested in the medical field. As part of their CAS project, they helped students gain access to first aid and CPR training, provided by an HIS alumni, and gave them essential training in a variety of techniques and medical skills practice.



▲ Blood Donation Drive

We are proud of what a group of students can help to coordinate given opportunities. Congratulations also to the HEROES who gave back to the community by donating blood during the Parent/Teacher/Student conferences last week. It was a great outpouring from our faculty, parents, and staff members to ensure that there is help in time of need. Thank you everyone for the kind support to the second successful blood drive by HIS students. This year 59 heroes donated to save hundreds of lives.

Written by Manya Jain

▲ Team Building Days

On October 16, Upper School grade level advisors organized great opportunities for the students to connect and engage with each other across section groups and in some cases grade levels. Some students visited Xinsha Island. They got to trial many different types of transportation, including a ferry, electric vehicles, and buses. Other students visited a museum, gained some knowledge of local culture, and then worked to build catapults that launched water balloons. Grade 11 students visited the Baochi Pagoda for a discussion about TOK and culture.



2020 ACAMIS Volleyball Tournament

The HIS Varsity Boys and Girls teams travelled to Suzhou Singapore International School on the weekend to compete in this year's ACAMIS Tournament competing against international school teams from Suzhou, Nanjing and Wuxi.

The girls team improved each day of the tournament and peaked on the final day, reversing Friday's opening game loss to NIS to defeat them in the Semi-Final and book a place in the championship match. Playing the home SSIS team in front of a big noisy crowd was a terrific experience for our girls who left it all on the court. They battled hard but were out-matched by a very organized and equally determined team who remained undefeated throughout the tournament. A second place finish is our best ACAMIS result in some years and a testament to the girls' skills and development under the guidance of Coach Cushman and his assistant Coach Stowell.

Coach Plotz and Coach Widi lead the boys team to a third place finish which was a fantastic achievement considering the number of new volleyballers who were on the team this year. With students ranging from Grade 7 through to Grade 12, the HIS team were worthy opposition for some much older, stronger, and experienced teams.



Dragons Swim Team

Well done to all of our swimmers at the Hangzhou Sports Bureau! It is great to see the swimmers able to compete in the pool again. There were lots of medals, personal best times, and improvement. The HIS team returned home this weekend with 23 Gold Medals, 11 Silver Medals, and 7 Bronze Medals.



Cross Country

Congratulations to the Dragon Cross-Country Team for completing their HISAC Virtual Meet on Thursday, Nov. 5. The Middle School runners ran 3000m, while the High School runners ran 5000m. Mr. May and Dr. Widi were impressed with the final results and the improvement that the team made over the course of the season! It was a beautiful day for a race along the Qiantang River.



National Honor Society Inductees

Growth Mindset Snapshot



Marisa Confait
Upper School
English Language & Literature

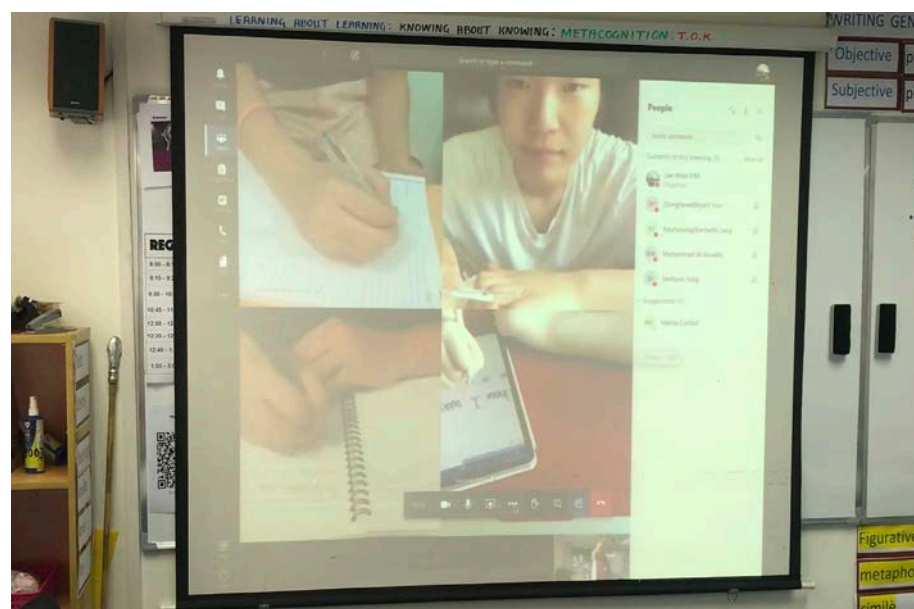
The scientists and psychologists will tell we educators and parents what we already know: the teenagers we live and work with are, according to Maslow's 'Hierarchy of Needs Theory', struggling to define themselves, and in the process, can spend a lot of time 'navel gazing' from the perspective where they have placed themselves at the centre of their universe. They are necessarily pushing boundaries and rules and testing the waters to become their own person, rather than the 'good' daughter/son/student' we expect them to be.

Simultaneously, we design curriculum that encourages them to understand and select agility in their critical thinking, to recognise their own attitudes to learning. We offer them pathways that allow them to challenge themselves with what is beyond what they are already comfortable with. Our advice and mantra for them is: "Do not work hard: work smart," because not all effort is equal: effort needs to be strategised for; methodology tested, and failures seen as learning opportunities to further refinement of skills and effective methodology.

Our courses in English Language & Literature and English Language B devote significant energy to Speaking and Listening Skills. Thus, we are privileged to present an array of

very different voices, on a myriad of topics: a buffet of choice of intended purposes. Consequently, our students here at HIS are challenged to hear ideas that oppose their own; to explore why they disagree; to prepare to respond and perhaps persuade (with persuasive rhetoric of the highest standard) others to consider the opposite perspectives on issues; to not just hear, but listen; and then to strategise to speak and respond with depth of thought and insight.

Our children have much to say and important voices to be heard. They will be provided with opportunities to challenge themselves to work smart and fail well as they become well-skilled and confident investing smart energy and effort, and believing that they have the ability to climb to the top step of Maslow's Hierarchy so as to self-actualise and act on behalf of the whole, not just on behalf of their individual selves.



Promoting a Growth Mindset

A 2018 survey found that three out of four students in the US admitted that they had heard adults talk negatively about maths. In the United Kingdom, that very same year, an article in The Guardian newspaper ran the headline “British people often boast about being bad at maths.” Every teacher wants their students to succeed and to grow; however, there are times when the vernacular around specific subjects or skills can reinforce a negative stereotype. I will admit that I have fallen into this trap many a time too. When asked about my least favorite subject at school I will instantly respond with Art. My reason? “I CAN’T draw.” That belief that I CAN’T draw has stayed with me my entire adult life but perhaps there is a way we can change the language we use around difficulties that would encourage growth rather than giving up.

Carol Dweck’s theory states that there are two mindsets when it comes to learning. A fixed mindset and a growth mindset. With a fixed mindset comes the belief that it is natural talent, rather than effort, that leads to success, that qualities and intelligence are locked in place and cannot develop or improve. I was not immediately skilled at sketching and so I grew up with the unshaking belief that I can not draw. With a growth mindset, on the other hand, comes the belief that with time and experience, intelligence and learning can develop. Thinking that one can become smarter helps people recognize that effort affects success. This belief can help lead to higher achievement.

The language we use to give praise and feedback can help foster a growth mindset. Instead of praising the final product we can look at the process that was followed and recognizing the effort. Rather than saying, “Your handwriting is beautiful, great job,” we can say, “Wow., you have been working so hard on your handwriting.” This slight change in language helps students to recognize that it is due to their practice and effort, rather than natural talent, that they have good handwriting. This approach can reinforce the concept that dedication and diligence make a difference. The word “Yet” can also be powerful. Note the difference between, “I can’t do division,” and “I can’t do division yet.” By adding “yet” to the end of a sentence we are implying that our learning has not finished; we will keep making progress towards our goals.

Here are some useful phrases to reinforce a growth mindset:

- I really liked the way you.....
- Look how much progress you have made in.....
- I love how hard you are working.
- The effort you’ve made in _____ has really paid off.
- What would you do differently next time?

Grit is another important step towards attaining a growth mindset. Grit is knowing that through perseverance and resilience we can meet our goals. Perseverance is the ability to keep going when things are tough and resilience is the ability to try again when we fail. We can teach and coach that mistakes are an integral part of the learning process as



Simon Dobson
Learning Support

they help us get better at the task we are attempting. It is important that we model what it means to show grit by talking about times we did not give up when facing a difficult task and what we learned from these experiences. Just like intelligence, our grit can also be grown. With short daily practice in weak subject areas or by breaking a complicated project down into smaller chunks we can teach our minds to persevere.

Here are some books that help reinforce what it means to have a growth mindset and show grit:

- “Rosie Revere Engineer,” by Andrea Beaty
- “The Book of Mistakes,” by Corinna Luyken
- “Jabari Jumps,” by Gaia Cornwall
- “What do you do with a chance?” By Kobi Yamada
- “Whistle for Willie,” by Ezra Jack Keats
- “Everyone can learn to ride a bicycle,” by Chris Raschka



HIS Dragons Around the World!



Tommy and Henry Arditti
Currently in Vietnam



Aysha El Ferdi
Currently in Australia



Liz, Ryan and Tim Chang
Currently in New Zealand



Celeste Gu
Currently in Canada

All **HIS Dragons** who are continuing their journey of life elsewhere will always be connected here: in our hearts, in our minds, and in our souls.

HIS Dragons are part of the HIS community no matter where they are or how far. We miss them and that's why we always hope they keep in touch with us and let us know about their new experiences.

Once a Dragon, Always a Dragon!

Please, keep in touch and send a photo to
Ms. Andrea Stubbs: astubbs@his-china.org



Fei Fei Wei
Currently in Zambia

When you leave HIS, you never really “leave” us!



Anirudh Bali
Currently in India



Nolan Haltom
Currently in USA



Ryyka and Vedaz Pengsom
Currently in USA



Annabelle Speicher
Currently in USA



Roy and Roger Xu
Currently in USA



Haru Sukegawa
Currently in The Netherlands

Growth Mindset in Drama



Ellie Mockler
Upper School
Drama

Encouraging young people to develop high standards and expectation of themselves in class needs to be executed in a healthy manner. We aim to remind students to be the best they can be. In practical work they are prompted to create quality rather than quantity; that they should aspire to focus on something small to make sure that they can do it well, before moving on to anything else. They are encouraged to create material that they would be proud to share with each other and potentially with others, be that peers, parents or visitors.

Producing good quality artwork is essentially an independent activity that requires maximum effort. A drama performance, for example, is an abstract concept. It is something that only exists in the time and present. To create it, one has to go through a complex process where one's own thoughts and ideas needs to be communicated and transposed into action. At the heart of that process has to be the student acting on their own, even if they are within a group, they must operate on their own to suspend their own disbelief and 'become' the character or role that they are going to portray. That action by the students cannot be done to them, only they can do it. We therefore have to create a set of conditions within which students feel comfortable and confident to take that independent step; conditions such as creating an atmosphere of trust, ownership of the work, and having a non-judgemental attitude towards the way we work. Modelling is one of the central pillars of creating good art and performance work. Both teacher and peer modelling is second nature within the subject. As a teacher, that modelling is, and has to be, central to the role. The teacher has to be able to suggest and demonstrate alternative ways of performing or presenting whatever the student to trying to create. Creating art is a communicative process build upon the foundations of sharing, modelling, scaffolding and helping each other to achieve the ultimate goal of performance.

Creating artwork is full of failure. In the process, probably 90% of the time you are getting it wrong! In creating a drama performance, for example, you are making a product for an audience that will communicate specific attitudes, information, personalities and so forth. It is impossible to get it right first time and every time. It is about the response to the failure, to question and reflect on why the performance isn't achieving what you want it to and how that is going to be addressed and developed. It is sometimes very difficult not to take drama very personally for it is full of failure, and indeed criticism, but one must embrace that in order to not just complete the learning journey but to start it!

Burt, Keith. "Growth Mindset and Mindfulness in the Arts." BURT'S DRAMA, 8 Sept. 2020, <https://burtsdrama.com/2017/10/25/growth-mindset-mindfulness-arts-drama-music/>.



Athletics and Swimming



It has been a tumultuous year for school athletics throughout China but the wheels are now very much in motion with our Golden Dragons Athletes again having the opportunity to learn, develop, and demonstrate their skills across a broad range of athletic and aquatic pursuits in local, provincial, and China-wide competitions.

Our Golden Dragons Swim Team entered the water for the first time this year in the 4th Hangzhou Youth International Swim Championships. The team consists of students from Grade 3 to Grade 11 and these young athletes competed extremely well over the two-day event. For most swimmers it was their first competitive meet in over a year and the excitement was immense. The team finished the weekend with an impressive medal tally of 23 Gold, 11 Silver and 7 Bronze. The meet was a great opportunity to gauge where swimmers are at physically and technically at this early stage of their season and set some goals for the next phase of their training.

The varsity volleyball season concluded with the customary ACAMIS tournament although this year's invitational tournament format saw us play some new opponents from Jiangsu Province. Suzhou Singapore International School hosted the three-day tournament and our teams were thrilled to hit the court after more than two months of practices. Both teams featured many young and new volleyballers this year which bodes well for the volleyball program in the next few years. Our girls improved with each day of the tournament and won through to their first championship game in recent history. They were defeated by an experienced SSIS team buoyed by a big home crowd but our girls should be very proud of their progress and development through the season. The boys finished their tournament with a third placing and should also be pleased with their performance, considering that nine of the twelve players are in their first year of varsity volleyball!

The cross-country season finished on a high note with a both SISAC and HISAC Conference holding virtual meets allowing athletes to run at their own locations and have their times collated and placing determined. Our team has continued to grow in its second year under the guidance of Coaches May and Widi who are particularly impressed with the number of Middle School students showing good long-distance running ability. Our Lower School Running Club also had over 20 runners this year who completed their 1500m event along the Qintiang River.



Filipe Nogueira
Director of
Athletics & Activities

Middle School Students have already completed seasons in touch rugby and soccer, both culminating in HISAC tournaments. Touch rugby is always a great spectacle, with the mixed teams format making for fast play and lots of scoring. Soccer continues to be well-supported by students with many girls and boys finishing their season with an action-packed tournament which included nail-biting penalty shootouts, loads of individual skills on show, and fantastic team spirit and sportsmanship. Our girls came home with the Champions Trophy for the second consecutive year which made for a happy bus ride home!

Our Athletics and Aquatics programs continue to grow, with more students than ever joining teams this year. It is excellent to see the students successfully balancing their academic and athletic commitments. As I have mentioned previously in this column, our highest achieving graduates academically are often also among our best athletes. This highlights the strong correlation between the attributes that lead to success in both of these areas – personal organization, diligence and attention to detail, putting time into transforming weaknesses into strengths, and a strong support structure of family, friends, teachers, and coaches.

Keep up the great work, Dragons!!!!

Global Issues Network (GIN) Club



Matthew Baxter
*Upper School
Library & Media*

Local School Field Trip

By Jarul Khurana

This term members of our GIN club got the opportunity to visit a school for children who have mental disabilities here in Hangzhou. During our visit GIN members were able to spend time and perform activities with the students and toured the school's facilities. One of the drastic differences between HIS and the school was the range of subjects being taught there. Instead of having subjects such as science and mathematics, the children there are taught life skills and things which are going to help them get employed in the future, like how to prepare food and clean a hotel room. We plan to continue visiting the school, so if you are interested in going be sure to attend GIN club meetings on Thursdays in the library!

Hiking and Trash-picking Field Trip

By Sofie Peng

Two days after October break, GIN (Global Issues Network) members participated in a new project promoting the environment. This field trip focused on student volunteers picking up litter from the sidewalks of the HupaoLengquan hiking path. Volunteers met up in the morning at the back hill of Hupao and hiked a hidden path in between the cultivated mountain slopes while picking up

plastic wrappers and leftover water bottles and caps. Students appreciated the sunlit panorama of the valleys that pervaded with lush vegetation. Hiking upwards, we found ancient sculptures made of copper, small fountains, and shaded areas to take short breaks. Coming to an end, we threw all the bags of trash in the trashcans we found along the way. Our hike ended when we arrived at the front gate of HupaoLengquan after around two hours. The trip provided a cleaner environment for the community and encouraged students to feel more responsible for the planet while admiring the city of Hangzhou.

The Second Affiliated Hospital of Zhejiang University.

By Maksym Xu

On October 24th, a group of Grade 10 GIN students volunteered at The Second Affiliated Hospital of Zhejiang University. The goal of this event was to guide hospital visitors to the correct location in the hospital. After students arrived in a fixed jurisdiction, there was an endless stream of patients who come to seek help. This was very different from what they expected. One of the young people asked them about the registration location of the neurology department, which they quickly learned was not on the sixth floor. Another request was the specific location of the radiology department and the International Health Center. However, most people who came to inquire were asking where to get the laboratory test form. By the time volunteering was over, students knew where all the locations of significant departments of the hospital were. This experience left

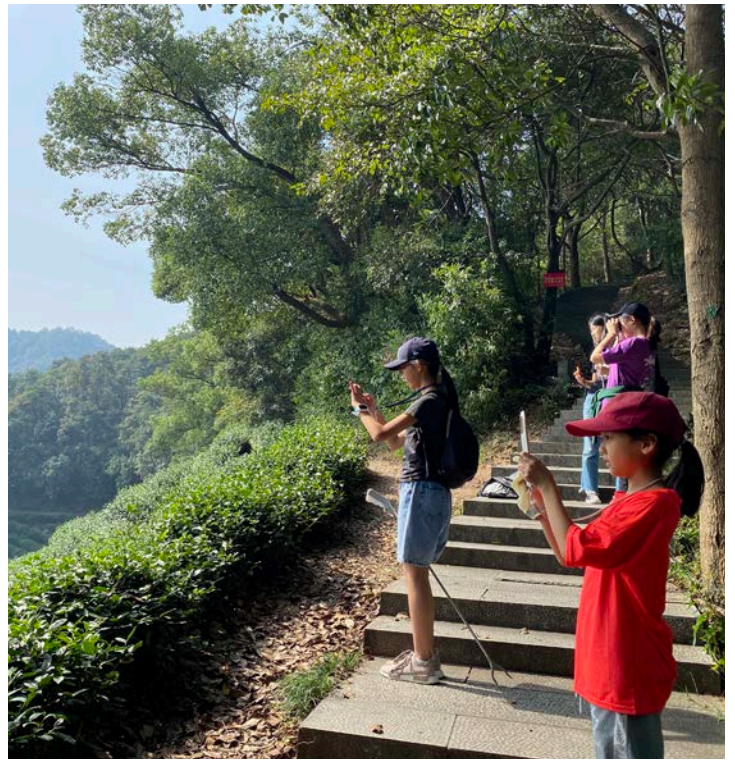
an impression on them by engaging in the complexity of a hospital and visitors' various needs. Students left enthusiastic and are ready to come back to answer the unique problems of hospital visitors and patients.

Charity Fundraiser "Valuable Memories 2020"

By Alicia Li

Our Global Issues Network (GIN) Club is hosted a Student-led Charity Fundraiser CCA to provide students from Grade 2 to Grade 5 an opportunity to design and create their own custom T-shirts. Students were invited to attend the T-shirt design workshop to keep their valuable memories of 2020. In total, 9000RMB has been collected. All donations after workshop expenses were made to the Zhejiang Red Cross. The project was coordinated by Alicia Li (G11) and Linda Zhou (G9). In the workshop, students drew their memories of this year on the t-shirt. Their design works were divided into different themes, which are health, family, and life. The workshops were every Wednesday from October 28th to November 18th. Every kid gets to be an artist as they completed their custom t-shirt and created a meaningful way to help students memorialize this special year.





Partners Spotlight



Connected learning. **Connected world.**™

ISTE's vision is that all educators are empowered to harness technology to accelerate innovation in teaching and learning, and inspire learners to reach their greatest potential.

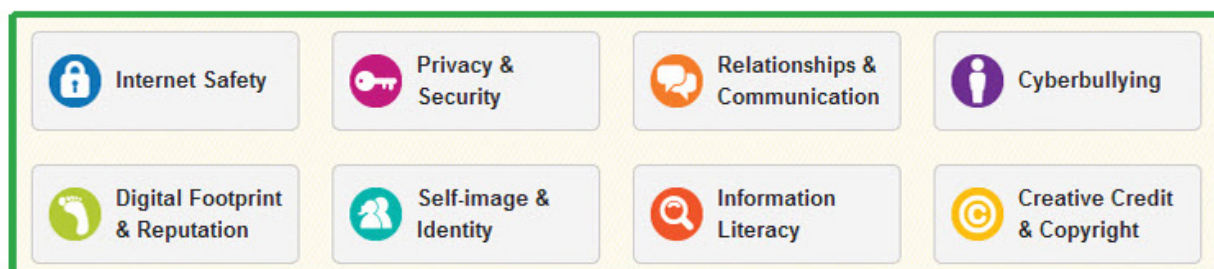
ISTE inspires educators worldwide to use technology to innovate teaching and learning, accelerate good practice and solve tough problems in education by providing community, knowledge and the ISTE Standards, a framework for rethinking education and empowering learners.



The Computer Science Teachers Association (CSTA) understands that teaching computer science is hard. That's why their dedicated team and teacher-led Board of Directors has focused on creating a strong environment to support K-12 educators.

They're proud to have created a community that:

- Is led by K-12 computer science teachers, and puts teacher needs at the forefront
- Shares the latest best practices in K-12 computer science education



Since 2003, Common Sense has been the leading source of entertainment and technology recommendations for families and schools. Every day, millions of parents and educators trust Common Sense reviews and advice to help them navigate the digital world with their kids. Together with policymakers, industry leaders, and global media partners, Common Sense are building a digital world that works better for all kids, their families, and their communities.

Learning to Code Develops a Growth Mindset!

Developing a growth mindset includes four key components: setting achievable goals, encouraging hard work, reinforcing good strategies, and receiving input from others.

Not only can the process of learning to code be used to help develop a growth mindset, there are aspects of coding that help reinforce this mindset.

Achievable Goals

"Learning how to program didn't start off with wanting to learn all of computer science or trying to master this discipline or anything like that. It started off because I wanted to do this one simple thing – I wanted to make something that was fun for me and my sisters." – Mark Zuckerberg, CEO Facebook

As people begin to learn more and more about programming, the complexity of the projects typically increases. However the process of development, compiling, and execution remains similar. And, once executed, the developer quickly learns whether or not their code works as intended. This consistent, incremental progress over time builds confidence of kids in the ability to build using technology.

Hard Work

"Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains." – Bill Gates, Chairman Microsoft

As kids begin to learn more about technology systems, they begin to develop a curiosity about what else they can add to their projects or begin to imagine what they might build from the ground up. This progression from a fundamental understanding of how the systems work to leveraging the system to accomplish additional goals is essential. For example, students may begin with just stopping the timer as a car crosses the finish line in a race car game to identifying & ultimately rewarding the winning car with a trophy by comparing times. This teaches kids that there is always more to learn and that in order to truly become better at coding requires work to implement increasingly complex functionality.

Develop & Reinforce Good Strategies

"Programming allows you to think about thinking, and while debugging you learn learning." – Nicholas Negroponte, Founder & Chairman Emeritus of MIT's Media Lab

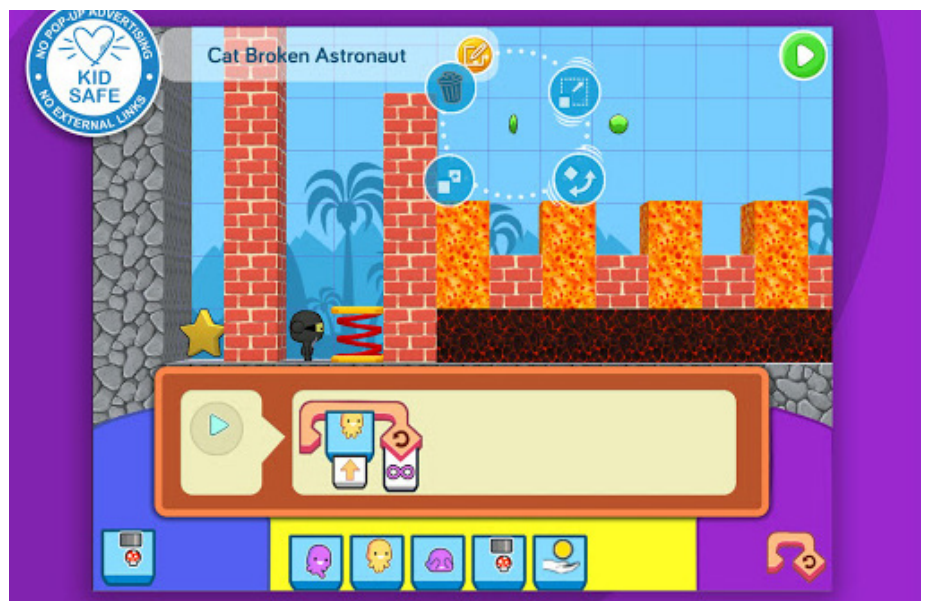


Karl Suits
Director of
Technology

Input from Others

Open Source software is computer software with its source code made available with a license in which the copyright holder provides the rights to study, change and distribute the software to anyone and for any purpose. Oftentimes, open source software is developed in a collaborative manner.

One of the best elements of modern day programmers is the development of a community that encourages sharing their completed work with others. Not only does this help reinforce their learning but it also teaches them the importance of cooperating with others. Excerpts from "How Learning to Code Can Help Develop a Growth Mindset" by Omowale Casselle





Once a Dragon, Always a Dragon!

CONTACT US

Hangzhou International School
78 Dongxin Street, Binjiang District,
Hangzhou 310053, China.
Phone: (86-571) 8669-0045
Email: info@his-china.org
www.his-china.org

HIS Mission Statement

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



Layout and Design: Andrea Stubbs and Karl Suits.
Articles and photographs are provided by the HIS Community: faculty, parents and students.
Edited by School Administration.