

communitas



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Dear SCIS Community,

It is my pleasure to extend a warm welcome to our SCIS Community for this 2019-2020 school year at Shanghai Community International School.

This was my 18th "first day of school" at SCIS, and despite having so many years within our community, I continue to feel the same rush of exuberance and, of course, sense of trepidation that I had in year one. It is a healthy balance and a perfect reminder that all of us, students, teachers, parents, and staff are at the start of something new. This, in and of itself, is one of the many wonderful aspects of choosing a career in education, we have an opportunity for a fresh start, each year. We, as educators, can set the stage and establish the foundation for the incredible learning experiences to come. It is through this annual occurrence that we can create new opportunities for our students, opportunities that build the foundation of our community, and students' experience within the school, and it is the combination of these shared experiences that then defines our SCIS community.

In response to the need for a space to share our varied experiences within SCIS, "Communitas" was created. Entering its tenth year of publication, it continues to be the venue for reflection, discovery, and celebration throughout our school community. The name Communitas roughly translates from Latin as "the very spirit of community." That same spirit is what we intend for you to find throughout the pages of this and future editions.

It is this spirit that has continuously fed our passion to deliver on our SCIS Mission to develop inquiring, knowledgeable, and caring learners who contribute positively to our community. A keyword, not to be overlooked in our mission statement, is that we use the phrase "learners," not "students." This is because of our belief that every member of our school community is a learner, and we take on the noble effort of developing all of our students, parents, faculty alike as we move forward in our learning journeys.

We have undertaken some significant initiatives in our community-wide journey over our 24 years of operation. We are now entering into our work on the development of our strategic plan. This work will support our effort toward a successful synchronized Western Association of Schools and Colleges (WASC) accreditation and International Baccalaureate (IB) three-program authorization visit to be held in the spring semester of 2021. As part of our launch, we will work across our various campuses and with all stakeholders to establish Student Learning Outcomes (SLOs). These SLOs are the foundation for what we want to see in our students,

the knowledge they are to acquire and understand as well as the skills and character qualities that are embedded within our program. These SLOs will officially replace our previous Expected School-wide Learning Results (ESLRs), and we believe these SLOs will be more definable, measurable, and better reflect our work as an IB World School. They will be organized within four main strands of Thinking Skills, Research Skills, Self-Management Skills, and Communication and Social Skills. As this work is evidence of, our learning journey at SCIS is far from over as we continue to refine and define how we learn as a vibrant and reflective learning community.

We are proud, we should be, and this is just the beginning of a new year of opportunities, experiences, and growth. Let us continue to challenge ourselves as a community to inspire each other to become inquisitive, globally-minded learners. For now, please read on and find inspiration within these pages, and I challenge you to share your learning journey with the editors of Communitas. It is going to be a great year, full of learning, "a-ha moments," and smiles so, please enjoy, and I look forward to learning with you this school year.

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School

communitas

SEP/OCT. 2019

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Do you have a story to tell, a project to share, or art to be displayed? Let Communitas be a platform for your voice.

Communitas is about community and we rely on contributions from the SCIS community.

Should you have any commentary, observations, wish to submit articles, or inquire as to ways to collaborate, feel free to send all inquiries or correspondence to the Communitas editor via email at mmasson@scis-china.org.

Communitas is published six times per year for the SCIS community, our friends, and the larger Shanghai community.

We are social! Feel free to visit us on the web at www.scis-china.org and follow us!





Transitioning

to the Upper School and the Middle Years Programme

There are always mixed emotions around the transition from Lower School to Upper School. Parents and student share concerns about moving from one homeroom teacher to eight different subject teachers. Both can be worried about the change and things like getting lost in the Upper School. However, both parties also share the excitement. For students, the perceived fear of the Upper School is coupled with the thrill of “freedom” and independence. For parents, the transition is a time to experience growth in their children – “a rite of passage” as such.

So how to handle all of these emotions and ensure our SCIS students are happy, safe and successful? We believe this is in a large part addressed by the fact that SCIS is an International Baccalaureate (IB) Continuum school, offering three accredited and proven programmes.

The International Baccalaureate purposefully and thoughtfully designed three programmes to meet the needs of students. Each programme considers the age and abilities of the students. The Primary Years Programme (PYP) embraces the natural curiosity of young children, allowing them to explore through their programmes of inquiry.

The Middle Years Programme (MYP) provides skills (Approaches to Learning skills) to harness this inquiry and look at it through different subjects and conceptual topics. Then the Diploma Programme (DP) takes their strengths and allows a student to direct their interest into particular subject areas and pathways for University and life. Providing the three IB programmes provides a holistic and continual approach to learning.

There are also commonalities among the three programmes, with the strongest link being at the core of the programmes



– the Learner Profile. These are ten attributes that IB students of all ages strive to fulfill. One cannot help but be filled with confidence knowing that at the heart of our curriculum are attributes like being open-minded, caring and principled. These characteristics are needed now and for all of our futures.

The MYP plays a vital role in connecting these programmes, and also (importantly) considers the unique social and emotional time this can be for young adults. The MYP in its planning acknowledges the challenges faced at 11 – 16 years of age and considers this in a student’s learning and school life.

As we approach the end of term one, grade six students are happily finding their way. They are understanding the advantages of eight caring adults to assist them and they are seeming to be enjoying the movement and independence of their school days. Challenges will continue as they move through MYP and DP, but challenges will also continue in life. At SCIS we are proud to offer an internationally credible continuum education to help students with their transitions and learning. Transitions are a part of an exciting and fulfilled life and we will equip our students for this.



By MAREE COMERFORD,
Upper School Vice
Principal & MYP
Coordinator at
SCIS Hongqiao

Getting a Real Time Glance

into Your

Child's Progress

with Seesaw

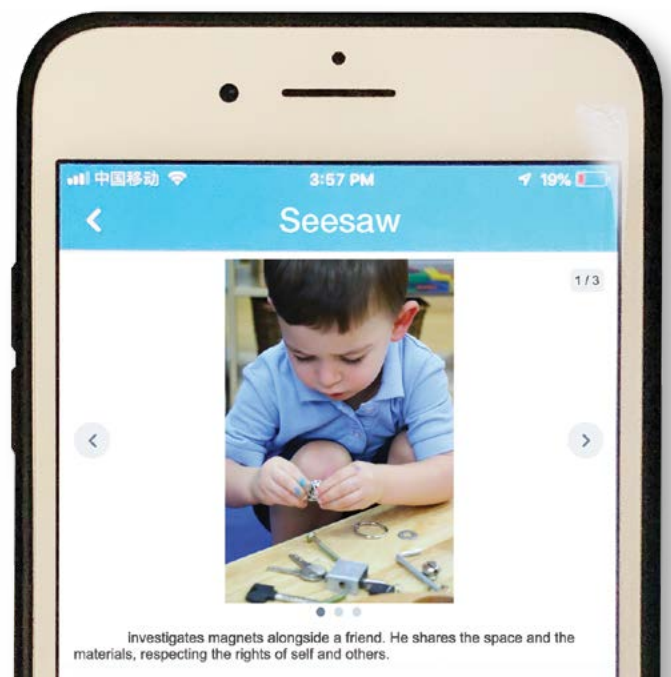
Asking a child what he or she did at school that day often results in a shoulder shrug or the age-old reply, "Nothing". As adults, we simply know this is not true. So much goes on during the hours a child is at school that it is often difficult for a child to identify what could be shared. The introduction of the digital portfolio, Seesaw, at the SCIS ECE and Lower School allows parents to gain a glimpse into the child's learning throughout the school day.

All parents with a child at SCIS from Nursery to Grade Five will be familiar with Seesaw. This educational application has largely taken the place of email as the main form of communication from teachers to parents regarding everything from important class and school announcements to newsletters sharing the current curricular focus. Most importantly, Seesaw allows students the opportunity to reflect on and share their learning with an audience beginning as young as Kindergarten.

Reaction from the parent community has been positive with many parents sharing how they love to see what their child is doing throughout the school day. Posts that show children working together engaged in learning, often get the most response from our Seesaw audience. Looking closer at all posts, caregivers can learn a great deal about their child's progress in academic areas as well as the development of the IB Learner Profile and the Approaches to Learning.

In Nursery through Pre-Kindergarten, Seesaw is largely used by teachers to share progress in a child's development. On the surface, the photos look "cute". A closer look at these posts and parents will be able to see the connection the teacher is making to their child's progress in the Teaching Strategies Objectives. Even at these young ages, students reflect on their learning and often request that teachers post things they feel are important to share. In the Nursery example (Picture 1), the teacher is relaying information about the child's progress in social-

Picture 1 (Below)



Gearing up for an **IB & WASC** Synchronized Accreditation Visit

Students take exams and earn scores – often referred to as grades. Adults in the workforce are evaluated by their supervisor. In both of these examples, an outside person, using clear performance criteria, helps identify areas of strength and areas of growth. Both examples culminate with some degree of external assurance that the individual is meeting basic standards.

You may be wondering how schools do this. One of the best answers is to simply ensure that the school is accredited by a reputable institution. This year we embark upon the task of preparing for a major school milestone – a synchronized accreditation visit next academic year.

What is an accreditation? Who accredits SCIS?

Accreditation is a very important process for any school; it is similar to an educational audit, performed by visiting educators from around the world. SCIS is a fully accredited school since its inception in 1996. We are one of the rare schools in the world that are authorized by both the IB (International Baccalaureate) and accredited by WASC (Western Association of Schools and Colleges) in the USA. In the spring of 2021, groups of educators from both organizations will visit SCIS for approximately one week to review and verify evidence and meet with parents, students, and faculty to learn more about our school.

Why is accreditation so important?

An accredited school allows everyone around the world to know that this school meets high standards of quality. It allows universities and other K-12 students to accept students, knowing that the standard of quality has been verified.

Is SCIS already accredited?

Yes. We are fully accredited by both agencies. Accreditation terms run for a maximum of six years. Our term is up for renewal in 2021. What makes this visit so special is that we have aligned both organizations into one, larger, synchronized visit from both organizations. SCIS will be assessed according to each organization's criteria for quality.

This seems over a year away. Why are we learning about it now?

Over the next 18 months, SCIS will be going through a rigorous self-study using the externally provided criteria from WASC and IB to learn where we are strong and where we can improve. Our self-study process is a detailed analysis of all stakeholders' perspectives (students, teachers, parents, support staff, administration, board members, etc.) to better understand SCIS. The self-study will be published next school year and available for all.

As a parent, how might this affect me?

As a parent, you can expect that you will receive a few more surveys than in previous years. We will also be organizing feedback sessions to talk about the results of the survey, and solicit more detailed, nuanced perspectives. You can expect to hear more about these in the future.

What is the purpose of accreditation?

Externally, accreditation is something that every parent should consider whenever they are sending their child to a new school (K-12 or university). If the school is accredited by a legitimate agency, then institutions around the world will accept the diploma from the educational institution.

But more importantly, the accreditation process is an opportunity for a school to renew its purpose, review its practices against standards-based criteria of effectiveness, and then benefit from an educational audit from educators from around the world who specialize in each aspect so that we can learn and continuously improve as a school.

Can you share more details about the SCIS accreditation process?

Our process started last year when the SCIS administrative team met with WASC Executive Vice President, Marilyn George for a 3-day weekend workshop. It was a productive group of meetings that culminated in one overwhelming outcome – SCIS has changed significantly since our last self-study six years ago. As a reminder, at that time, SCIS did not have the IB PYP or IB MYP Programmes. Each of these programs shifted the goals we have for the students and the philosophy and classroom practices we have in place.

In the last few years, the SCIS community has adopted and become familiar with topics such as:

- Inquiry-Based Learning
- Concept-Based Learning
- Approaches to Learning (ATLs)

- IB Learner Profiles
- Criterion-Based Scoring (instead of percentage-based grading)

As a school, we have invested a significant amount of time, energy, and finances into training our faculty on the practices, adjusting our classroom practices and assessments, and communicating those changes.

During our initial workshop, it also became apparent that with all of the changes, we needed to revise our **Schoolwide Learner Outcomes (SLOs)**. A school's Schoolwide Learner Outcomes are meant to clarify the entire school community around the school's core outcomes. Along with the school's mission statement, the SLOs will guide the future work of all that we do. As you might expect, in the 21st Century, developing and clarifying our SLOs is no easy task. The skills, attitudes, knowledge, and behaviors that are needed today are not the same as twenty years ago. To begin, the process, last year, our administrative team and Board of Directors held numerous meetings to outline our initial SLOs outcomes. In August and September, we shared our SLOs with the full teaching faculty.

Using surveys and multiple face-to-face meetings, our faculty shared their feedback to modify and improve our SLOs. In October, we will be sharing our SLOs with students and parents to solicit their feedback as well. We welcome the input and look forward to clarifying and revising our thoughts thus far.

Again, the goal of this process is to collaboratively develop the Schoolwide Learner Outcomes that will clarify the goals for all that we do. Once developed, we will begin the self-study process where we – as an entire community - will examine evidence to see how effectively we are meeting each of the SLOs.

We are excited to be embarking on the development of our SLOs and look forward to sharing them with you soon. More importantly, we value the input of all of our constituents along the way as we strive to move SCIS further forward.



By **DEREK LUEBBE**,
Head of School
at SCIS Pudong



Surviving in Stride: A Guide to Culture Shock and the Expat Life

So, you finally did it. You crammed your entire life and identity into a few bins and boxes. You gathered your family, your precious possessions, and all of your courage. You hopped on an airplane and leaped into a new and unknown life.

You became an expat.

Chances are that, by now, you've been up and down a few times. You've probably had some amazing food, some awkward exchanges at the wet market, and maybe even a couple nights convincing yourself that the only survival option is to run, run away. We've all been there.

Learning how to live as an expat can be amazing but isn't without its challenges. Nearly every person who embarks on this journey will move through a process known as Culture Shock, which has been defined as, "a natural state of psychological and physical disorientation that can occur upon encountering a new environment and culture" (Communicaid.com).

The experience of Culture Shock is influenced by many factors, both personal and universal. The process of adjusting to a new country is not the same for everyone; however, some concepts remain true and can be useful in understanding the process in general.

Factors that can contribute to Culture Shock include language, environment, climate, food, cultural values, social rules/expectations (many of which are implicit), clothing, safety, and access to familiar comforts.

Although these factors are common, their level of interference in the adjustment to a new culture varies from person to person. Personality and personal history play a significant role in the expat's ability to manage the ambiguity of a cultural transition. Knowing yourself and understanding the aspects of cultural adjustment can play a significant role in a successful transition abroad.

Phases of Culture Shock

The Honeymoon Phase. This is the fun part. The period in which everything feels new, exciting, foreign, and romantic. This is the phase we experience when we vacation in far off lands, full of anticipation, idealization, and interest in the new culture. We take risks to try new foods (think: fried snake) and create new experiences for ourselves. Although this phase is generally positive, stress, anxiety, and fear are still present. However, during this time they may be met with greater enthusiasm and a hopeful outlook.

The Crisis Phase. This is the hard part. It is important to note that not everyone experiences a honeymoon phase, and not everyone experiences a crisis. Yet, both are typical to varying degrees. For some, the crisis phase may begin almost immediately while others may feel its impact after a few weeks or months.

During this phase, life begins to make less sense. The experience of euphoria from the honeymoon stage gives way to more negative feelings such as helplessness due to lack of control over one's environment, confusion, and feelings of anger, depression, isolation and hostility toward the host culture. Other signs of a "crisis" during the cultural transition may include:

- Excessive feelings of boredom
- Withdrawal
- Mood swings
- Sleeping more or less than usual
- Anxiety
- Loss of focus
- Increased and sometimes unwavering criticism of the host country



The Adjustment and Reorientation Phase. During this phase, a person begins to make peace with the frustrations of life in the new culture. Although the expat is not yet “adapted,” they will have identified problem-solving strategies to help them maneuver the challenges of their new life circumstances and do so with a more positive attitude.

The Acceptance Phase. The acceptance phase begins once a person has managed to implement successful problem-solving strategies that allow them to feel more comfortable working within their host culture. The once overwhelming frustrations of everyday life are now part of the norm. Often, the presence of community and friendships improve a person’s desire and interest to learn more, face challenges, and live amongst the continued intrigue of the foreign culture.

From Surviving to Thriving

Culture Shock is the norm, not the exception. It is a phenomenon that will impact every global nomad in one way or another. While all transition processes are personal and depend on many complex factors, it is well understood that the more familiar you are with the stages of culture shock, the more equipped you will be to manage the experiences, both good and bad. With greater understanding, an expat is more likely to identify the stress, struggles, and challenges as part of the adaptation process itself, rather than falsely attributing it to personal failures or weaknesses. Recognizing the role of culture shock allows a person to mindfully incorporate strategies that can mitigate the difficulty and thus prevent it from growing into an overwhelming crisis.

To decrease the potential negative impacts of Culture Shock, consider the following:

- Learn as much as you can about the host culture before you arrive. The more you can anticipate what is ahead, the less likely you are to be surprised by the challenges.
- Learn at least the basics of the language to provide more opportunity for logistical and experiential interaction with the culture.

- Join a club or organization that will provide opportunities for community building. Begin establishing your support networks as soon as you arrive.
- Talk with others about your experience. Connect with people who have successfully transitioned. Ask questions. Be vulnerable.
- Remember that this is normal and that the transition process, with all of its ups and downs, is not linear. It can best be visualized as a jumbled, knotted mess of emotions.
- Remind yourself that, even when things feel difficult, it won’t stay that way forever. The feelings will pass as you face and conquer the challenges of your new life.
- Be forgiving. Be gentle with yourself during the process and be gentle with your children. Adults are as likely to deal with culture shock as children. The more capable you are of recognizing how culture shock is manifesting in you, the more effective you will be at helping to support your child’s smooth transition.
- Seek the help of professionals if things get rocky. Many mental health providers are knowledgeable about the issues surrounding culture shock. Very often, the sheer act of talking about the problem to a neutral party can help to put things into perspective. Talking helps.

- Take care of your body and spirit. Make sure to get enough sleep and eat in ways that nourish your body. Take breaks, find moments of joy, and breathe.
- Consider a gratitude journal. Take a moment each night to think about three (or more) things that you are grateful for. This is helpful for perspective and can serve as a reminder that, although it may feel otherwise, not everything about this new life is horrible.
- Have a sense of humor. Laugh it off. Not being in control is hard but no matter how frustrated you feel, some things will just never change. It’s a lot more fun if you can laugh at the craziness of it all.

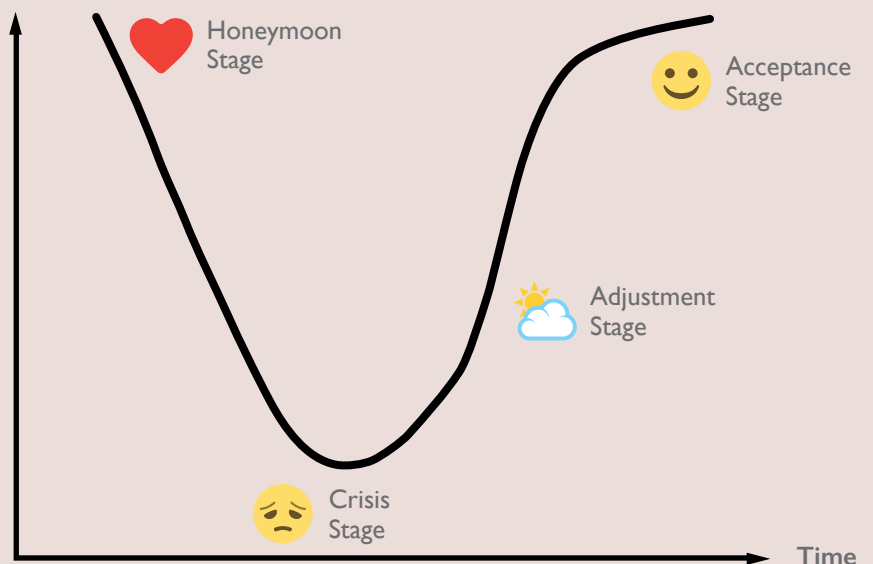
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By **STEPHANIE RESSLER**,
Upper School Counselor
at SCIS Hongqiao

Emotional state





A look at the PYP Mandarin Language Acquisition Program at SCIS

Early Childhood Mandarin Program – Laying the Foundations

The Early Childhood Education Mandarin Program is a unit-based language program, partially aligned to the Primary Years Programme (PYP)'s Units of Inquiry in each grade. Topics are closely linked to the six PYP themes, "Who We Are", "Where We Are in Space and Time", "How We Organize Ourselves", "How We Express Ourselves", "How the World Works" and "Sharing the Planet".

Our youngest learners, Nursery and Pre-school students, have 20 minutes of daily Mandarin lessons within their classroom setting. Speaking and listening are the focus for these age groups. Their older peers, Pre-Kindergarten and Kindergarten students, have double that amount, or

40 minutes of leveled Mandarin lessons daily. There are three Mandarin levels in Pre-Kindergarten and Kindergarten: Novice, Intermediate and Experienced. Students are assessed for placement at the beginning of the school year. The experienced level starts to develop the reading skills from Pre-Kindergarten and writing skills from Kindergarten, with all levels focusing on speaking and listening. In addition to daily Mandarin lessons, students have a variety of interactions with the Chinese language, such as cultural events, after school activities, and access to learning resources on Seesaw and many Chinese books in the library.

Lower School Mandarin Program: Enhancing Language Acquisition

The Lower School Mandarin program

is divided into five levels. Novice 1, Novice 2, Intermediate 1, Intermediate 2 and Experienced level. Novice 1 to Intermediate 2 level is tailor-designed for students whose mother tongue is not Chinese, Chinese as an Additional Language (CAL). The Experienced level is tailor-designed for students whose mother tongue is Chinese, Chinese as a First Language (CFL).

The program is a themed based language program, which follows the PYP language scope and sequence, and we choose our unit topics based on the six units of inquiry themes. We use a unit-based approach to teach Mandarin, reducing the reliance from only one textbook. From Novice 1 to Intermediate 2 level, the main reference books are Chinese Made Easy, Easy Steps, and We Love Learning Chinese. For Experienced levels, students use local Chinese textbooks, for example, Sujiao ban (苏教版) and Shangjiao ban (上教版). Although each level's topics are different, all put the focus on enhancing students' listening, speaking, reading and writing skills.

Novice 1 course is for students who have barely learned Mandarin. The primary goal of this course is to help learners use Mandarin to exchange information and to communicate their ideas on a basic level.

The emphasis is to develop students' listening and speaking skills. Students will spend 70% of their time on speaking and listening comprehension. They will take around 20% of the time on reading and 10% on writing. By the end of the first school year, students will be able to follow teachers' Chinese instructions and carry out daily conversations. Students are expected to write around 50 Chinese characters and be able to recognize more than 80 characters.

Novice 2 course is a continued course of Novice 1 with more emphasis on communicating authentically. Skills such as listening, speaking, reading and writing are reinforced and further developed at this level. Student's language skills will be consolidated while they will continuously develop their linguistic skills. By the end of the school year, students will learn around 200 vocabulary words from 6 units. Students are expected to use 70% of the words for daily conversations. They are also expected to write 70-100 Chinese characters and recognize more than 120 characters.

Intermediate 1 course is for students beginning their third or fourth year of studying Mandarin and builds on the four language skills: speaking, listening, reading and writing using a wide range of authentic materials. Students will expand their language base and begin to discuss more abstract themes and topics using more

complex sentence structure. Students will be able to recognize over 150 characters and write over 100 characters.

Intermediate 2 level is for students who have learned Mandarin for four or five years. Reading and writing practices are regarded as major classroom activities along with presentations, group discussions, role-play and video/audio projects, which are aimed at reinforcing students' four skills, listening, speaking, reading and writing skills. Students will continue to enlarge their vocabulary in order to be able to express a variety of ideas in detail. Idioms and proverbs will also be introduced throughout the year to enhance their Chinese culture understanding. Students will be able to recognize over 200 characters and write 120-150 characters.

The purpose of the **Experienced level** program is to support students of Chinese heritage. The course is for students whose mother tongue is Chinese or who have a very strong Mandarin language skill. The course will focus on widening the students' scope of familiarity and developing their cohesive understanding of Chinese culture. The learning opportunities focus on subtleties and intricacies of the content. Knowledge and skills development tend to involve gaining efficacy and increasing in sophistication through purposeful investigation, application, assessment, and

reflection. At this level, students will be given intensive reading materials to grasp the deep thought of the texts, step by step. Besides, extensive reading materials will be given on a weekly basis to develop their pace of reading. They will learn to write various kinds of essays during the school year. Students are expected to recognize over 300 characters and write essays over 200 characters.

The major goal in our department is encouraging students to apply what they have learned in the classroom to the real world while enhancing their understanding of our host country's culture.

Lastly, we offer a multitude of opportunities to keep all students in different language levels engaged, with activities such as story-telling days, character-writing contests, cooking classes, poem performing contests, essay-writing contests, and more.



By **SOPHIE ZENG**, Mandarin Coordinator at SCIS Hongqiao ECE Campus & **TRACY HUANG**, Lower School Mandarin Coordinator at SCIS Hongqiao

ECE Mandarin Program

All students are expected to gain a fundamental appreciation for Chinese culture and language by participating in daily Chinese lesson, host cultural events and activities throughout the year.

Daily Mandarin lesson

6 Chinese Culture Explorations

1 Chinese New Year Celebration

1 Host Culture Night

Many Chinese ASA

Many Chinese books in the library

Every 8-days Mandarin folder goes home within **1** Chinese book

Chinese learning of students will be posted in Seesaw

SHANGHAI

as **Seen** Through

OUR EYES



We are all used to writing short messages and posts on WeChat, but most of us don't often face the challenge of writing a longer essay. However, posting on WeChat, Instagram or Facebook does involve writing about the world through our lens, which is a great lead-in for essay creation for our students. In our Chinese Language and Literature class, we guide students to begin by writing their own stories. These can be stories they hear about, what they've read in a book and found joy in, or even a story from a movie. Writing in reaction to a piece is a great way to begin to reflect on one's feelings, and to reflect on the lens we each view the world with.

As the school year begins, we have the perfect opportunity to put this guidance into practice. The Shanghai Education Bureau has invited SCIS students to share their perspectives as expats, welcoming essays examining "Shanghai in their eyes (上海 – 我生活的城市)". As a native Shanghainese, I am impressed by what our students have had to say about our city. It was great fun for me to hear their impressions of Shanghai as seen through their own lens.

Many students view Shanghai as a magic city. What makes it magic for them? When they have friends come to visit Shanghai, they might recommend visiting the mixed architectural styles in the city. Seeing the lane houses near Yongkang road, the new buildings in the Lujiazui area, or even seeing the Dragon Tower off in the distance from the bridge of old Yuyuan Garden. Students who have lived here for a while have gotten used to doing things fast! Eighteen subway lines, nearby fast trains to other cities, and two airports to fly you away to almost anywhere in the world will make you feel that way. There is even a mystery language being spoken all around – Shanghai dialect – it's fast, it's powerful, and we can feel the spirit of the Shanghainese people coming through. Shanghai Hua (上海话) is practical and very effective!

Shanghai is a dynamic, global city, but you don't have to take my word for it. Here are some thoughts from our students:

• **Huai-Yin (Ingrid) YAO**

"I realize that Shanghai is a very inspiring place and that helped me live a better life. It is such a modern place that has lots of malls and it makes life easier for me."

• **Chanelle Ho-Yan VUN**

"Through this essay, I discovered that Shanghai is a thriving, large city where there are still tons of hidden places waiting to be discovered."

• **Bowen (Sky) SUN**

"Shanghai has many characteristics, such as technological prosperity and rapid development. The construction speed is much faster than that of other countries. The payment method is very convenient, with WeChat payment, Alipay and so on."

• **Alena YU**

"Through this writing essay, I realized a lot more about how Shanghai is what it is. For example, Shanghai is a rapidly developing city, things related to business or the economy move quickly."

• **Yu-Hsuan (Morris) HUANG**

"Shanghai is a technologically advanced city where international corporations come for new opportunities."

• **Chloe CHU**

"Through this essay, I found out that there is a big difference between the past and now. This includes buildings, the people's personalities, and the way we all live in Shanghai."



By **KELLY HUANG**, Upper School
Chinese Language Acquisition
Teacher at SCIS Hongqiao



Back-to-School Connections



Each year we have the task of getting the machinery of the school running and creating connections that will help point the school year in a positive direction. A lot of energy is initially directed towards facilities and furniture and the physical spaces that will house learning in the upcoming months. The much greater task is making connections that will make students feel welcome and parents feeling secure in the trust placed in SCIS.

There is a lot of thought and reflection that goes into this process. In the past, the main focus was to communicate the year's curriculum and processes for the classroom. With the implementation of early communication with parents, the Program Guide and ease of communication through Seesaw, most of this information has already arrived at parents before Back To School Night. What then, becomes the point of Back To School Night?

SCIS has always emphasized the importance of relationship building and creating a sense of strong community. This continues into the classroom with parents. Approximately 20 children will spend the next 180 school days sharing a classroom for 6 hours a day. It is important that parents make connections together in the room to support students, the teacher, and the learning opportunities presented over the next year.

Back to School Night has become more about talking and sharing and getting to know the people in your child's classroom. Learning about who your teacher is and what challenges will be presented over the next 10 months is more significant. Curriculum and programming for the year are better communicated through school documents and timely conversation throughout the year. The ECE, Lower School and Upper Schools are all exploring new formats to reflect the changing needs of the school and our families. Please feel free to add your voice to the conversation with your divisional administrator.

If you don't feel like you know your classroom well enough or need further conversation, please contact your homeroom teacher and come in to chat. We all benefit from building strong bonds between teachers, students, and parents.



By **KEVIN HAGGITH**, Lower School
Principal at SCIS Hongqiao





International Literacy Day: Celebrating our Multilingual Readers

International Literacy Day is a yearly day sponsored by the United Nations (UN) and it started on October 26, 1966. The basic purpose of this day is to promote literacy throughout the world as there are still around 775 million adults who lack basic literacy skills.

Most years, this day not only deals with promoting literacy but also with a specific theme. This year the theme is *Literacy and Multilingualism*. The idea is to encourage embracing linguistic identity in education and literacy. One of the main reasons for this is many traditional tribes and indigenous people around the world are slowly losing their language and thus their identity.

While most of us at SCIS do not speak the rare dialects the UN is trying to save, I couldn't help noticing some correlations between what they are trying to do and the issues many parents are facing here in Shanghai. Many parents who do not speak English at home are worried about their children learning English, while at the same time concerned that learning English may hinder their children in their native language. Here are some tips to help your children thrive in English and their home language.

1. Don't forget the importance of the home language

Many non-native English-speaking parents feel pressured to speak English at home because they are learning it at school. In reality, however, a huge part of children's cultural identity comes

from language, so keep them speaking in their native tongue. Their English-speaking skills will come.

2. Read books in your native language

Just like with speaking, children learn so much with reading. Make sure you have books available in their native language. I recommend the website www.language lizard.com for some great bilingual books.

3. Take the time to read at your pace

Sometimes parents tell me their child is checking out books that are too hard for them or books they can't read themselves. While we all want our children to grow up to be great readers, this must happen gradually. Also, reading the pictures from picture books (and not only the words) is a great way to stimulate language development. Ask your child what they see, what is happening or what they think will happen next.

So much can be learned from reading pictures of books as well as the words.



By JOSHUA BALLI, Librarian at SCIS
Hongqiao ECE Campus.



Welcoming Friends, Old and New!

Another summer passed, and a brand-new school year began, with the PAFA – Pudong Campus joint welcome back BBQ as a start to what we plan to be a great year ahead.

The day started with a heavy downpour, but the rain clouds quickly gave way as the predicted morning thunder and rain vanished from sight. The sun's warm rays came out to create a fun-filled day for our families and faculty. The water slide allowed our younger guests to cool off, while soccer and other games kept the more energetic entertained. Our community also enjoyed plenty of colorful face painting, wacky temporary tattoos, and delicious candy floss and popcorn.

New and returning parents got to meet and mingle and were entertained with our very own Jazz band. Thank you to all who volunteered their time to run the popcorn machine and keep everyone hydrated throughout the event. It was another fun-filled Welcome Back BBQ and a wonderful opportunity for our fantastic community to celebrate the start of a new school year!

By VANESSA THOMAS, PAFA President at SCIS Pudong







Linda Zhang has been one of our longest-standing Mandarin faculty members at our SCIS Pudong campus. She has spent over a decade with us, helping countless students in Lower School Mandarin classes prosper and engage in some fantastic learning in our Mandarin program. After an illustrious career spanning 32 years and covering three provinces in China, Linda will be retiring from teaching. She has been instrumental in shaping our Lower School Mandarin Program, we will miss her dearly.

Where were you born and raised?

I was born and raised in Hubei, China, and this is my tenth year as a Mandarin teacher working in SCIS Pudong.

A decade with us, that's a great stint at SCIS. How long have you been teaching in total?

I have worked for 32 years until now. I started my teaching career when I was 18-years old. Because I was one of the most excellent students when I graduated from middle school in my town, in my secondary normal school I was chosen to be a primary school teacher apprentice.



How did you end up living and teaching in Shanghai?

During my working time, I kept learning. I earned a college degree in Chinese language and literature after working for five years. Early on, I took a risk and quit my first job to move to Zhuhai, in Guangdong to be an executive assistant in a factory. I did so to earn more money and better support my family. Then, in 2000, I moved to Shanghai and became a Mandarin teacher again. During that time, I received my bachelor's degree in Chinese language and literature. Before coming to SCIS, I had worked in two private schools, worked in an educational institute, and even opened my own training center. I have now lived in Shanghai for almost 20 years with my daughter.

Did you always want to be a teacher? Did you ever consider another possible career path?

I want to share a joke about the beginning year of my teaching. One day the director of teaching visited my classroom. She commented that my teaching was fantastic and that she had never seen a teacher that could deliver a class in such a creative way. So she asked me to share my lesson plan to my co-workers. To my embarrassment, I responded that I had no lesson plan prepared. She stared at me and murmured: talented teacher. Her appreciation deeply impacted my future career and made me keep going!

What do you enjoy doing when you are not working?

Earlier in my life, for me, work was just a job, but as am I getting older, I now realize that I am so lucky to love what I do. Although it is time to retire, I don't think I will truly be retired. My top priorities will remain keeping up with my daily sports, continuing to learn, spending time with my parents and daughter, and maybe, I will work again! The future will be more exciting I think.

When you leave SCIS, what will you miss the most?

How will you spend your days?

Talking about SCIS, I think the biggest change is there are more and more students who are non-native English speakers. It is a big challenge, but also a great opportunity. The school environment is so creative, soft and warm, and I will truly know that I will miss that about SCIS. But, if I stay in Shanghai, it will be easy for me to visit again. Maybe after I learn some Chinese painting, Chinese music instrument and so on, I can ask to be an after-school-activity teacher and come back to SCIS, ha-ha....so amazing, just to think of this.

What did you learn from working at other schools in China?

I had no dream at that time. Working in a public school meant that I was a civil servant, which is a bonus. Although I changed my career a few times in seven years during 1993–2000, I would like to say, I benefited from all that change. I not only gained experience but also learned to think in ways that opened my eyes and mind. It truly helped me grow and become more professional.



What's the best bonus about living in Shanghai?

Talking about Shanghai, the city is so prosperous, but it is also a big garden for me. I always take the metro to find a quiet and green place, then I love to walk, run or ride a bike around. I pursue a simple lifestyle and, as such, I always keep and deliver this value to the students and the people around me.

Thank you for all of your time and dedication Linda.

We wish you nothing but the best in this next exciting chapter of your life!



Interview by Laurie Luebbe, Lower School Counselor at SCIS Pudong





Meet
the **Ong**
Family



Edward Ong, Sandy Liu and their son Matty recently joined the SCIS family, having been part of our community since 2016. But, between three of them, they have more than three decades of living experience in China! I sat down with the Shanghai veterans to try and get them to spill the beans of the city's best-kept secrets and give advice for newcomers to this metropolis we call home.

Tell us about your family. Where is home?

Edward: Matty was made in China, I'm from Malaysia and Sandy was born in Taiwan and raised in the United States.

What brought you to China and how long have you been here?

Edward: Like most other expats, I took an offer for a position where I had been here for some regional work in 2004 and really liked the energy and pace of the city. Then made the permanent move up here in Jan 2007. It was for two years initially, twelve years later am still here.

Sandy: I arrived in Shanghai in 1998 to build the Grand Hyatt in the Jin Mao Tower.

Did you ever think you'd be living in Shanghai for as long as you have? What has been the biggest surprise?

Edward: Two years was the original plan, but I guess that changed. That I am still here after twelve years, was never part of the plan! But having said that, every day is a new discovery opportunity as I am still learning about china all the time.

Sandy: Twenty years in Shanghai was definitely not planned but it was amazing to witness all the transformations; a flat Pudong skyline (with only the Pearl TV Tower) to now, an un-lit to

the picturesque bund, the APEC, the Olympics, the Expo and all the daily living "oh wow's" and "oh really's".

What are some of your favorite memories of your time in China?

Edward: Having worked with some talented colleagues in my past and having a "surprise" rooftop birthday party at the water house.

Sandy: There are so many!!! But the best of all is that I met my husband here, we made Matty here and our family life started here!

What are some of your favorite places to eat in Shanghai?

Edward: Shanghai has so much to offer in terms of dining and food variety one can never be bored really. But, it has to come down to Din Tai Fung as it's always been dependable, especially when we can't decide what to eat!

Sandy: Pollux for Western, BENLAI for Sichuan, Jesse for Shanghainese, Benjia for Korean and Yang's dumpling for local street food.

The best thing about going to school at SCIS?

Edward: You will have to ask Matty about that! :)

Sandy: I'm not trying to butter up anyone but truly as the name says, it's all about community. Students, parents, teachers, faculties and staff that I have had the privilege to meet all have something similar in them, perhaps it's that sense of appreciating what we have (grounded) and always eager to share, care and give whole-heartedly (kind heart).

Would you say that SCIS has played a significant role in your lives?

Edward: I would say SCIS has certainly kept us busy :) But we've met some great fellow parents in SCIS.

Sandy: Yes, definitely! SCIS made schooling fun for all three of us! I enjoy helping out with PAFA events, Ed enjoys joining school activities (with his fun fellow parents) and Matty is just happy every day!

If you were to give advice to a new family, what would it be?

Edward: Enjoy and experience what Shanghai offers and feel free to ask, the local and expat community is always ready to help.

Sandy: If you have the time, GET INVOLVED! Make SCIS not only an academic experience but also a community engagement, to grow and make meaningful memories together!



Interview by **JASON DWI**, Community Relations Officer at SCIS



Dragons in Action
SCIS Swimmer
Wins Bronze
at **Nationals**



Student-athlete, Harold du Bois de Vroylande, has accomplished a lot for someone who started eighth grade this year. Competing in the Long Course National Belgium Championship over the summer, Harold swam a 1:08.06 100-meter butterfly swim, earning him third place in the final! The SCIS swimmer talks us through the preparation and his mindset leading up to the championship, what it means to be a medalist for his home country, and his future looking ahead.

Congratulations on your successes at the Belgian Nationals this summer, can you talk us through the final process of preparing for the meet?

Looking back, my final sessions at SCIS were pretty relaxed compared to normal sessions. We kept it easy so that my muscles wouldn't be too sore or hurt before the meet. But the long training period leading up to the last few weeks were quite tough so that I could build muscle fast and improve my speed. I had extra training sessions outside of the water, once every two days, which helped my endurance and improve my flexibility. Lastly, I also went for a two-week camp in Italy just to prepare right before my swimming competition.

Can you describe your mindset and thoughts going into the meet?

Going into the meet I wasn't expecting anything too big. This was the first competition of this size and also the first time competing back home, so of course, I wanted to try my best and give it my all. In the end, I was fast enough to earn a spot on the podium.

Which races did you qualify for?

I qualified for the 50-meter freestyle, 100-meter freestyle, 100-meter butterfly, and the 100-meter breaststroke.

Out of those four, which did you feel that you were performing well within?

I think my 100-meter butterfly was certainly my best race. I managed to get a bronze medal at the national level, which is the biggest achievement for me, and I hope to use this as something to help me get better in the future.

Looking back, can you tell us what was going through your mind going into that 100-meter butterfly?

I'd say my best stroke is probably butterfly so I kept telling myself "this is probably one of the races you should be having under control". So, all I tried to



do is go in strong and not give up, even though it's one of the most challenging and tiring strokes to do. I decided to go in with the mindset of trying my best and proving myself in the pool.

How does it feel to be a medalist for your country?

I still can't really believe it. It feels really good to be able to tell people, yeah, I'm a medalist for my country. It's something I wouldn't have thought would be possible, especially not back in fifth grade. To be a national medalist in eighth grade is really a dream! Of course, this wouldn't have been possible without the help of my coaches, SCIS, and my mum and dad for letting wake up at four in the morning for practice!

What are your goals going into this 2019-2020?

In the academic year of 2019-2020, I'd like to be as good inside the pool as I am outside of it. For me, that means being as good in academics as I am in swimming. Balancing both of these two things will be my priority so that I can be getting on the honor roll or the principal's honor roll if I work hard enough.

Those are fantastic goals! Any last comments and thoughts?

I'm happy to say that I've qualified for this year's national championship. I qualified by a few seconds and in almost all of my races, so I should be back in the competition stage in 2020!



*Interview by CHERYL PHILP,
Aquatics Coordinator
at SCIS Hongqiao*



Meet the XpertHealth Athletics Trainers Behind the Scenes

Since 2017, the SCIS community at both the Hongqiao main and Pudong campuses have been benefiting from the efforts of XpertHealth's dedicated athletic trainers. Working hard behind-the-scenes, Certified Athletic Trainers (ATC), Rachel Ponce and Jiankun Kang have been helping our student-athletes compete in peak physical conditions

There are a lot of risks that go into playing sports at any level. Athletes need someone who is concerned with their physical wellbeing, regardless of wins and losses. On a daily basis, Rachel and Jiankun collaborate with our school's nurses and the referring doctors, primary care physicians, physical therapists, physiatrists, and orthopedists from XpertHealth's network in Shanghai and China.

Both ATCs can be seen on the sidelines of all varsity home games as well as away games, traveling together with the teams to other schools across the city. They are there hours before the game, doing treatment and rehabilitation exercises with student-athletes. The most dramatic aspects of the job are the prevention and treatment of dangerous situations that can result in serious long-term consequences, such as excessive heat and concussions.

Treatment & Rehabilitation

When not attending sporting events, XpertHealth's Athletic Trainers at SCIS spend most of their time working to prevent injuries as well as helping those student-athletes who have been hurt get back to full strength.

As Athletic Director at SCIS Hongqiao, Kirk Thomas comments: "Rachel and Jiankun from XpertHealth, are wonderful athletic trainers that provide both our student-athletes and staff members professional care and services. They are both knowledgeable, dedicated and caring athletic trainers that are a true asset to the SCIS athletics program and the school as a whole."



Rachel Ponce, Certified Athletic Trainer at SCIS Hongqiao

"I am a board-certified athletic trainer working for XpertHealth, mainly at the SCIS Hongqiao Campus for the past year now. I have had the pleasure of working in the field of athletic training for about 10 years. Through my tenure predominately in the states, I have worked with youth sports leagues, high school sports, physical therapy clinics, Division I University athletics and a handful of semipro and professional events. What I love about my job as an athletic trainer is seeing the progress of the athletes, whether they are injured or just want to push to the next level, helping them reach their goals is very rewarding. I also enjoy teaching the student-athlete about biomechanics and how it not only relates to the sport but is useful in daily life."

Jiankun (Mark) Kang, Certified Athletic Trainer at SCIS Pudong

"I was born and raised in China. After high school, I went to study abroad in the U.S and graduated from Midwestern State University, Texas with a Bachelor of Science degree in Athletic Training in 2018, where I did clinical rotations in local hospitals, high schools, and universities. After graduation, I worked for Lubbock Christian University, a Division 2 school for a year. My main duties were providing first aid, emergency care, evaluation, diagnosis, and treatment for all athletes. I enjoy working closely with all the other health care professionals and athletes to ensure their safety in the field. I love to help all my athletes find their potential or bounce back from injuries. Upon my return home to Shanghai this summer, I joined XpertHealth. Currently, I am working at SCIS Pudong to provide medical support for all varsity sports teams and loving every moment of it!"

XpertHealth

Consisting of a team of internationally qualified healthcare professionals, XpertHealth focuses on all aspects of health and wellness with sports performance and sports medicine. They are experts in medical check-ups, performance assessments and guidance focused on optimizing health and training performance through injury prevention and individual treatment.

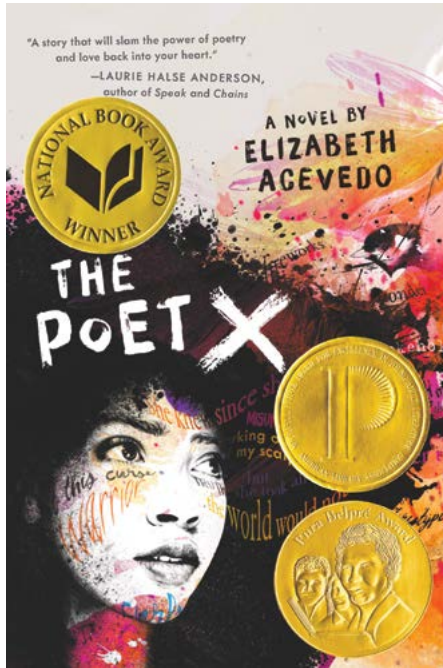


By Madeleine Baurhenne, XpertHealth Business Development Manager & Mikael Masson Perez, Marketing & Communications Officer at SCIS



Book Recommendations for All Ages

Ashley Simmons, Upper School Librarian at SCIS Hongqiao



The Poet X

By Elizabeth Acevedo

Ages 7+

Xiomara was given a name that means warrior. She has always been good at fighting with her fists to defend herself or her twin brother. Fighting with her words, is another matter, though. When she discovers the power that her poetry can have once she speaks it aloud, she finds a new voice. This book is a reminder that being an adolescent can feel like a constant state of transition and self-discovery. Through the novel, beautifully written in poetry, readers discover the pain and beauty of finding a voice to express the joy, sadness, rage, excitement, and fear that comes with discovering and claiming your place in the world.

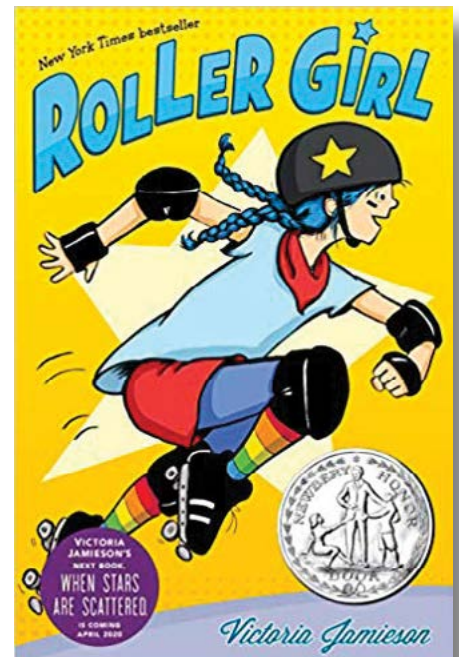
Emily Williams, Librarian at SCIS Pudong

Rollergirl

By Victoria Jamieson

Ages 12+

Rollergirl is a spunky, graphic novel by Victoria Jamieson that shines a spotlight on the exciting and sometimes bumpy transition to adolescence. 12-year-old Astrid begins the summer before middle school assuming she will spend all her time with her best friend Nicole. But when Astrid discovers roller derby and signs up for roller derby summer camp, Nicole decides to do ballet camp instead. Astrid has no experience roller skating and her first days of camp are full of collisions and mishaps. Likewise, her attempts to navigate her evolving friendships with Nicole and her new roller derby friends involve many crashes and bruised feelings. Luckily Astrid finds both strong female mentors and compassionate friends to support her along the way. Astrid learns how exciting and terrifying it can be to find a new passion and change as a person. This novel is full of laughs, lessons, and undeniable GIRL POWER! Prepare yourself to laugh and cry and cringe right along with Astrid.



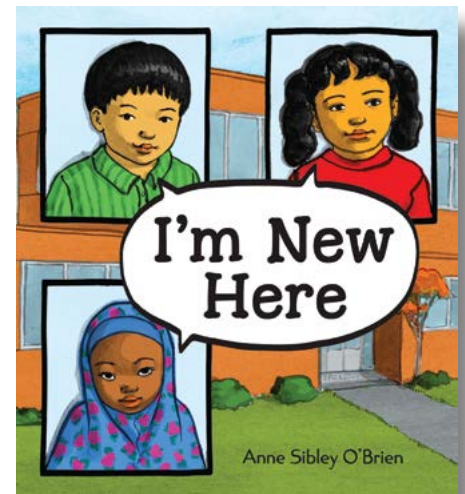
Joshua Balli, ECE Librarian at SCIS Hongqiao

I'm New Here

By Anne Sibley O'Brien

Age: 5+

If you are a returning student, a new school year should fill you with a lot of positive emotions. You are likely happy to see who your teacher is, excited to see your friends again and anxious to learn new things. Unfortunately, if you are a new student, you may be feeling none of those things. Rather, you are likely feeling fear and anxiety because you are not yet familiar with your surroundings. The book *I'm New Here* by Anne Sibley O'Brien covers these feelings perfectly. In the story Maria (from Guatemala), Jin (from Korea) and Fatimah (from Somalia) are all experiencing culture shock at being in a new place and are all dealing with different issues. Maria doesn't speak English yet, Jin cannot read and write in English and Fatimah is not familiar with her new country's culture and how children learn. The book poignantly talks about the emotions the three children are feeling. Thankfully, the children run into some friendly classmates who help them out and make them feel part of the community. I liked this book because it takes on the struggles of culture shock from different angles and perspectives. Just as importantly, however, it discusses what we can do to help people who may be in the same situation. It is a book I have read before to classes and is not only a great book but a great teaching tool. It is available in the library, and I encourage any parent who has a new child, or any parent who wants to teach their child empathy to check it out.



Daniel Zimmerman, Lower School Librarian at SCIS Hongqiao

Brothers in Hope

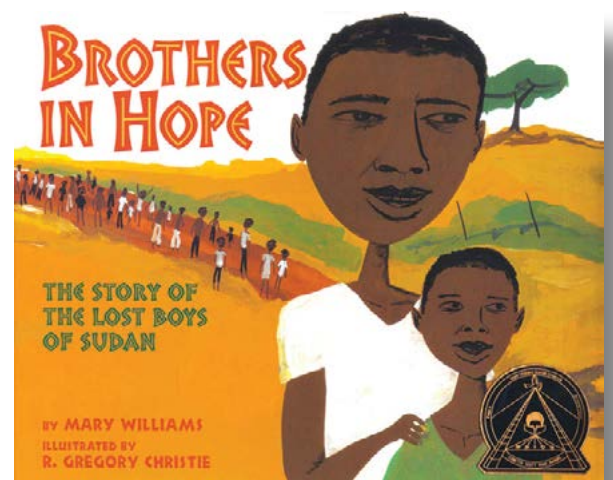
Coretta Scott King Honor Award

By Mary Williams

Illustrated by R. Gregory Christie

Age: 8+

Garang is an eight-year-old boy from Southern Sudan. One day, when he is out tending his family's cattle, his village is attacked. When he returns after the attack, his family is gone and the village destroyed. He starts to wander down the road and ends up in a large group of boys who have also lost their families. They journey together, first to Ethiopia, then Kenya before they are finally accepted for resettlement in the United States. The story tells of their hardships, and how they survive through friendship and by being caring for each other during a difficult period of transition in their lives.



Meet our New Parents and Friends Association Board Members!

SCIS Pudong



Kathy Lagarto – Secretary

Hello SCIS families and friends. My name is Kathy Lagarto and we've been living in Shanghai for about thirteen years. Together with my husband and kids, Marx in Grade Five and Mikaela in Grade Ten we are so delighted to join SCIS. My kids are having a great time and enjoy attending school every day. We are from the Philippines, but we consider Shanghai as our second home. We are looking forward to joining exciting events at SCIS throughout the year.



Maria Trantow – Event Coordinator

My name is Maria Trantow. I came to Shanghai in 2015, together with my husband Soeren, our son Constantin (G4), and daughter Mila (G2). We're from Germany but also have a Chinese family member, our dog Coffee. This is our second year at SCIS. My role on the executive board is the event coordinator. We've been well-received by the SCIS community last year and are pleased about our kids having the opportunity to attend SCIS. This is the reason why I like to give something back to the community and do, what I like to do, which is planning and organizing.



Pam Yip – Volunteer Coordinator

Hi everyone, my name is Pam Yip. I was born in Hong Kong, but I also call Taiwan and Shanghai home – we've been here since 2012 and in my spare time, I teach knitting to a small community in Pudong. We have daughters in grades 8 and 5, and our little boy is in pre-K; it's our second year at SCIS and we love it here. I'm tag-teaming with Sanna Korsström as a volunteer/country coordinator. My vision is to gather more parents to get involved in helping our PAFA events, making them even more fun and memorable.



Sanna Korsström – Volunteer Coordinator

Moi! My name is Sanna Korsström and this is our second year in SCIS and Shanghai. My husband Andrei, our daughter Moira (G5) and our son Rufus (G7) have been well received by SCIS and the community. Back in Finland, I was actively involved with our school and it was very natural to continue with the same when we moved here. Our family and I have gained so much when working voluntarily and I would love to spread that feeling to the whole school. It is all about the community.



Sammy Yi – Communication Coordinator

My name is Sammy Yi and I was born in a small village in China. My family emigrated to Canada when I was in High School where I lived and studied for seven years. I then came back to China for work where I met my husband. I am now married with two twin children! My kids, who are now in pre-school, have been studying at SCIS since 2018, where they joined Nursery class. Since joining SCIS we have enjoyed our time so much that I felt that joining PAFA was the perfect opportunity to contribute. In my current role as the communication coordinator, I hope to share my ideas and energy to help PAFA grow and keep doing amazing things.

SCIS HONGQIAO



Lisa Pipito – Treasurer

Our family arrived in Shanghai in August 2018. Until last year, all four of us were born, raised, and have lived every year of our lives in Melbourne, Australia. The expat world is challenging and eye-opening, and we've had the most wonderful time living in, navigating, and learning the language of our new city. Much of that happiness is due to SCIS and the new friendships and success our children (Luke G7 & Sienna G6) have experienced, so I look forward to contributing to the school as best I can.



Julie Funk – US rep (grades 11 & 12)

I am excited to serve as the PAFA representative for 11th and 12th grades this year. Our family relocated from the United States to Shanghai in September of 2018 for my husband's job. We have one daughter (G11) and this is our first overseas assignment. Before coming to Shanghai, I worked in the educational non-profit arena and was very active in our local community theatre. I currently serve as secretary for the board of Shanghai Expat Association and sing with the International Women's Choir. In my spare time I enjoy exploring the city, cooking, and travelling.



Cindy Huang – Events

This is my sixth year with SCIS. My two daughters, Rachel (G4) and Isabelle (G1) enjoy school every day. I'm so blessed to see them grow into caring, responsible little people with warm hearts. I am very proud to be part of the wonderful PAFA team this year and looking forward to meeting you at the upcoming events!



Jenny Wang – Events

I was born and grew up in the Northeast of China and spent the last college/university year in Australia. I worked in the Accounting field for many years in Canada and the US. My son, Maxwell, has been enjoying his school days with SCIS since we came to Shanghai about two years ago. He is excited about moving up to 1st grade next. I am honored to join the amazing PAFA Events Team and look forward to working with our dedicated and highly talented members to continually bring joyful, diversified, and unforgettable events to the SCIS community.



Linda Tam – Events

This is my 8th year in SCIS Hongqiao Campus. We have two boys: one has just graduated from SCIS, and the other one is in Grade 6. Being a new member of the SCIS PAFA Event Team this year is a great challenge for me. Not only through support from my husband, but also my friends who have been together in the community of SCIS for 6 years encouraged me to join. SCIS has a friendly and energetic community which we can witness every day. Therefore, I will try my best and sincerity to cooperate with PAFA in making a harmonious atmosphere for everyone.



Michelle McDonald – Events

My name is Michelle McDonald. Originally from Southern California, I moved to Shanghai from Sydney, Australia last year. I lived in Australia for 8 years and was a homemaker, looking after my two boys now in grade 1 and grade 3. The SCIS community was so welcoming last year that the move overseas was an easy transition for my family. We are enjoying exploring Shanghai and learning about Chinese culture. I look forward to serving the SCIS community on the Events Team this year!

PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board. SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community.

PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike. We are always welcoming new members!

For more information about PAFA, please contact us at:

HONGQIAO MAIN & ECE CAMPUSES

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