

SHANGHAI COMMUNITY INTERNATIONAL SCHOOL

JUN. 2018

communitas



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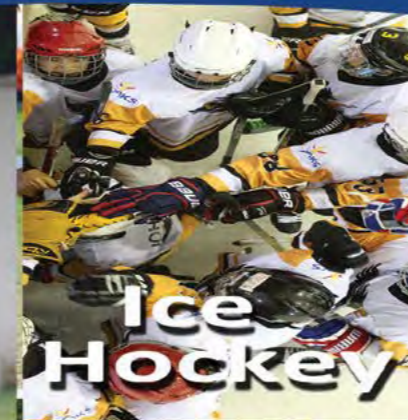
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TABLE OF CONTENTS

Features

P. 4 // Director of Schools' Letter

P. 5-7 // IB Corner
How do IB-DP scores work?
MYP Objectives and Criteria

P. 8-11 // Language Acquisition
Understanding the Difference between Social and Academic Language

Meet the EAL Teacher: Kristie O'Brien

Meet the EAL Teacher
Strategies and Tips for Helping Kids

P. 12-17 // Community Feature
University Acceptances SCIS Class of 2018

Building Career Skills with Hands-on Job Shadow Program

P. 18-19 // China Host Culture
Excellent Website Applications to Learn Chinese

P. 38-39 // Art Gallery

Community

P. 26-27 // Teacher Spotlight
From Third Culture Kid to International Teaching

P. 28-29 // Family Spotlight
Meet the Berkaw Family

P. 30-32 // Alumni Spotlight
SCIS Annual Alumni Gathering

P. 33 // Favorite Spot in The City
Vive la Différence!!

P. 34-35 // PAFA
End of the Year Picnic 2018

P. 36-37 // Student Spotlight
Meet Yoyo Chun, A Superstar in the Making

P. 40 // Partner
'Looking Ahead' with LanguageOne, The Dutch School at SCIS ECE, SCIS HQ and SCIS Pudong

Campus Highlights

P. 20-21 // Hongqiao Campus Highlight
OCEAN Nepal: Lending a Helping Hand

P. 22-23 // Hongqiao ECE Campus Highlight
A Celebration of Art and Community at the 5th Annual ECE Charity Art Auction

P. 24-25 // Pudong Campus Highlight
Empowering Youth Through the PYP Exhibition



14



30



20

Dear SCIS Community,

SCIS' 21st school year is soon drawing to a close, and with it comes the completion of a demanding yet highly productive year for all. Throughout our community, faculty, parents, and students will take part in the various celebrations that accompany the end of our school year. Inevitably, there is a feeling of sadness that comes with the various farewells and send offs, yet there is also a joyful celebration and acknowledgment for all that was accomplished. Even though the theme for this edition of *Communitas* is "Looking Ahead", I feel compelled to also take a moment to reflect on all that we have collectively accomplished throughout this school year.

The year began with a significant change for SCIS with the adoption of a new mission statement to direct our purpose as a school. The need for this change came from our reflections on identified needs within our system of schools. These ultimately led to the SCIS Board and senior administration team identifying seven strategic directions that will serve as a focal point for how we will achieve our mission. Following this initial work, the full SCIS leadership team worked together to develop belief statements that establish the value each of the seven strategic directions has for our community. Looking forward, the next step will commence during the 2017-2018 school year and will bring about a significant review of the entire organization, from classroom to business office, to ensure we are capable of moving forward with a clear understanding of our shared purpose.

Another major undertaking that deserves attention is the incredible effort that both our Pudong and Hongqiao campuses have undergone relating to the authorization for both the International Baccalaureates' Middle Years Programme (IB MYP) and Primary

Years Programme (IB PYP). This will not only support our effort to align our Nursery through Grade 12 program it also guides our ability to embed student-centered learning through an externally assessed program that is respected by educators around the world. The four different authorization processes will be completed prior to the end of our school year and we certainly expect to receive positive news about our steps toward becoming a full three-program IB World School (IB PYP, MYP, and DP). Each of the visiting teams that have come through have provided positive feedback regarding the effort of our faculty, the leadership's support, and our community's open embrace for the various programs. Further, we have received our MYP authorization notices for both Pudong and Hongqiao and eagerly await similar results for our PYP efforts.

In addition to the behind-the-scenes achievements made by our faculty and administrators, our students have also continued to excel while personifying the Dragon spirit. They have sat for exams, competed in sports, participated in clubs, volunteered countless hours, and performed incredibly on stage and off. For some, they will be walking with their classmates for one final time as SCIS students as the senior class takes part in their graduation ceremony. These ceremonies are commonly referred to as 'commencement' due to their representing the start of a new phase of life. This senior class will now join their fellow SCIS Alumni as they represent the best of SCIS while attending outstanding universities across the globe.

While I am likely not the first, I am pleased to join the many in congratulating our graduating class of 2017 and wishing them all the best in the future. I must follow that with a sincere statement of gratitude toward our community of parents for providing an incredible amount of energy, support, and patience throughout

this and all previous school years. I also wish to share my appreciation for the dedication, talent, energy, and care that our incredible team of faculty, staff, and administrators bring to work each day. Finally, I want to acknowledge those that embody the mission, vision, and purpose of SCIS – our diverse, caring, bold, and positive students from Early Childhood through to High School. We are so very glad to have you as part of our school.



One of the most difficult aspects of our incredible international lives is the inevitable farewells we face as friends, classmates, and colleagues move on. For those of you not returning after the summer, I wish you all the best, welcome you to come back for a visit (or long-term stay), and of course, thank you for giving us the opportunity to work with your children. For our departing faculty, I want to thank you for all you have brought to the lives of our students and all you have done to enhance our learning community. For those returning for next year, I look forward to welcoming you back after the summer. For schools, summer is a time of reflection, planning and building and we will be doing all three this summer. So, we look forward to sharing with you all the new plans, spaces, and people that will make 2017-2018 yet another great year to be a SCIS Dragon!

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School

How do IB-DP SCORES Work?

Most SCIS Seniors spent their last three weeks of high school in and out of exam rooms and study spaces. They were solving problems, writing essays, analyzing texts, describing functions, building arguments, all with the singular goal of earning the coveted, highly-respected IB Diploma, dreaming of the elusive "45." But what do these scores mean?

Every IB Diploma subject has a fixed syllabus with standard assessment criteria and mark schemes. Most courses last for two years, at the end of which students' work on the standardized assessment tasks is graded by a carefully monitored international body of examiners, who grade work according to the fixed criteria. The IB Diploma is respected by universities across the planet precisely because of this external assessment system. An IB score means EXACTLY the same thing whether it is earned by a student in Geneva, Cardiff, or right here at SCIS.

The IB Diploma allows students to earn 1-7 points for each of their six academic subjects, for a base of 42 points and allows up to 3 "bonus points" to be added through achievement on the core requirements of the Extended Essay and Theory of Knowledge, for a total possible score of 45 points.

In each subject, the score of 1-7 is earned through the completion of a combination of two or three external assessments, submitted to the IB for grading, and one internal assessment (IA) a project that is assessed by the teacher, with the results moderated by the IB.

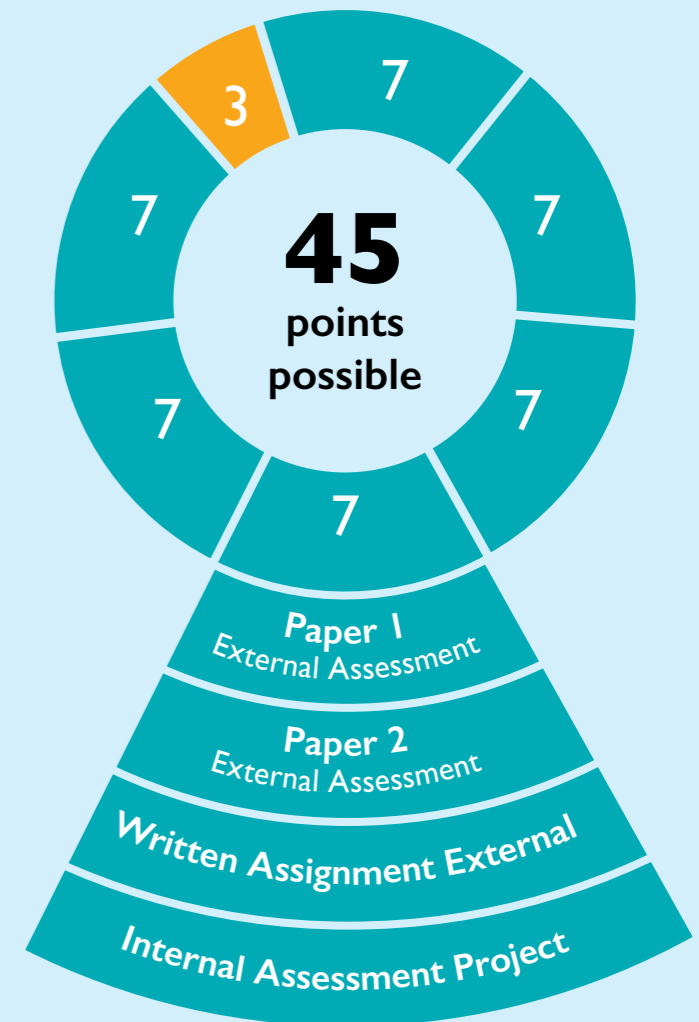
External assessments take different forms in different subjects. The most common external assessment is a formal written exam, or "Paper." IB Papers may include open-ended essays, constructed response questions, problem-solving, and more, with specific requirements defined in each subject. In Languages and Arts, external assessments also include projects that are submitted to the IB, such as a process portfolio or a written task.

Each subject also includes one Internal Assessment (IA), a structured project that the student completes over an extended period of time under the supervision of their teachers, such as a research project or an exhibition. The teachers grade the IAs themselves according to fixed IB criteria, and these grades are submitted to the IB for inclusion in the student's overall mark. In order to ensure that IB standards are upheld, the IB calls for a sample of student work from each class to be assessed by external examiners as well, and if the teacher's scores are found to be either too generous or too conservative, the IA scores of the entire class are adjusted to meet international standards.

After all external assessments are marked and internal assessments are moderated, the total forms the student's overall score. Students with totals between 24-45, who have met all other requirements, will earn the IB Diploma. Last May, of the 80,358 IB Diploma candidates worldwide, just 278, or 0.44% achieved this "perfect" score.



By **NAOMI SHANKS**,
Vice Principal at SCIS Pudong



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JUN. 2018

Editor: Mikael Masson
Art Director: Mun Yee Choo
Designer: Alles Zheng

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

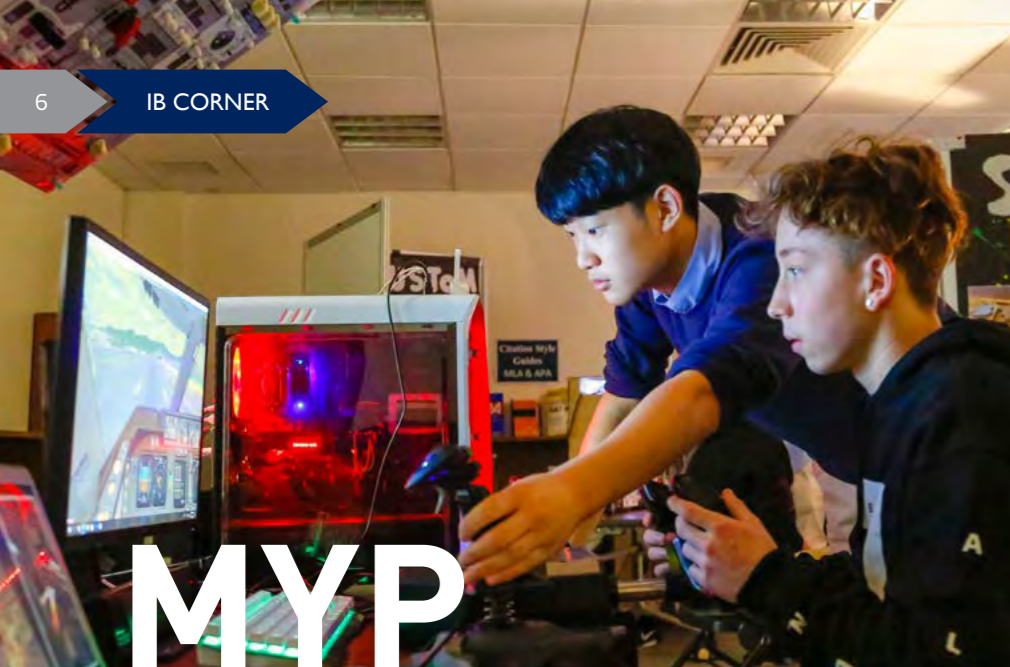
Communitas is about community and we rely on contributions from the SCIS community.

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!





MYP

Objectives and Criteria

“Students can hit any target that they know about and that stands still for them”
Rick Stiggins

Three years ago, I was fortunate enough to be part of the team that wrote the action plan to bring the MYP to SCIS. Having worked at a number of IB schools over the years, this was the rare opportunity to start from scratch, not to fix or maintain or grow a programme, but to be part of a group of people that got a chance to start something new.

In planning for the change to the MYP, we knew that for parents, teachers, and especially students, the biggest adjustment would be associated with a change from a more traditional norm-referenced, percentage based approach to the use of criterion-referencing and levels of achievement. This is no small change, as we have moved away from the subjective awarding of grades that often varied from subject to subject,

MYP Criteria by Subject

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

grade to grade, and teacher to teacher, to a standardized system of collecting and evaluating evidence of learning.

As such, our twin priorities in the first year of inception was to focus on developing curriculum, but also to focus on assessment. We had dozens of workshops and meetings with staff to help them understand the changes and to get them to see that this shift wasn't just new but actually made more sense in terms of empowering students and giving them a clear roadmap to their success.

This roadmap is often called a rubric, and while these are not novel to the MYP, one could argue that the IB has perfected them. In every subject, there are four main criteria for success – each with a list of objectives (skills/performances) that students must show – depending on the criteria, between 3 and 5 objectives.

Instead of awarding percentages, criteria spell out exactly the kinds of skills students must perform and these are expressed in different levels of achievement – we know that not every student can perform each skill or achieve each objective at the highest level. As such, the objectives in each criterion are differentiated by a series of command terms. Students quickly learn that stating is not as high a level skill as describing which in turn is not as refined as explaining.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns.
3-4	The student is able to: i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest general rules consistent with findings.
5-6	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. verify the validity of these general rules.
7-8	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with correct findings iii. prove, or verify and justify, these general rules.

Above: a sample rubric for mathematics – Criterion B Investigating Patterns

Using criteria for assessment instead of points or percentages is also much less subjective, more flexible and versatile, and fosters improvement – something that goes with the growth mindset we try to encourage in students.

And speaking of growth, the use of criterion-referenced assessment has also revolutionized how we give students regular and ongoing feedback throughout units of work. Teachers can now do targeted formative assessment based on the skills in the rubrics they will use to summatively assess.

When we first began to focus on formative assessment, many parents

and teachers worried that students wouldn't do the work or task if it wasn't going to “count” or carry marks. This notion has been quickly disproven and we've even had students who tell us that the thing they like best about the MYP is formative assessment!

Now that students are familiar with criterion-referenced assessment, we have begun to take these rubrics and make them specific to individual tasks, further clarifying the language and ensuring that the roadmap is age appropriate, accessible and informative.

We have come such a long way in the two and a half years since we first started

using criteria and rubrics and the journey will probably never be complete. We can always do better, and we are always striving to ensure that parents, students, and teachers are well-versed in their use.

That being said, we are confident this is the right path, and we will continue to monitor academic achievement throughout the MYP to ensure these successes continue.



By **BARCLAY LELIEVRE**,
Upper School Principal
at SCIS Hongqiao



Understanding the Difference Between Social and Academic Language



Above: ECE EAL children having conversations about the needs of plants and the equipment they need.

Social English may start developing within a few months of learning the ability to speak a new language, however, it will often take a couple of years before English as an Additional Language (EAL) fully develops social English skills in listening, speaking, reading, and writing.

Social English is the language of everyday communication in oral and written forms. Some examples of social language are:

- When your child is talking to a friend on the playground or the school bus.
- When your child goes to the grocery store with you and reads the shopping list.
- When your child writes a note to their friend.

Academic English and social English are not two separate languages. Academic English is more demanding and complex than social English. An EAL student with social English proficiency may not necessarily have the academic English proficiency, it is important for you and your child's teachers, to make this distinction. **Academic English is the language necessary for success in school.** It is related to the curriculum, including the content areas of math, science, social studies, and English language arts. As an example, a child may be studying weather and its effects on people's actions.

Central Idea: Weather affects our choices and actions.

The children will be inquiring into the different types of weather, tools to measure and gauge weather along with weather cycles.

Inquiry into:

- Types of weather
- The changes that happen during weather cycles
- The actions people take because of the weather

Below are some examples of words they will be exposed to during their Units of Inquiry. These are academic words that children **need to have an understanding of before they can understand the deeper knowledge** of how weather affects people's actions.²

Social vs. Academic Language

Social Language	Academic Language
Open the door, please.	Define mammal.
Would you like to get a coke?	Compare and contrast Saturn and Jupiter
At what time do we go home?	Paraphrase the paragraph.
Tell me what you liked about the movie.	What is the main idea of this paragraph?
Do you want to play?	Write a summary for your story.

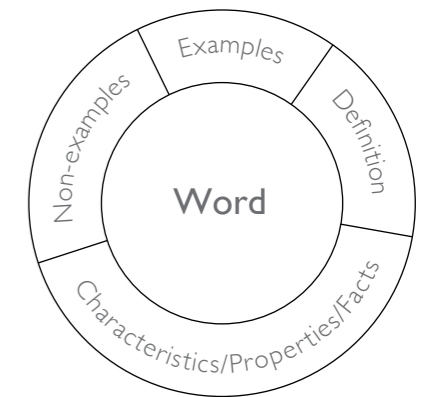
What unit related vocabulary will my child need to understand?

ice	umbrella	time-lapse	day
environment	boots	different	month
seasons	gloves	same	year
cycles	mittens	long, longer, longest	rain gauge
measure	scarf	short, shorter, shortest	barometer
thermometer	raincoat	city	temperature
action	jacket	patterns	sequence

To facilitate academic language development at the kindergarten level, you can focus on oral language development around the Units of Inquiry (UOI). You can include art, manipulatives, and dramatic play. In first grade, you can add reading and writing with a focus on UOI's and literacy development through phonics and storybooks. In the second and third grades, you can focus on higher order literacy skills around the curriculum, as well as using novels, poems, and other reading materials. Each subject area has its own academic language:

- In math, you can teach your child all the terms for subtraction, like "subtract," "take away," and "decreased by."
- In science, you can teach the terms to connect the parts of an experiment, like "therefore," "as a result," and "for instance."
- In English language arts, you can assist your child by using basic graphic organizers for word development to visually represent knowledge. Write a word in the middle of a paper and

with your child explore its connections and relationships. For example:



Above: ECE EAL children drawing the effects of pollution on a city, using many words to explain pollution, and its causes and effects.



Above: ECE EAL children playing a game where they need to use specific describing words, body parts and what the animal eats for another student to guess the animal.



By JILLIAN EYRE-WALKER, ECE and EAL Coordinator at SCIS Hongqiao

Content Knowledge

Social Language Proficiency

Academic Language Proficiency

Meet the EAL Teacher:

Kristie O'Brien

SCIS EAL Coordinator & Lower School Vice Principal

I began my teaching career as a starry-eyed primary teacher in an urban public school in the United States. I remember feeling inspired by my students who represented many different cultures and brought several different home languages to school. At the same time, I felt I didn't know how to properly teach students who were learning English.

The English as an Additional Language (EAL) teacher at my first school was a Hmong American woman, Ms. Chong, who had first arrived in the United States from Laos as a child refugee. Ms. Chong chose to become a teacher to pay it forward; she desired to inspire students the way her teachers inspired her as a child on her pathway to learning English. Luckily for me and my students, Ms. Chong began mentoring me on how to be a successful teacher of English learners.

My next teaching move was to Puerto Rico where I taught second grade at an English Immersion school. At this time, I decided to begin my formal education in English as an Additional Language, and enrolled in my first Master's program to do so. Upon returning to the United States mainland, I began teaching High School EAL. Later, I became the EAL coordinator for a public school district. I enjoyed the leadership work centered around building strong policies and programs for English learners, as well as the



funding and advocacy initiatives involved. It inspired me to earn a Master of Education in Leadership in Education.

Flash forward to now, my family and I are finishing our third year at Shanghai Community International School. We cherish our opportunities to work and learn with families from all over the world. At SCIS, I've used my EAL background to lead the development of an inclusive, collaborative lower school EAL program built on research-based best practices in language acquisition. Additionally, the SCIS EAL team is developing a course titled, "Key Interdisciplinary Language Practices (KILP)," to provide internal EAL professional development across our system. SCIS truly puts meaning behind our statement, "At SCIS, all our teachers are language teachers." It's my passion to grow a school culture where everyone values language and multilingualism.

When parents ask me what they can do at home to help their children's English proficiency development, my number one response is to make sure their child is reading a book of their choice almost every day. Language skills transfer; therefore, it's essential that parents have language-rich interactions with their children in their families' home languages as well. I encourage all families to have a read-aloud time in the family's home language(s) as well.



Meet the EAL Teacher Strategies and Tips for Helping Kids

As you know well, our ECE campus – like all of SCIS – has a wide array of languages, nationalities, and countries represented. This richness of diversity allows our students to understand and recognize at a very young age the many blessings and challenges of the multi-lingual and multi-cultural community that is not just represented at SCIS but is true of our larger global community. Students on the ECE campus learn early that while they may be “*all about me*” developmentally, our larger communities are “*all about us*”.

I am Marella Gregory and have just experienced my first year abroad after thirty-three years as an educator in Richmond, VA in the United States. The last 15 years were at a very elite independent NK-grade 12 college preparatory school, Collegiate, that was ranked as one of the top twenty in the nation. For the 15 years I served at Collegiate School I was on our Diversity Committee that helped the school grow from just 5% students of a non-white background in 2002 to over 20%. While that number is still low in comparison to SCIS where over 60 countries from

around the world are represented, we were pleased with the growth albeit slow.

In the States we referred to our English program as ESL – English as a Second Language – because of the assumption that students were likely English speaking from the start. Here at SCIS, we have the distinction of recognizing that many of our EAL – English as an Additional Language – students already speak two or more languages and that English is just one more – additional – Language. It is a richness from which all of our students benefit and one that brain researchers have shown results in a wide array of benefits. The children I've worked with this year have taught me as much as I have learned from them – mainly that **there are many good starting places and times to learn something new**. They face the challenge of learning English with a willingness and enthusiasm that I admire, and their growth has been impressive. I also appreciate that they allow me on their journey – today after 34 years in education I pulled my very first tooth from the mouth of a very brave grade one student. Life at SCIS is rich indeed!

Some of what has proven effective with my own EAL learners this year is to have them reading English often – especially if they are being read to. Hearing stories with interesting plots and characters invite them to participate in their new language in an enticing way. For our young ECE students, I recommend the **Junie B Jones** series by Barbara Park about a precocious K- grade one girl who finds herself in all sorts of “innocent mischief”, if there really is such a thing. For older students, the **Harry Potter** series, which needs no introduction, by J. K. Rowling can be a fun read for the whole family. Following or previewing this series with the movie version in English is also a great idea for children (and families) hoping to grow their English skills. Finally, **The Read-Aloud Handbook** by Jim Trelease touts the merits and benefits of this wonderful family activity. Happy Summer and happy reading!



By MARELLA GREGORY,
ECE Counselor at
SCIS Hongqiao

University Acceptances

SCIS Class of 2018

North America:

Arizona State University (United States)
 Baylor University (United States)
 Binghamton University (United States)
 Boston College (United States)
 Boston University (United States)
 California College of the Arts (United States)
 City University of New York - Brooklyn College (United States)
 City University of New York - City College of New York (United States)
 Douglas College (Canada)
 Evergreen University (United States)
 Fashion Institute of Design & Merchandising (United States)
 Florida Southern College (United States)
 Florida State University (United States)
 George Washington University (United States)
 Hiram College (United States)
 Houston Baptist University (United States)
 Indiana University (United States)
 Johnson and Wales (United States)
 Lindenwood University (United States)
 Loyola Maryland University (United States)
 Loyola Marymount University (United States)
 Maryland Institute College of Art (United States)
 Marymount Manhattan College (United States)
 McGill University (Canada)
 Memorial University (Canada)
 Michigan State University (United States)
 New York University (United States)
 North Park University (United States)
 Northeastern (United States)
 Nova Scotia Community College (Canada)
 Oregon State University (United States)
 Pace University (United States)
 Parsons School of Design (United States)
 Pennsylvania State University (United States)
 Pratt Institute (United States)
 Purdue University (United States)
 Queens University (Canada)
 Rutgers University (United States)
 Saint Mary's College of California (United States)
 Savannah College of Art and Design (United States)
 School of Art Institute of Chicago (United States)
 School of Visual Arts (United States)

Seattle University (United States)
 Simon Fraser University (Canada)
 State University of New York - Stony Brook University (United States)
 State University of New York - University at Albany (United States)
 Texas A&M University (United States)
 The New School (United States)
 UC- Davis (United States)
 UC- Santa Barbara (United States)
 University of British Columbia (Canada)
 University of California- San Diego (United States)
 University of California, Los Angeles (United States)
 University of California, Santa Barbara (United States)
 University of Colorado - Boulder (United States)
 University of Colorado - Denver (United States)
 University of Florida (United States)
 University of Hawaii, Manoa (United States)
 University of Illinois (United States)
 University of Illinois - Urban Champaign (United States)
 University of Iowa (United States)
 University of Manitoba (Canada)
 University of Massachusetts- Dartmouth (United States)
 University of Nevada (United States)
 University of New Hampshire (United States)
 University of Oregon (United States)
 University of Pittsburgh (United States)
 University of Rhode Island (United States)
 University of Southern California (United States)
 University of St. Thomas (United States)
 University of Toronto (Canada)
 University of Victoria (Canada)
 University of Washington (United States)
 University of Waterloo (Canada)
 University of Western Ontario (Canada)
 University of Wisconsin (United States)
 University of Wisconsin- Madison (United States)
 Virginia Tech (United States)
 Washington State University (United States)
 Western Ontario University (Canada)
 Western Washington University (United States)
 York University (Canada)



Europe:

Varna University of Management (Bulgaria)
 Birmingham City University (United Kingdom)
 Brunel University London (United Kingdom)
 Coventry University (United Kingdom)
 EBS European Business School (Germany)
 Ecole Polytechnique (France)
 EDHC Business School (France)
 GAir Training Center (Portugal)
 Imperial College London
 Keele University (United Kingdom)
 Kings College London (United Kingdom)
 Lieden University (Netherlands)
 Mandatory Military Service (Finland)
 Marbella Design Academy (Spain)
 Nottingham Trent University (United Kingdom)
 Portsmouth University (United Kingdom)
 SOAS University of London (United Kingdom)
 Sussex University (United Kingdom)
 The American College of Greece (Greece)
 Tilburg University (Netherlands)
 University of Dundee (United Kingdom)
 University College London (United Kingdom)
 University of Amsterdam (Netherlands)
 University of Birmingham (United Kingdom)
 University of Brighton (United Kingdom)
 University of East Anglia (United Kingdom)
 University of East London (United Kingdom)
 University of Glasgow (United Kingdom)
 University of Greenwich (United Kingdom)
 University of Plymouth (United Kingdom)
 University of Reading (United Kingdom)
 University of Southampton (United Kingdom)
 University of Strathclyde (United Kingdom)
 University of Sussex (United Kingdom)
 University of the Arts London - Central Saint Martins (United Kingdom)
 University of Westminster, London (United Kingdom)
 University of Wolverhampton (United Kingdom)
 Utrecht University (Netherlands)

Asia:

Donghua University (China)
 Chinese University of Hong Kong (Hong Kong)
 City University of Hong Kong (Hong Kong)
 Hong Kong City University (Hong Kong)
 Hong Kong Polytechnic University (Hong Kong)
 Hong Kong University of Science and Technology (Hong Kong)
 Institute of Tourism Macao (China)
 Keio University (Japan)
 New York University (China)
 Savannah College of Art and Design (Hong Kong)
 SCAD - Hong Kong (Hong Kong)
 Sino-British College at University of Shanghai for Science and Technology (China)
 The Education University of Hong Kong (Hong Kong)
 The University of Hong Kong (Hong Kong)
 University of Hong Kong (Hong Kong)
 Waseda University (Japan)

Rest of the World:

JMC Academy (Australia)
 EDENZ Colleges Auckland (New Zealand)
 Monash University (Australia)
 SAE University (New Zealand)
 University of Queensland (Australia)



Building Career Skills with Hands-on Job Shadow Program

The Job-Shadow Experience was a pilot work program for a select group of Grade 10 students based on an application, teacher evaluation and committee vote. We elected 13 students with a positive reputation for a strong work ethic, initiative, accountability and the ability to bring creative ideas to fruition. During the week of May 21-25, students shadowed a Shanghai professional during normal business hours for one week with the expectation to complete a project agreed upon by the employer. This was a true win-win partnership because both parties learned new ideas and grew personally. Students gained an insider perspective on a chosen career and put their classroom knowledge within the real-world context.

This year's participating students

Anna Thelin – Shanghai HVA (Business and Marketing)

Annabella Li – BASF (Finance & Accounting)

Blenda Kjellgren – IKEA (HR Innovation)

Cindy Chen – The Clinic (Sports Medicine)

Efe Okan – BBDO Advertising Firm (Advertising and Creativity)

Evan Grady – NIKE Basketball (Marketing & Product Development)

Gion Guerzon – Big Bamboo (Culinary Arts)

Hannah Kim – BASF (Chemical Engineering)

Lily Yoo – Siegel and Gale (Advertising and Branding)

Roi Gababy – Doc's Barbershop (Social Media Marketing)

Olivia Nettesheim – The Clinic (Sports Medicine)

Oscar Huang – SECA Academy (Sports Marketing)

Susan Sima – Zurita (Fashion Design & Production)

One Week Closer to Becoming a Businesswoman

By Anna Thelin

When I heard about the Job Shadow opportunity, I was thrilled to get the chance of experiencing what my ideal future job would be like for a week. I knew right away that I wanted to be in business and therefore the HVA Shanghai International Trade was the clear choice for me. HVA is known for working with fragrances that are able to take bad odor away and this coincides with my passion for fragrances.

My supervisor at the job was Mr. Albert Yeo, who was one of the most experienced yet kind and open-minded people I have ever met. He was open to me being creative and always repeated: "there are no limits" which gave me the courage to explore my assignments. I first made a PowerPoint presentation with a marketing strategy for their New automotive air freshener gel. I spent a day researching about previous companies who had done similar products in order to be inspired and later when I presented my ideas to Mr. Albert he said I had given him the obvious and he wanted me

to think outside the box and be more specific. I listened closely to his feedback and created a new proposal where I created a more creative packaging with a new product that I had tested out myself to get new ideas. As a result, he was very impressed with my creativity and even wanted to test out the packaging idea to see if it would be a successful solution.

Moreover, I went to a beauty exhibition where I examined and analyzed the different types of fragrance-uses by different companies. On my final day at work, I went to a fragrance company called *Symrise*, where I got a tour and detailed description of their working environment. I learned how they test and create different types of fragrances based on different types of interests such as hair products, detergent, perfume, cleaning products and so much more. We then had a meeting with the manager of the office whom Mr. Albert discussed business with. I felt like I was a part of the conversation and began to understand how a negotiation and proposal was handled. I left my final day feeling that I was several steps closer to becoming a businesswoman.



Behind the Kitchen

By Gion Guerzon

Big Bamboo was one of the companies giving students the opportunity to shadow its employees. I was thrilled seeing a culinary arts company as one of the companies participating in this program because I've always been interested in culinary. Preparing dishes isn't something I've done a lot, however, baking has always been my forte. I was keen on taking full advantage of this rare opportunity. I had the chance to work at two restaurants of True Legend Asia Restaurant Group, specifically Big Bamboo and The Blind Pig. I learned hands-on how to prepare dishes they serve, had a close-up the look of food preparation in the kitchen.

A typical day in the kitchen depended on the number of customers in the restaurant, the more customers the more dishes needed to be prepared.

Getting there was very hectic because I had commute during peak hours. When I got to the kitchen I was amazed by all the machines bigger than me that served many purposes. My workmates were all mandarin speakers and this created a language barrier between the employees and it became a challenge the whole week I was there. My coworkers allowed me to prepare the salad to serve and this was where I put ingredients like steak, balsamic sauce, pine nuts, and tomatoes. In addition, working in a restaurant gave me the opportunity to taste some food they cooked. The chefs were kind enough to cook extra food to taste like steak American biscuit (with fresh strawberry) and Walnut Bacon bread. It was honestly scrumptious! I got unlimited juice and soda during my time at the restaurant.



Working as a shadow in a big company like True Legend Asia Restaurant Group was an honor. Working in the kitchen at a young age for a week allowed me to see strengths and weaknesses, I had and to gain new knowledge in food preparation. Through observations and asking questions, I had the chance

to see how it was really like working in the culinary world. I would like to thank my supervisor Chef Jeff, my workmates and the school for giving me this opportunity and for guiding me throughout the week and helping me grow as an employee, and as a person who has a passion for cooking.



It's a Culture

By Roi Gababy
The Love

This love for the art of barbering has completely transformed the shaving and hairdressing scene in Shanghai. Now, men can go back to the basics and experience a great caliber of barbering. This subculture proves that the art of barbering is in its place in the modern world even in modern-day urban Shanghai revolutionizing the game. Its rich in its history and traditions and are embraced with a modern touch.

The Tradition

Every barbershop has its own routine clientele. Men reserving themselves a seat not just for the incomparable haircut or trim, but more for the tradition. Docs Guthrie's creates special social connectivity with every client stepping into the door. Men come to have a break from their everyday routine, socialize and meet other like-minded men. This is a social club of immense success rather than an ordinary hairdresser's salon.

The Skill

The professional barbers use only exclusive shaving products and kits for the smoothest shave. They have to go through years of practice until they actually start to master the ancient art of shaving, it's no gag! A barber has to be extremely skillful in order to avoid the slightest accidents and cuts. That's why this job requires close attention to details and an eye for perfection while keeping up and acknowledging the different styles and shaving techniques present today.

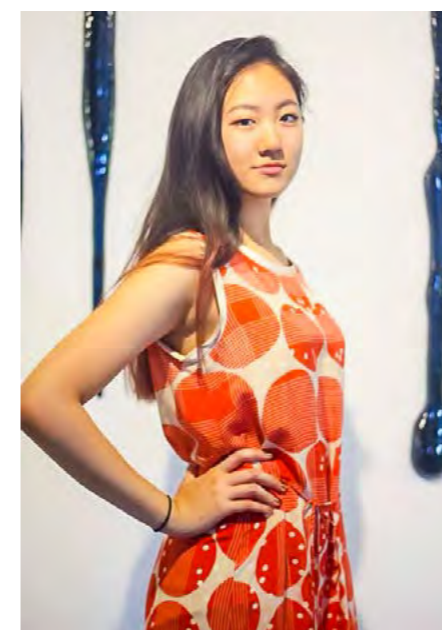
You can get a great shave.

Many barbershops still give the traditional razor blade shaves. You haven't lived until you've experienced the pleasures of a great shave at a barber.

You'll feel manlier.

Every time I go to the barbershop, I just feel manlier. I don't know what it is. It might be the combination of the smells of hair products and the all man ambiance. But more so, it's the awareness of the tradition of barbershops. Barbershops are places of uninterruptedness; they don't change along with the many shifts in our culture.

When you walk out of a barber shop with a new style above your shoulders, you can't help but feel a bit of the manly swag creep down on you. So, next time you catch your eye on that familiar red and white striped pole, step in. You'll be glad that you did.



Life as a Designer

By Susan Sima

During the week of the Job Shadow program, I got a chance to be a part of the sustainable fashion brand, "Zurita". Monica, the founder of the company, was my supervisor, and I got to see the entire process of running a clothing business. On the first day, I went along with Monica to a meeting with a representative of a mall, and I gained some experience in regards to evaluating store location, such as that the floor a store is on could determine how big a company is, as there is more foot traffic on the lower levels of a mall. After the meeting, we went to a customer's house to do fittings for a recent maternity collection that



collaborates with the formula brand, "Mead Johnson". The next day, I went to the fabric market, where Marie (head of production), Monica, and I went to pick out fabric for each design that Monica had sketched on the previous evening. We colored in the designs as we found fabric that went well with each piece, and I even picked out a few that worked. When I went home, Monica provided me with a task of creating a Chinese knot that would be used on a belt for the Mead Johnson collection. On Wednesday, I went with Marie to the producers and I helped sew a few of the samples by hemming a few of the dresses, and sewing and stamping buttons. On the last two days of the internship, I learned about marketing with Chloe (head of marketing and advertising), and I went to the Zurita store, as well as a mall, to take some photos of summer dresses for a WeChat article. Throughout these five days, I learned what it takes to keep a business running, and it's not easy!



By EMILY BLALOCK,
Upper School College
Counselor at
SCIS Hongqiao



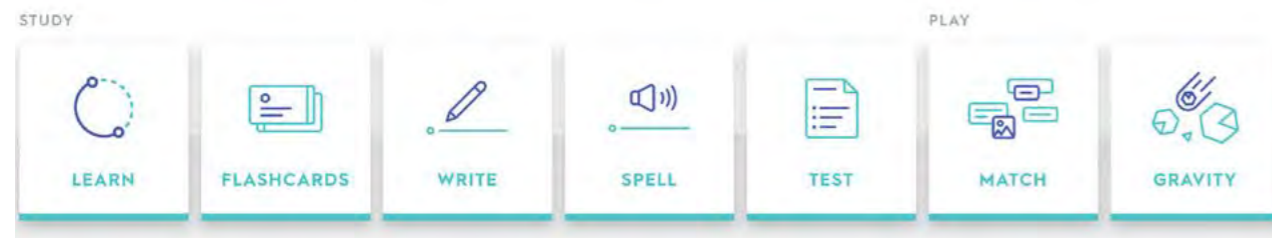
Excellent Website Applications to Learn Chinese

The development of technology, especially the internet, has allowed students to maximize the use of their computers to learn beyond traditional methods in the classroom. In SCIS, Pre-Kindergarten students have access to computers in the classroom to aid their study. Students will then start to use their own computers when they are in grade two. This enables our students to better use excellent websites and applications to learn Mandarin. Here is a list of interesting websites and mobile applications that can compliment your child's learning at home.

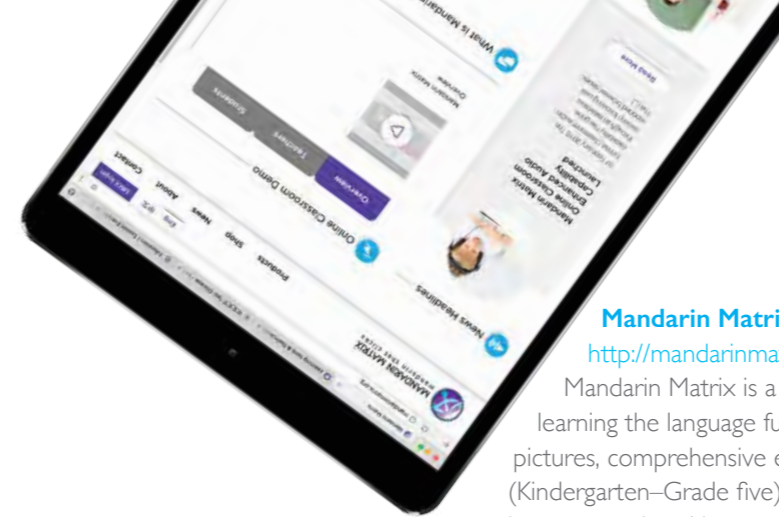
Quizlet

<https://quizlet.com/>

By simply searching keywords about the subject you want to learn, word cards with annotations and readings will appear. In my classes, I tend to not simply rely on fixed teaching materials because students have different learning requirements. Therefore, this resource is a valuable addition to what I use to adjust and customize content whenever I wish. Within the platform, I am able to create my own classes with individual student accounts, which allows them to take their mandarin learning further by studying on their own.



A lot of my students also love quizlet.live, a function that allows teachers to create games centered around different learning objectives. Students simply type in a code to join and are automatically divided into separate groups, competing as a team to try and answer mandarin exercise in a fun way.



Mandarin Matrix

<http://mandarinmatrix.org/>

Mandarin Matrix is a virtual classroom packed-full of content designed to make learning the language fun. There are tons of graded reading books with funny pictures, comprehensive exercises, fun games, and prizes. Catered for younger learners (Kindergarten–Grade five), the platform is a customized learning tool designed to improve students' language skills in a fun and engaging way.

Yes! Chinese!

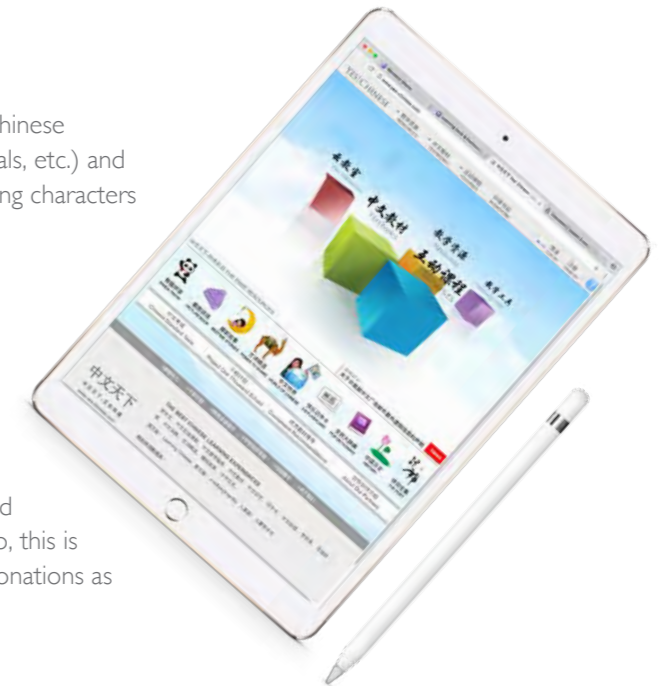
<http://www.yes-chinese.com/>

The website is rich in teaching resources, including in-depth lessons on Chinese classifiers (measure words used for specific objects, shapes, people, animals, etc.) and graded readings, as well as many common tools, like worksheets for writing characters and small class games.

Explain Everything Whiteboard

<https://explaineverything.com/>

Explain Everything is an interactive learning application that can be implemented very well in conjunction with daily classroom learning. Think of it as an interactive 'whiteboard' were a teacher is able to record and keep track of everything that is happening on the screen. For example, I am able to record myself teaching tones and stories behind certain characters allowing students to learn both visually and aurally. Also, this is especially useful when it comes to pronunciation and getting the right intonations as students are able to pause, slow-down or rewind any recorded lesson.



ChatterPix Kids

Chatterpix Kids is a mobile application that can make anything talk—pets, friends, doodles, and more. Take any photo and draw a line to make a mouth, then record the voice. This is a fun little app to make learning super fun and easy. Our youngest learners love it.

Fun dubbing

It is an English learning app. But I use it during Mandarin time. I record my voice and save it. Then I send it to the students, for them to practice on their own computers part by part. They can see the English screen recording, which is very useful for Mandarin learners.



By OLIVE SUN, Lower School Mandarin Teacher at SCIS Pudong

OCEAN
Nepal:

Lending a Helping Hand

The organization, OCEAN Nepal, started about 15 years ago with Kevin Brawn, a teacher who is now at the American Community School (ACS) in Abu Dhabi, Dubai. He went on a hike in Nepal with some friends and quickly noticed a substantial of abandoned children around the country. Kids whose parents had moved away or who had passed away. One the hiking guide, Rajendra Subedee, wanted to set up a home for these children and provide them with shelter, education and a place to grow.

Kevin was very inspired by this and after coming back to ACS, he started talking to families about this and they, in turn, took interest and started visiting Nepal. In the meantime, Rajendra started taking in a few kids to look after himself and asking his local community for donations. Families who visited Nepal and Rajendra noticed how much he cared about these children and started taking notice. A few of the families that started getting involved were fairly high ranked employees of powerful oil companies and used their connections to do a money raise and acquire solar panels at a discounted price. They eventually managed to help build a house for Rajendra and his cause, about 10 years ago.

Fast-forward to today, the four-story house currently takes in eight boys and eight girls who live on the first two floors,

each with a house mother that looks after them. The third floor is a volunteers' floor and the top floor is where Rajendra and his family live. The first kids they've taken in have now graduated high school and have gone off to university. This is the house that we go and visit when taking part in OCEAN Nepal.

The house now runs on Individual sponsorship for the students, this is how myself and my wife, Michelle, got involved, as we now sponsor the youngest child in the house. The money goes towards each child's education, food, and other things like karate lessons (seven of the children have black belts!).

Anyone can go and stay there to volunteer, you pay 100 USD/week which includes room and board, and you spend time helping the children with daily life, school work, etc.

The village where Rajendra's home is located is called Dading, a remote village 92km from the capital, Kathmandu. In 2015, the village was located just 10km from the epicenter of an earthquake with a magnitude of 7.8Mw which left every building structurally damaged in some way, with some families losing everything.

For the past two years, SCIS students have been organizing trips to Dading to help rebuild the village school. Last year, they worked on expanding an area for school children to play sports, they managed to erect a volleyball net on the final day of construction and played a match with local children! This year, SCIS volunteers helped repaint the school.

It's a great experience to be away from everything. The first year there was no electricity for a week due to a storm, on top of no wifi! It was also a great opportunity for our students to work with someone who cares so deeply about a particular cause, and what can be done as an individual to help a community. It really helps build that understanding of when we talk about community at our school and what it really does mean. The village is one dirt road, volunteers get to meet all the locals, and then it's a great feeling to see how appreciative families are.

Upper school students, Chloe Ng-Triquet (Grade 11) and Charlotte Gray (Grade 12), were part of the group of SCIS students who volunteered their time in Nepal. They shared some thoughts about helping out and their take on the trip.

1. Why do you volunteer?

Chloe: "Volunteering made me realize how fortunate I am to live in an environment like ours. It really opened my eyes to see how different people around the world possess different things but it doesn't determine how happy they are. The difference between what they have and what we have and what we take for granted in our everyday life. It's also a really fulfilling and amazing experience to see that by doing something so simple, you can really impact and make a difference in someone's life who needs it."

Charlotte: "I volunteer because it baffles me not to. I aim to spend the rest of my life doing work within the development sector, and so starting now allows me to remain inspired and learn more from experience. Alongside this, it's a bit of a bug, after my first volunteer trip, I can't help but want to go back because there's no experience quite like it."

2. Best thing about working with OCEAN Nepal?

Chloe: "Being able to forge real friendships with the kids at OCEAN Nepal and all the good memories you create together as a group!"

Charlotte: "Everything about working with OCEAN Nepal is great, but I think one of the best things is that it's really safe and ethical. There's a lot of corruption in developing countries however OCEAN Nepal consists of passionate workers who are working solely for the betterment of communities. With this, everyone is really friendly and the atmosphere is great, it's truly a family."

3. Highlight of the trip?

Chloe: "Seeing the overall result of what we had accomplished altogether (looking at before and after pictures of the school we helped paint)."

Charlotte: "Hanging out with the orphans from OCEAN Nepal are always the highlights."

4. How did you go about attracting other students to volunteer the second time around?

Chloe: "We spread the word last year

when we came back that it was an amazing trip and we had a fun time, so we showed people pictures of the people we met and things we did. We both made videos too, to summarize everything we did over the one week we were in Nepal."

Charlotte: It was actually quite difficult to attract students, however, I sent out a ton of emails and shared a video I made last year and organized an interest meeting where we basically outlined what the trip would be like, and over time people signed up."

5. Is volunteering for everyone?

Chloe: "Yes, I think that everyone can benefit and learn something from volunteering, whether it's about yourself, the people you volunteer with, or realizing how fortunate you are to live life the way you do!"

Charlotte: "I definitely think volunteering is something everyone should do, however the kind of volunteering may differ depending on someone's preferences, abilities, and interests."



Charlotte and Chloe



By **LENNOX MELDRUM**, US Vice-Principal & **IBDP Coordinator at SCIS Hongqiao** & **MIKAEL MASSON PEREZ**, Marketing & Communication Officer at SCIS (Pudong Class of '08)



A Celebration of Art and Community

at the 5th Annual ECE Charity Art Auction

We make every 'kuai' count at ECE! SCIS ECE campus came alive Saturday, May 12th with the 5th Annual Charity Art Auction. Parents, teachers, staff, and sponsors gathered to celebrate our school community and support a wonderful cause, Heart to Heart Shanghai. The evening consisted of a live auction of unique art pieces that ECE students worked hard to create together in the classroom, as well as a silent auction of items donated from sponsors at all levels. Through our silent auction and live auction of classroom masterpieces, we raised over 83,000 RMB. All proceeds have been donated to Heart to Heart Shanghai. This local charity provides support and financial assistance to underprivileged Chinese children in need of life-saving heart surgery. They operate with zero cost and are completely volunteer-based, meaning

100% of the money that is raised goes directly to the heart surgeries.

The ECE Charity Art Auction enriched the parents, teachers, and charity, but especially the students. While making the art pieces, students got to work together to use their visual arts knowledge to decide on mediums, colors, and subjects to use in their artwork, while learning and experiencing new forms of art in the process. This is an important aspect of early childhood education and one that is fostered on our campus.

This event would not have been possible without the contributions of our wonderful ECE teachers, staff and parent volunteers, which we are lucky to call our school community.



By **HALEY VAN OS**, PAFA Lower School Representative and Parent at SCIS Hongqiao



MELANIE MCCLURE, Principal at SCIS Hongqiao ECE Campus



2018 SUMMER CAMP

"The noblest art is that of making others happy"
"最好的艺术就是给他人带来快乐"

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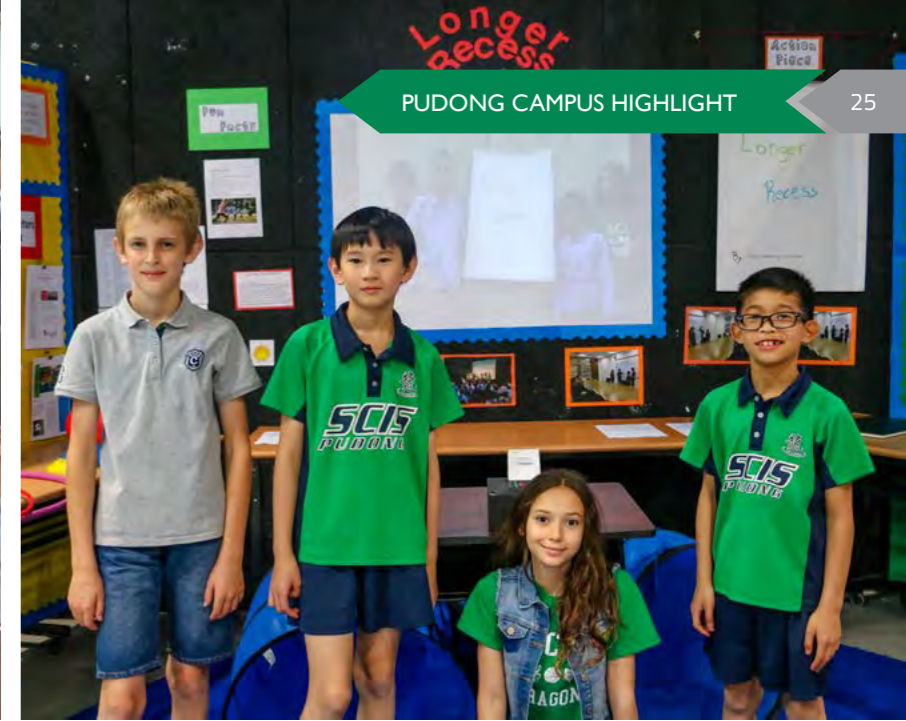
Color Jam
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*真正国际化视野的艺术课程是大家在一起工作和创造，一起享受灵感迸发的自由和快乐。来自国际学校的艺术老师，与小艺术家平等对话，最大程度保有童真和真实的视角！小班制工作坊，数百种有趣的艺术活动，多种多样的艺术媒介，将美食，文化，时尚融入艺术。

*ColorJam Kids 儿童艺术工作坊拥有配置极高且简单易用的厨房，创新的将美食融入艺术，让艺术融入生活，在我们的summer camp里孩子们可以自己烹饪美食。





Empowering Youth

Through the PYP Exhibition

In IB literature the PYP Exhibition is often described as “the culminating project of the Primary Year Program.” Although those unfamiliar to the IB program might think of it as an elementary school version of a science fair or SCIS’s former Invention Convention, the reality of the Exhibition is so much more than that. For most students, the PYP Exhibition is one of the most challenging academic and collegial endeavors of their entire learning experience. During Exhibition, students are expected to apply not only their “book” learning and academic skills such as researching, reading, writing and thinking, but also all of their social, communication, and self-management skills as well. That’s a tall order for

anybody to accomplish, and yet these 10 and 11-year-olds do it. In fact, they do it really well because what they realize during the PYP Exhibition is that they are not mere kids doing a research project and presentation, they are agents of change empowered to take action on something they care deeply about.

This year’s Exhibition on the Pudong campus revolved around the central idea that “change can be achieved by taking action on local and global issues.” From coral bleaching to longer recess, mass shootings and discrimination prevention to animal welfare and the importance of after-school activities, these students succeeded in making change real either through their awareness campaigns or

helping others consider their consumer choices or personal prejudices. The exhibition, as a rite of passage, has not only set these learners up well for their transition to the Middle Years Program but has also given them a taste of what one can accomplish in “the real world” when passion, teamwork, and determination come together. Fantastic job, Grade 5 scholars! You should be extremely proud of yourselves.



By CLEO PETERSON,
Grade Five Teacher
at SCIS Pudong





From **Third Culture Kid** to **International Teaching**

As an Economics and Film teacher at SCIS Pudong, Dave O'Reilly had quite the international upbringing. Originally from Ireland, Dave's family moved overseas when he was just three years of age and hasn't returned since! I had the chance to chat with him a little about his experience growing up internationally and what led him to pursue a career in education.

Tell me a little about yourself.

"I was born in Dublin, Ireland, and moved overseas when I was three years old. The plan was for us to return home after one year, but, here we are, almost thirty years later and my family is still overseas! We first moved to Bahrain and it became my first home abroad. After seven years of living by the beach, we picked up and moved to Malaysia. I was in the multi-cultural hub of Kuala Lumpur for middle school before heading north to Beijing for high school. Despite having an American accent, the first time I lived in the United States was when I moved to Boston for university. Now, in my sixth year in

Shanghai, I'm engaged to an amazing American girl and we're getting married in Ireland this summer!"

That's awesome, congratulations! So, how was it growing up internationally?

"It was a great experience and one that I am grateful to have had. I think the fact that I'm now living "overseas" is a testament to my positive experience as a child. Looking back on it, I think my exposure at a young age to a diverse range of cultures, ethnicities, and experiences shaped my worldview in a positive manner. It doesn't come without challenges, as people living in this community already know. However, the challenges I face as an adult are very different from those I faced as a child. Establishing an identity – something that can be a challenge for children and adolescents regardless of living internationally – becomes a bit more complex when moving from country to country. Each change brings with it

new influences on a Third Culture Kid's development. Let's just say, I've fine-tuned short and long answer responses to the age-old question, "where are you from?" It's almost immediately followed by addressing why I identify as Irish while having an American accent. However, living internationally is all I know and a new challenge will await if I ever decide to settle down in one place."

What made you decide to get into teaching?

"The reason I bounced around as a child is because both of my parents are teachers. They saved up their money each year to travel the world during the summer. From traveling to the middle of the Amazon to exploring the South of the United States to honeymooning in the USSR, it's safe to say they weren't your average Irish teachers. Despite my love for travel, the reason I chose to get into teaching was because of the positive influences my teachers and coaches had on me. I also saw behind-the-scenes of

teaching at home as well as the positive impact my parents had on so many children. I wanted to continue learning and helping others do the same. The final element was the family life that we had. While the parents of some of my peers were often traveling for work, I was lucky to have mine home for dinner on most nights. When I have a family of my own one day, I'd like to be able to offer a similar family life and I think teaching provides an opportunity for that."

How long have you been teaching Film & Economics? And were you always teaching those two subjects?

"I did my undergraduate degree in International Affairs, before doing my Master's of Education, and qualified as a Social Studies teacher. When interviewing for the SCIS position, which was advertised as a High School Social Studies position, I was asked via email to outline my experience teaching History, Geography, Psychology, and Economics. I had experience teaching the first three subjects in that list, but I had never taught Economics. The Head of School responded saying that he was looking for an Economics teacher. I'm now in my sixth-year teaching DP Economics! In university, I minored in Cinema Studies and had taught a Film Studies course at my previous school. When the opportunity arose to teach Film at SCIS I jumped at it. At the time, there was only one film class and now we have a full high school MYP and DP program."

When did your move back to China come?

"I moved back to China in 2010 and I taught at an international school in Dalian, which had opened a new bilingual program for Chinese students who were planning on attending university abroad. It was an experience that provided me with opportunities to grow professionally. However, after two years I was ready for the move to Shanghai."

Favorite thing about SCIS?

"This is a tough one, but I think I have to go with the students. They are why we do what we do. They consistently offer such diverse contributions to the school community. Their curiosity, desire to

improve, and respect for others is special. Over the past six years, they have helped me to grow professionally and personally. I think the fact that the students at SCIS Pudong consistently reflect positive values is a credit to the school culture. As one of the longer standing members of staff here, I have seen some major changes in my time. However, the culture somehow manages to remain. It is embraced by new students and staff alike, and I think it's what makes this place so special."

Where can we find you outside of the classroom?

"Sam (my fiancé) and I live in Puxi and have two dogs that keep us busy outside of work. On the weekends, when we aren't walking Kosta and Bean, we are probably laying low on a Saturday afternoon, having some downtime together after a busy week. However, the weekends in Shanghai tend to be just as busy as the weekdays! Maybe chilling out at home is more of a fantasy than a reality! Brunch is kind of a Shanghai thing that we've embraced a bit and folks here are good at finding a reason to celebrate. There always seems to be something going on. For more low-key affairs, there are a few neighborhood spots that we like to frequent. A large portion of my Sundays is devoted to the soccer team I play on. SCIS colleague and good friend, Garret Newell, introduced me to the team six years ago. I'm now captain and we're targeting our fifth league title in six years."



Interview by MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)





From left to right: Katie, Keira, Natalie, Connor, and Jeff

Meet the Berkaw Family

Tell us a little about your family and why you came to Shanghai.

Katie: I grew up in sunny California, in the heart of Silicon Valley. Jeff and I met in San Jose at an accounting firm. We moved to Munich, Germany on an assignment together for work. Our three kids were all born in Silicon Valley, where we call home.

Jeff: After repatriating from Munich to California, I left the accounting firm and started working for a tech company in Silicon Valley. Shortly after returning to the United States, Katie and I started our family and have three children that mean the world to us.

Katie: I came to Shanghai knowing I would put my career on hold for Jeff's

assignment. It was hard to accept this in the beginning. But fast forward six years and I don't miss a day in the office! With Jeff traveling for work so much, it only makes sense that I hold up the fort at home for the family.

Jeff: As Katie mentioned, we were expatriates in Munich, Germany before we had kids, and had spent the majority of our professional careers there and in Silicon Valley. I came to Shanghai with the same US-based tech company to help set up a finance function for Greater China.

How long have you lived in China?

Jeff: Long enough to realize Mandarin is not my strength. I came to Shanghai six months earlier than the rest of the family. So that makes it six and a half years for

me. It was tough to be away from Katie and the kids and in a foreign country where I did not speak the language. I remember trying to communicate with my driver by text message. The translation from Chinese to English didn't always work but registered high on the unintentional comedy scale.

Katie: The kids and I have been in Shanghai for six amazing years. Each year, I got involved in different hobbies and activities, which have made the time fly by.

What do you do here?

Jeff: I manage the finance function for Greater China for the tech company and liaise with my counterparts in Cupertino, California.

Katie: As a trailing spouse, I found myself armed with a lot of free time. I spend a lot of time stalking my kids at school. Other than that, I try to make myself useful by learning Mandarin, taking sewing classes, learning the art of tennis, taking short trips around China and the

surrounding countries, and celebrating life by spending quality time with friends.

Where have you lived before China? Was it a hard decision to move to Shanghai?

Jeff: I grew up on the infamous Eight Mile in Detroit, Michigan. It was actually a suburb of Detroit (Northville) so my claim to Eminem's Eight Mile isn't really that accurate. Given we had such a positive experience living in Germany, we have always wanted to give our kids a similar experience of living abroad. When the opportunity came to live in Shanghai, we spent less than five minutes talking about whether we should come. It was a no-brainer and has been an absolutely fantastic experience.

Katie: As a result of the Vietnam War, my family and I immigrated from Vietnam to America when I was about four. Having grown up in California, I learned to love everything about the Bay Area (Silicon Valley) except for the housing prices! Growing up, my family spoke Cantonese (a Chinese dialect) at home but my lifelong dream has always been to learn Mandarin. I tried to learn Chinese characters as a child but failed miserably. So when Jeff asked me to come to Shanghai for his work, I said yes with no hesitation. It was a great opportunity for his career, a unique experience for the kids, and I could fulfill my dream to learn the language.

Now that you have been here for a while, what have you learned? What are your favorite memories so far?

Jeff: China is one of the most innovative countries out there. From WeChat to TaoBao to eBikes, the pace of change in this country is amazing. The entrepreneurial spirit found in this country was not something I expected, but certainly, very much appreciate.

Katie: To me, Shanghai is a romantic city with a fascinating history. There is so much to see and experience around the city, from concerts, shows, enjoying a night on the town with the Shanghai skyline, touring the old streets of Shanghai and admiring the architecture scattered throughout the city, to enjoying different

cuisines from various regions of China and around the world. I've learned to appreciate Chinese efficiency. Where else in the world can you fix a broken car door within a day, get a pair of pants hemmed within a day, or repair an appliance within an hour's request! I have made so many beautiful memories while in Shanghai, from traveling within Asia with the family to learning how to selfie with friends. One of my all-time favorite things to do in Shanghai is taking the night bike tour with friends through the former French Concession, the Bund and other hidden gems of Puxi.

Keira: From attending SCIS, I learned that making friends and creating bonds with people is important, especially when many people come and leave each school year. My favorite memory is Transition Day from 5th grade to middle school. I recall feeling older and proud of what I had accomplished up to that point in my life. Another favorite memory is when I got to room with my swim mates while traveling out of town for the ACAMIS swim meets each year.

Natalie: My favorite memory of Shanghai was the birthday party I had a couple of years ago at Zotter Chocolate Theater, where my friends and I got to taste all sorts of chocolate flavors. My favorite memory of SCIS is attending the International Food Fair each year, where I tried all kinds of flavors from all around the world.

Connor: My favorite memory of SCIS is Field Day. The slip and slide water game is super fun! I also love noodle battling over a pool of water. Another favorite memory I have is during our trip to the Maldives, we stayed in a house on stilts and went snorkeling from the house directly into the ocean.

As an integral member of PAFA at SCIS, what were your favorite moments?

Katie: My favorite moments from being part of PAFA are the energy and excitement I see on the kids' faces just before a PAFA sponsored event takes place. Despite the effort it takes to set up each PAFA event, seeing the kids' happy faces makes the planning that goes into

them, all worthwhile. By getting involved in PAFA, I've made some friendships that I hope will last a lifetime; and I thank SCIS for that!

What are the plans for your family in the coming school year?

Katie: We will be repatriating this summer to Austin, Texas. It is a bittersweet time for us, as we are sad to leave the friends we've made here in Shanghai and at the same time anxious to get our lives settled in the next home. We hope to visit Shanghai within a year!



Interview by LAURIE LUEBBE,
Relations Officer & Lower School
Counselor at SCIS Pudong



SCIS ANNUAL ALUMNI GATHERING





THE ALUMNI ASSOCIATION

Alumni Mission:

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. Its goal was, and continues to be, to link alumni with the School and with each other, and to support and maintain such forged relationships. It strives to provide ample avenues and opportunities to encourage alumni to participate actively in the SCIS community.

Alumni Contact:

Mikael Masson
mmasson@scis-china.org

Alumni Requirements:

1. Graduated from a SCIS Campus

OR

2. Went to school here for at least one year AND be over 18

Social Media



Facebook site:
<https://www.facebook.com/alumniSCIS/>



LinkedIn site:
<https://www.linkedin.com/groups/4757677>

Vive la Différence!!

I guess many of us who chose the international education career path did so because we are fascinated by meeting different people of various countries and cultures and discover that we all actually have the same spiritual essence. Beyond cultural differences and physical appearances, we all are souls of one world family. One of the big IB statements says that "other people in being different can be right too". Xintiandi lane is the place where this is more visible than anywhere else in Shanghai, and perhaps this is the reason why it is my favourite place to hang out. Within a 100 metres you can see Spanish, Latin American, French, Chinese, German, Thai, American establishments and people of countless nationalities.

To me it is like a game: meeting people of another country, learning their language, understanding the way they think, and suddenly in one second of eye contact, see the glimpse of their soul. That magical moment when you realise that they are not Chinese, American, Spanish... they are souls of your own family. If everyone looked at the soul instead of the body there would be no discrimination of any kind in the world.

Any normal day on Xintiandi street has a je ne sais quoi. It might start with a rendez-vous at La Société or Montenapoleone with my fellow enfants terribles, followed by a coffee while listening to Paco play guitar at The Refinery. Then some tapas in Estado Puro before dancing salsa at CALIX, where my Colombian friend Ivan sings with his band. Later continue dancing at the German bar Paulaner, where us the Europeans who refuse to get old jump around to the sound of the Filipino band. I then, sometimes head over to the nightclub, Fusion, to dance the rest of the night away to some more upbeat music.

Xintiandi is about accepting and enjoying differences. Us, IB educators talk a lot about intercultural understanding but our students are naturals at it. Sometimes I want to be a child, not a teacher, and experience that at school. Unfortunately, I cannot be a student at SCIS but I can hang around Xintiandi, which is an adult version of school.

While drinking coffee in Xintiandi I watch people, get lost in my rêveries and remember that people told me that Chinese culture is difficult to

understand. Actually, while we are trying to understand other people's culture we are not understanding people, because people are not the culture, people are spiritual beings. All people understand love, compassion, respect, kindness, etc. When we imbibe those qualities, there is no cultural misunderstanding. Perhaps I should not say this as a language teacher, but 93% of our communication is non-verbal, and most of that 93% is our energy vibration.

I have been invited to write this article about "my favourite spot in Shanghai". Actually, my favourite place in Shanghai is when I am inside me, being my inner self. Not the ego or the Spanish identity. When I am in that consciousness, in that spot, I am me, and I can accept and enjoy the difference in others. And the magic of international education -or call it Xintiandi-, can happen anywhere I might happen to be in the world.



By **ANDRES LOPEZ**,
 French and Spanish
 Teacher at SCIS Pudong





End of the Year Picnic 2018

PAFA's (Parents & Friends Association) Annual End of year Picnic was held on Saturday, May 26, 2018, at the Hongqiao Campus. PAFA's Events team and SCIS's Facilities Department were busy making stormy weather contingency plans that, in the end, were thankfully not needed. The weather cooperated, and we were presented with a delightfully cool and dry evening that was the optimal setting for relaxing and celebrating the end of another exciting school year. Families, friends, and staff enjoyed lounging on blankets or sitting at tables, conversing with friends; and kids enjoyed climbing and running on the playground, playing soccer, and jumping and sliding on the enormous bouncy castle, which was the super favorite of the day!

There was a tasty variety of food from Geneva's burgers, Little Huia's chicken skewers, oysters and ice cream, Yummy Mommy's Malaysian delights, Joe's Pizza, Vietnamese Homemade spring rolls, cotton candy, popcorn, and "Pucker Power" candy powder sticks. PAFA sold beverages with a helping hand from Little Huia's staff.

As another school year ends, PAFA would like to thank all our fantastic families, friends, and staff for your support of all our events this year. From our big fundraiser, the International Food Fair (IFF) in October, monthly Market Days, the Holiday Market held with the Community Center and SCIS, Teacher Appreciation Week, ECE's Halloween Monster Mash, Cultural Craft Fair and Charity Art Auction and the final event, the Spring Picnic. PAFA could not do all these events without all of you—The SCIS Community! Thank you for another great year! For those returning, see you in August. For those moving on, we wish you great adventures. Have a super summer!



By **LONNA GRADY, PAFA Secretary & Parent at SCIS Hongqiao**



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

PAFA President & Treasurer
Rhonda Mahs
pafa_hq_pres@scis-his.org

Secretary
Lonna Grady
pafa_hq_sec@scis-china.org

Early Childhood Education (ECE):
Haley van Os
pafa_hq_ecerep1@scis-his.org

Kayce Lane
pafa_hq_ecerep2@scis-his.org

Lower School (LS)
Chiara Ghidoni
pafa_hq_lsrep1@scis-china.org

Jo Garvey
pafa_hq_lsrep2@scis-china.org

Upper School (US)
Lisa Algstam
pafa_hq_usrep@scis-china.org

Lisa Chu
pafa_hq_usrep1@scis-china.org

Nina Han
pafa_hq_usrep2@scis-china.org

Events

Carolyne Pang, Flora Cheng & Shelly Huang
PAFA_hq_events@scis-his.org

PUDONG CAMPUS

President
Trish Castillo
pdpafa.president@scis-china.org

Vice-President
Preeti Shah
pdpafa.vicepresident@scis-china.org

Treasurer
Roshini Sahgal
pdpafa.treasurer@scis-china.org

PR/Secretary
Sandra Machan
pdpafa.secretary@scis-china.org

Events Coordinator
Vanessa Thomas
pdpafa.eventco@scis-china.org

Lower School Coordinator
Katja Gram
katjagram@scis-parent.org

Middle School Coordinator
Vanessa Thomas
vanessathomas@scis-parent.org

High School Coordinator
Trish Castillo
patriciacastillo@scis-parent.org



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Meet Yoyo Chun, A Super- star in the Making

The youngest of three siblings, Yoyo Chun is only in grade five and already a superstar. She is involved in everything from dance to rock climbing and, along with her two sisters, is heavily involved with our school community.



Tell me a little bit about you and your family?

"I'm from Taiwan and I have two sisters, and I'm the youngest child. I have been in China for most of my life. I was born in Kaohsiung, Taiwan then my family moved to Shanghai not long after I was born. I like living in Shanghai, it's pretty cool here and it's pretty big. But I still visit Kaohsiung often."

What are you involved with in School?

"In the past, SCIS put on a lot of dance performances, I liked participating in the dance productions. I liked taking part in dancing in general for school productions. I enjoy any type and style of dancing. I'm also into rock climbing and it is my favorite activity in school."

What is the most fun thing about going to SCIS?

"The most fun thing about going to SCIS would probably be hanging out with my friends because there are a lot of kind people at school and also probably going to different subjects throughout the day. We get to go around the school and change classrooms, and every day is different as there is so much going on during the school day!"

What is your favorite subject?

"Art is my favorite subject. My teacher is Mr. Blalock and he's the best. I like art because we get to sow and do different crafty kinds of stuffs. I like it when I get to be creative and be hands-on with the



activities I'm doing; I feel I can express myself a lot that way."

Your sisters are here, how does that affect your experience at school?

"My oldest sister is Didi and she's in 11th grade. My other sister is Gigi and she's in 7th grade. Having sisters in school is good for me because I like doing the stuff that they have done before so I know what to expect. They support me and help me with school activities. They're an inspiration for me and I always look up to both of them."

What is your experience like so far with the PYP exhibition project?

"My topic for the exhibition is stray animals. Before, when my sister Gigi was in 5th grade they started doing exhibitions so I kind of had an idea of what to do, but it was new to Gigi so it wasn't easy for her. So, this year she helped me a lot because sometimes I wasn't too sure how to do things. She did her exhibition on endangered animals."

Why did you choose stray animals as your topic of interest?

"I chose stray animals because I really want a pet but my parents do not let me. And then I always see animals on the street and it makes me really sad. I want to do something to help them and I figured focusing on that for my project is a great place to start."



It's a great place to start for sure. What would you like to see here someday?

"Well, maybe we can have a big wall and everyday people can write something on it. People can write something nice for others to see and maybe make someone's day better after reading them."

That's a neat idea! What do you usually do after school?

"Sometimes I go to dance practice. I practice dance twice a week. I don't think that's too many times. But, mostly I prefer to stay home and spend time with my family. I like hanging out with my sister and my parents."

What is your favorite thing about living in Shanghai?

"Probably my most favorite thing about living in Shanghai is going to SCIS because SCIS is really good. I think SCIS is like a second home for me because I have a lot of friends and spend a lot of time there."

Thanks, Yoyo.



By MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)



Katy Hong Grade 5



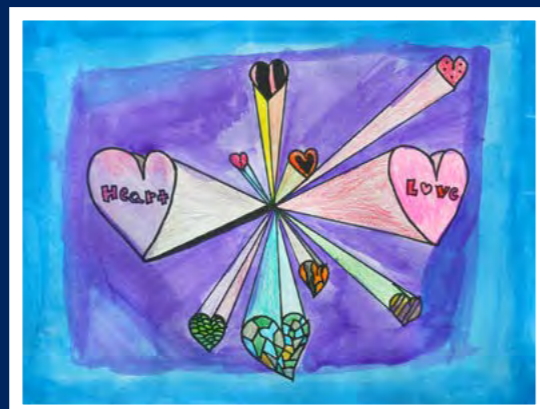
Sharon Chen Grade 3



Tirza Van Leeuwen Grade 3



Julian RohneI Grade 4



Jesslyn Sandy Grade 4



'Tokyo' Sarah Castillo Grade 7-8



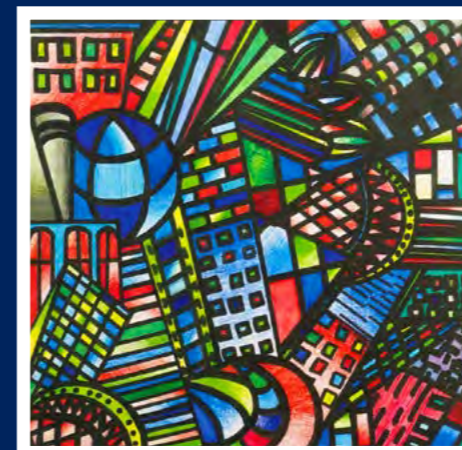
'Gothenburg' Lea Mladan Grade 7-8



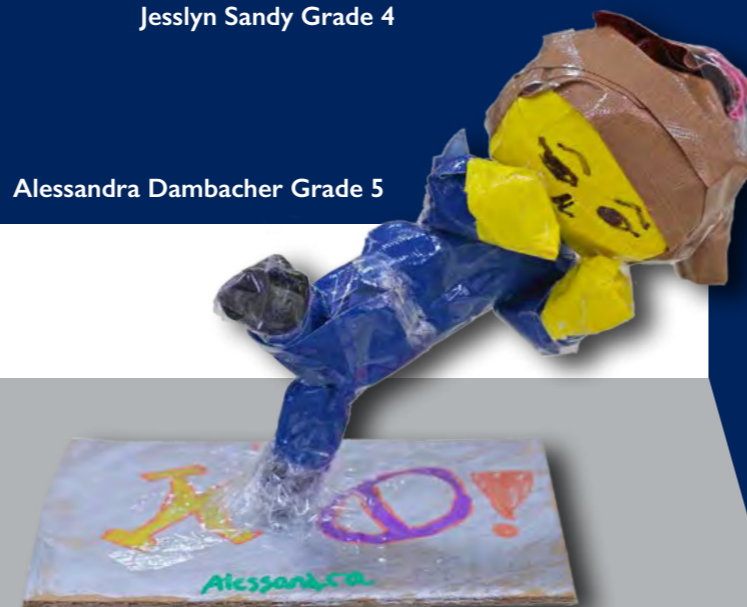
Jia Jia Shi Grade 3



'Taipei' Bella Liu Grade 7-8



'Shanghai' Kajsa Edoff Grade 7-8



Alessandra Dambacher Grade 5



Julian Rohne Grade 4



Max Loew Grade 4



'Self-Portrait' Jen Ha Grade 9



Julian Asenio Boersma Grade 5



‘Looking Ahead’ with LanguageOne, The Dutch School at SCIS ECE, SCIS HQ and SCIS Pudong

Looking back at the 2017-2018 school year at SCIS for our Dutch school, it was a really great, innovative, instructive and above all, positive year of learning. The seven core values of LanguageOne provide a clear direction, give guidance to our education and form the foundation of our program at the different locations of LanguageOne at SCIS. This foundation can be seen in our education with our students, where we take the time to look at the process of each student. It also can be seen in our communication and cooperation with our Dutch and Flemish parents and with the staff members of SCIS, our Main partner school.

We are looking ahead to the 2018-2019 school year where we will welcome several new Dutch and Flemish families in our community. They will follow our integrated program (every day Dutch) or after school program and they will enjoy the Cultural benefits of the Dutch and Flemish cultural events as well.


We are looking ahead to welcome all our children in August again. Together with our professional staff members, we are looking forward to a sustainable, international, high qualitative, safe, contemporary, solid school year with lots of fun moments as well.


LanguageOne Values


At LanguageOne, we have identified seven values that form the core of our organisation. Together they provide a clear sense of direction and focus for our curriculum, strategy and daily operations. In fact, these values are the foundation of LanguageOne.

-  **Safe home**
LanguageOne offers students worldwide a place where they will feel at home.
-  **Contemporary**
Using current educational insights and innovative teaching methods, LanguageOne provides contemporary mother tongue education.
-  **Quality**
LanguageOne offers the best possible mother tongue education with a highly qualified and experienced team, always striving for maximum academic results.

 **International**
LanguageOne provides mother tongue education worldwide, aiming to increase its students' international mobility.

 **Solid foundation**
LanguageOne provides students with a solid foundation for improved learning and assimilation, thus giving them a head start on future successes.

 **Fun**
LanguageOne education is vibrant and versatile; we believe that having fun whilst learning stimulates higher academic results and develops self-confidence.

 **Sustainable**
LanguageOne focuses on continuous corporate reliability with a sound financial policy, careful management and transparent accountability.

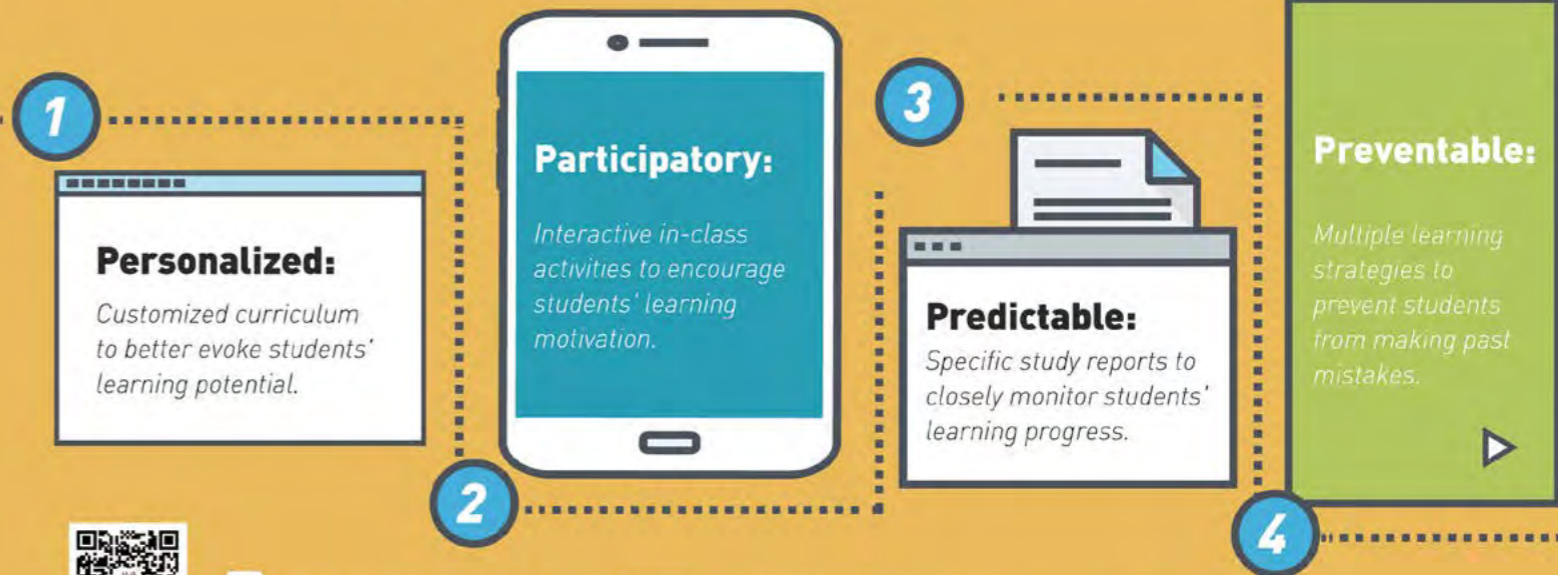
Are you not yet part of the Dutch school please contact Mirjam van der Geijs for further information:

shanghai-suzhou@languageone.nl -
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Sevillana, SCIS Grade 9 student

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