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5 Healthy Habits for Kids to Prevent
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The Reach for Better Health

Shanghai Community International School (SCIS) first opened its doors in 1996. Twenty years on and our success continues to be built upon the strong, quality relationships formed within our dynamic international school community of teachers, students, and parents. With the focus of this month's *Communitas* Magazine being "Our Community" you will learn more about how SCIS has consistently maintained our focus on developing this vital element of our school culture.



One key structure that has remained at the heart of our community has been the effort to maintain supportive relationships. They enable our students from diverse backgrounds to bring their personal thoughts, feelings, and experiences into the classroom. Supportive relationships help parents, especially those who would otherwise feel uncomfortable, to take active roles in the school and in their children's education. As a result, our supportive culture has allowed diversity to become one of our great strengths as school becomes the fabric that weaves our dynamic community together.

This diverse community means students have classmates and friends from over 60 different nationalities, and share a learning environment where everyone is valued as equal while still cherished as an individual. Our international curriculum (IB) and depth of program provides students with the opportunities to develop, excel and exceed, with the support of a dedicated faculty, experienced administrators and involved parents.

We have consistently had families reflect on how our holistic approach to providing opportunities for academic achievement is positively matched by our effort to build in our students the qualities essential to good character and citizenship. Students learn the skills of collaboration, develop wider and richer relationships, and experience the many satisfactions of contributing to the welfare of others. This ultimately builds toward our students living the SCIS Mission by contributing positively to their community.

At the core of our success there has always been a strong belief that it is simply better to involve the entire school community in the development of our students. Even the name of this magazine 'Communitas' highlights the spirit of working together with our students, teachers, administration, parents and external partners. Our schools exude this caring and familial vibe. Yet creating and maintaining a community school requires tremendous effort and commitment from all, so I would like to take this opportunity to thank all of you who have volunteered time, dedicated above and beyond, and helped nurture such wonderful environments for our learning community.

Ultimately, it is our hope that your child's time at SCIS will be the best educational experience they will have in their lifetime, and that your family's time in our school community will be a memorable one. We look forward to your active involvement in your child's education. Now enjoy the following pages and join in the celebration of our continued commitment to community here at SCIS.

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School

communitas

OCTOBER 2016

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The *Communitas* Magazine is published eight times per year catered primarily for the SCIS community and our friends, but also the larger Shanghai community in general.

Everyone involved in the making of the *Communitas* magazine work diligently to bring enlightening and interesting content to our readers, however we are always open to opinions and suggestions as we are constantly looking for ways in which we can improve.

Moreover, we greatly welcome submissions to our magazine and we will willingly include contributions to future issues.

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

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



Our SCIS Community

Katherine Brewer and her family joined SCIS in 2014. She is originally from Nashville, Tennessee, USA, where she began her career in education 16 years ago. She has spent the last ten years working in international schools in the Dominican Republic, Ethiopia, and China.



"Your Neighborhood?" as the host on TV introduced the mailman and the librarian and doctor. These were the people who made up the community. And as a child, I had absolutely no say over where I lived. The people who were in my life were there because of my parents' decisions. When I became a parent I wanted to be intentional about the type of life I would create for my children and the community in which they would grow up.

I believe in being intentional. I love strategic planning and watching a vision become a reality. The concept of community is often thought of as something we inherit, or something we fall into, or end up in based on where we were born. When I was a child, I thought of my community as the place I grew up and the people who surrounded me. I grew up watching Sesame Street and singing "Who are the People in

This summer we went home to visit my parents, the boys' grandparents. My father asked me one night why I chose not to live in the United States. Over the past ten years, my family and I had moved from the Caribbean to Africa to Asia. He asked why I thought other countries were so much better than my home.

I explained to him that I did not think that any country was inherently better or worse than my

home, but the decision to raise my children in an international community was an intentional one. I wanted to expose my children to different mindsets, beliefs, languages, values, and customs. By expanding their concept of community, I hoped to make the world a more accessible place for them.

All of us at SCIS have chosen to be here. We have chosen to surround ourselves by the other members of this school, and while we all have different reasons for making this decision, there are a few things that permeate our community so deeply that it is impossible to not recognize them.

We are a community that is diverse in our backgrounds. We come from countries all over the world, we speak a myriad of different languages, and we have different ideas about education, life, food, and religion. But we all chose SCIS in part because of this diversity. We like the idea of being exposed to different ideas, different people with different customs and different ways of doing things. This can sometimes be intimidating, and sometimes it reinforces our own values and beliefs, but we like understanding our differences in a personal way.

We are also a community that is hopeful for the future. We believe that we can leave this world a better place than we found it, and that centers on the fact that we are a community built around children. We are all here to inspire, nurture, develop, and challenge the next generation so that they are ready to succeed where we failed, to innovate in ways we did not know possible, and to solve problems that may not even yet exist.



And we are also a community that cares deeply for others. All of us have felt like outsiders at some point in our lives. We have all dealt with transition. We have all been at a loss before in finding ways to communicate with people who do not speak our language. And because of that, we know how to reach out and make sure that others feel connected, involved, and appreciated. We take care of one another.

I was sitting at a hiring fair in London last year and I was eavesdropping on the conversation that was taking place next to me. A head of school who had had a long international career around the world was cautioning a young teaching couple who seemed determined to take a placement in Europe. He told them that because European schools were not as transitory in nature (for students, their families, or teachers) it could sometimes be difficult to find a 'home away from home' there for new people. It was sometimes difficult for them to feel like they fit in. I laughed a little inside as I thought back to when my family arrived at SCIS and we instantly felt welcomed and that we had found our spot in the universe. There is something special about that – about finding people who you will forever be friends with no matter where life takes you in the future.

This year at SCIS we revised our mission statement. When I arrived at SCIS two years ago, our mission was, "To provide students with opportunities to pursue academic and personal excellence in a nurturing, international community environment." While this certainly speaks to who we are as a school in terms of our values, we have grown as an organization and our new mission reflects that evolution. We still value a nurturing environment,



personal and academic excellence, and our international community, but our new mission takes a more intentional approach towards our idea of community. Our new mission is to develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

Contributing positively takes intention. As the adults in our community, it is our job not just to provide our students with this amazingly diverse, positive, caring community, but to teach them how their actions, choices and words affect this community. As parents we are purposeful about who we surround our kids with, about who we allow into their lives, and about who we form our community with. But it is also necessary to be purposeful in who we are in our community. How do we contribute to the lives of those around us? Who are we to others?

I want to shape the community that my children grow up in by challenging myself every day to become the type of person I want them to grow up to be. To be honest, to be caring, to take on new challenges, to take ownership of my ability to create positivity or negativity in other people's lives, to make good decisions, but mostly, to be purposeful in creating deeper connections and expanded understanding with and of those around me. Because when I intentionally model this, and when their teachers model this, and when my children's friends' parents model this, then all of our children are surrounded with a community that will teach them how they can, with intention, create a better world in the future.



Working Towards our Missions with the **Learner Profile**

Maree Comerford is an Australian who has been living and teaching internationally for nearly 10 years. She has worked in IB world schools in the United Arab Emirates and Thailand. During her time teaching internationally, Maree has taught within all 3 IB programmes, PYP, MYP and DP. She is passionate and committed to the Middle Years Programme and the opportunities it provides students and the community.

Maree has held a number of roles within these international schools, and continues to hold the positions of Workshop Leader, School Visiting Team Member and Curriculum Reviewer for the International Baccalaureate Organization.



It is an exciting time for the SCIS community as we endeavor to become an authorized MYP school. SCIS aims to join over 1100 schools in over 100 countries offering the Middle Years Programme.

The links between our community and the IB philosophy are strong and clearly evident. Our SCIS mission statement "to develop inquiring, knowledgeable, and caring learners who contribute positively to their communities" clearly aligns with the IB mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect".

It is interesting and noteworthy that both mission statements refer to learners who are inquirers, knowledgeable and caring. These are valuable attributes to have from our students and within our community. These qualities are also included in the 10 Learner Profile attributes. The Learner Profile is at the centre of all of the IB programmes. An IB school, like we are set to become, believes these attributes, in addition to being principled, open-minded, a risk-taker, balanced, reflective, thinker and communicator, can help individuals and groups become responsible members of local, national and global communities.

As we embark on becoming an authorized MYP school, students

are familiarizing themselves with these important attributes. Within MYP lessons, connections to the Learner Profile are being made.

In Individuals and Societies, students are being thinkers and open-minded as they consider the potential disruptive impact human interactions can have with natural systems. In Science they are also being asked to be open-minded and principled as they explore biological technologies. Within Language Acquisition class, students are reflecting on biographies of influential people within the language and inquiring into their own cultures and experiences.

The SCIS mission statement, in conjunction with the IB mission statement, is being brought to life with the assistance of the Learner Profile attributes.

On a personal note regarding the community, the SCIS community has a strength in its caring and welcoming nature. I can account for this first hand having recently joined this community, never have I felt so comfortable and accepted within a community so quickly. I am excited and so very pleased to have joined this community and assist the school in becoming an authorized MYP school.

Building Community through the *PYP* and International Mindedness

Elizabeth Gale joins the SCIS community from Guangzhou, China where she has worked for the past 12 years at the American International School of Guangzhou (AISG). During her tenure at AISG she held the following positions: ESL and Homeroom Teacher for students in Kindergarten through Grade 6, Primary Years Program (PYP) Curriculum Coordinator and Elementary Assistant Principal.



Liz is extremely excited to be leading the SCIS-Pudong Lower School through the PYP authorization process and is looking forward to working closely with students, teachers and parents to further develop an internationally-minded community of inquirers.

The 2016-2017 school year will mark a significant time in SCIS Lower School history as administrators, teachers and students embark upon an extensive and exciting learning journey to understand and fully implement the IB Primary Years Programme (PYP). For those new to the IB, the PYP is an inquiry-based curriculum framework designed for international primary schools. The aim of the PYP is to cultivate and nurture inquiring, knowledgeable and caring young people who aspire to create a better and more peaceful world through intercultural understanding and respect. Additionally, through the implementation of the written, taught, and assessed curriculum PYP teachers strive to develop the intellectual, emotional and physical potential of each child, in a secure and stimulating environment.

At the core of the PYP lies the philosophy of international mindedness which seeks to promote intercultural understanding and respect, an essential element for students to have in order to obtain success in the 21st century. Although, the concept of international mindedness is a relatively new one in education, it has exceedingly increased in importance as globalization has made our world smaller and information gathering and sharing more accessible.

At SCIS we have over 40 nationalities represented within our school, which provides us with an exceptional opportunity to explore the concept of being internationally minded and apply our learnings each and every day within and outside of the school community. Therefore, as PYP educators we must think critically about how we are going to embed the concept of international mindedness into the daily teaching and learning that happens throughout the school day. Over the course of the school year Lower School teachers will do this by carefully reflecting on what students are learning, how they are demonstrating their learning and how we are nurturing a passion for learning that will lead them to make connections between life in school, life at home, and life in the world.

By implementing the PYP, SCIS is making a commitment to promoting international-mindedness on the part of all adults and students within the school community. As it is a requirement of PYP schools that students are provided with opportunities to learn about issues that have local, national and

global significance, leading to an understanding that individuals while different, share many commonalities. While SCIS is well known for nurturing a strong, caring and collaborative community, the PYP helps us structure our curriculum to further cultivate and nurture our community of diverse learners including students, teachers and parents.

An example of cultivating international mindedness through the curriculum has taken place within Mrs. Johnson's Grade 3 class at SCIS-Pudong. Over the past 6 weeks, grade 3 students have been studying the transdisciplinary theme *Who We Are* and inquiring into the central idea, our culture shapes our perspective. Through student reflections, interviews with parents and classmates, and exploring the similarities and differences among cultures, students have not only learned to appreciate cultural differences, but have used their understanding of others to be more creative in seeing and solving problems from multiple perspectives. Through this inquiry, students have demonstrated their understanding that other people, with their differences can also be right. This significant learning is one that students will be able to apply to a variety of situations for the rest of their lives and ultimately further inspire them to positively contribute to the ongoing development of the multicultural, compassionate and open-minded community that is SCIS.



Building Bridges and Making Connections through Language and Culture



and differences of their own communities with examples of communities in the Francophone world.

Community is one of the key concepts for exploration in the MYP framework. Here, Nayha Kshirsagar, a Spanish student in Grade 7 explains how the study of Language Acquisition helps us connect to others and their communities: "If you learn a new language you can interact with more people. You learn about other people's cultures so that you have a better understanding of them, and it's easier to make friends."

Interaction and communication with others is a skill that students practise consistently throughout their Language Acquisition classes. In role-plays, mini-debates, running dictations and many more activities, students listen carefully to each other and learn to collaborate effectively.

From the outset, beginner students in Language Acquisition are encouraged to be open-minded and explore how an understanding of other cultural norms and traditions helps us to develop interpersonal relationships. We learn that using correct body language such as bowing, hand shakes, kisses and hugs, and formal or informal language, such as *tu* or *vous* in French, are very important when we meet new people and can help us to avoid embarrassing situations!

So, to bring us back to our questions, did the French students reach a consensus? Of course there was no one correct answer, but throughout the unit it was clear that the students attached a deep sense of pride and importance to their physical and social communities. When Zack Sima in Grade 7 was asked if he could summarise his feelings towards the SCIS community he said:

"You need the community to help support you. The support from the school is the same type of support that you feel from your family."



Juliet Orchard is the Curriculum Coordinator for MS Language Acquisition at the Hongqiao Campus. She is from the UK has taught French and Spanish for 10 years at Middle School and High School level. This is her fifth year at the SCIS-Hongqiao campus.

What are some key geographical, cultural and linguistic features that give different communities their identity? Is it beneficial to feel part of a community and why? Is it possible to feel part of a community if you don't speak the common language? These are just a few of the debatable and conceptual questions driving the unit of inquiry in French Phase I this quarter. In this unit the students are comparing and contrasting the similarities

Building a Sense of Community in the Early Years



As we embark on this new journey of all things PYP, we must remember that one of the most important aspects of the IB Program is the aim to "develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world." So, the question is, how do we as teachers of young students help foster this understanding and build a strong sense of community in our classrooms at SCIS Pudong? Well, quite simply, we spend the first six weeks of school building our community from the ground up through facets such as our classroom environments, our *Units of Inquiry*, and through our relationships with our families.

Take a look at the Pre-Kindergarten classrooms at SCIS Pudong and you will see classrooms that are set up for learning. Each of the classrooms have clear, defined spaces for students to explore, play, create, experiment, problem solve, read, and use technology. The spaces include provocations which challenge the students to think and make sense of the world around them. They provide a safe, nurturing environment for students to learn, take risks, and grow as humans.

Much like our learning environments, our *Units of Inquiry* are carefully planned and offer challenging yet meaningful experiences for all of our students. Our first unit, "All About Me", focused on the students as individuals. We learned about our classmates' likes and dislikes, our unique cultures (there are eleven different nationalities between the two Pre-K classes), and how we may look and sound different, however at the end of the day, we are a close knit family who value, respect, and encourage one another.

This mentality is not exclusive to our classrooms, rather, it transpires into the world around us. While learning about foods that feed our bodies in a healthy way, our students had the opportunity to visit a local market to buy produce. This mini-field trip provided our students with an opportunity to thank the members outside of our SCIS community for their contributions to the world.

At the end of September, we celebrated the much anticipated United Nations International Day of Peace. What better way to celebrate our community than to have an International Food Fair and Parade of Nations where the pre-kindergarteners walk with students all the way up through grade twelve in celebration of peace and diversity? This day is an extremely special time where our teachers, students, and parents come together to show that no matter who you are or where you are from, we can all work to find a common ground and build a more peaceful world together.

Community in the Early Years. This is how it is done.

Emily Putnam has spent all eleven years of her teaching career in the Early Years, eight of which have been overseas. She is passionate about being a life-long learner and through her classroom hopes to instill the same love of learning in her young students.



WELCOMING *Change & Learning* TOGETHER



Joshua Vanta is a MYP PHE Instructor at the Pudong Campus for Grades 7-10, as well as the Mathematical Studies SL instructor for both Year 1 and Year 2 students of the Diploma Programme. His academic background in Health Science, exercise and human performance is a proper fit for Physical & Health Education within the Middle Years Programme that continues to focus and develop the holistic health of its students. This is his first year at SCIS-PD after teaching both Math and Physical Education in the United States and Thailand.



As an MYP candidate school, no time has been more appropriate to come together as a community than the 2016-2017 school year. After an introductory and implementation year in 2015-2016, our students, teachers and families are now beginning to see how the Middle Years Programme molds and encourages our students to develop into the best version of themselves. Although early in the year, the first quarter has proven to be a transformational transition that has united our students, parents and staff. Our commitment and efforts to promote an environment where young people can help create a better and more peaceful world through

intercultural understanding and respect, has been highlighted within our classrooms through collaborative and interpersonal opportunities. These learning and teachable moments challenge our students to adapt and familiarize themselves with the notion that other people, with their differences, can also be right. And at the least, a constructive discussion and exchange of ideas can yield opportunities of individual growth not possible without the liberty to be put into a safe environment where honest ideas and beliefs can be shared without judgment or penalty.

Our Year 3 band of students in MYP PHE were tasked with the



responsibility of learning, understanding and performing the skills and knowledge components of Touch Rugby. With a variety of skill levels and abilities, the unit proved to be unifying as the students worked, coached and encouraged each other throughout its duration. Aligning with the Middle School sports seasonal schedule, many of our students were able to garner interest that positively affected our team's participation and engagement for both new and returning students alike. By the end of our unit we had nearly all of our students pleasantly surprise us with their growth and development in such a short span of 5 weeks.

Our Year 5 band of students in MYP PHE participated in an *Invasion Games* unit where they were required to organize, collaborate and communicate amongst each other in an effort to create and present a game of their own. By the end of our unit, students were able to implement, present and play their game culminating in a reflection that honestly assessed and evaluated the thought and production leading up to their final piece of work. This experience called for students to conceptualize and contribute their understanding of an Invasion Game in order to create something that they believed their peers would enjoy.

I look forward to watching our students blossom and develop into the students and leaders they thought they could never be. It is an exciting time to be a Dragon, there is an energy and aura about our campus that demands to be recognized and celebrated. I am anxious to see all the accomplishments that await our students both inside and outside of the classroom. I can only hope that our community is ready to congratulate and commend our students when the time comes!

Family Friendly and Good Food



When I first discovered that I was going to be allowed to write an article for *Communitas*, I immediately envisioned myself renting a large red convertible and setting out on in search of the Chinese Dream accompanied by attorney advising me to make all manner of bad decisions. Sadly, the days of those kinds of adventures are generally behind

me. These days a weekend agenda generally revolves around escorting my six-year-old daughter through a whirlwind of birthday parties, playdates, and ballet lessons before, exhausted, trying to find a place to sit down to a decent meal that can last more than five minutes before she starts loudly demanding to know if we are finished and can go home.

The realization of our severe social limitations were initially cause for despair. My wife and I began to mentally prepare ourselves for either a large babysitting budget or learning how to cook gourmet meals that required neither preparation or clean up. Neither option was particularly appealing. Fortunately, along with many other members of the SCIS community, we have discovered an oasis, with a good wine list, that meets our requirements.

Owned by couple, Roger and Linda Chu, parents of two charming SCIS Lower School students and hailing from Auckland, **Little Huia** has become a frequent go to for my family. Its location, in the SOHO complex on Hongmei Road puts in within convenient distance of many of our weekend destinations, and the playground and playroom, along with the strong possibility of running into classmates, have

resulted in it being probably the only restaurant in this great city that my daughter can call by name. There is another branch downtown, on Dagu Road, which was the original Little Huia. It opened in 2010, and the Hongmei branch followed in December of 2014. Billed as a New Zealand Restaurant, the food is made



from high quality ingredients, many of which are imported, and prepared to very consistent standards. The owner, Roger, once told me, "In the restaurant business, you can't always have the expectation that everyone will love your food. People have different tastes. What we can do, is work to ensure that the quality and taste of our food is consistent. I was extremely pleased when a long time customer once complimented me by confiding that he has been ordering the same meal here since we opened and the quality has remained exactly the same."

Onto the menu. There are separate Breakfast/Lunch and Dinner menus each offering a range of Kiwi inspired dishes that feature imported meat, seafood, dairy and wine. A secret that I discovered to my great delight is that they open at 8:30 AM, which quite possibly saved my life when getting over jet lag.

"Yes, go play sweetheart. Daddy is just going to sit here, drink coffee and stare at the wall." The breakfast and lunch menu includes many breakfast standards as well as a range of pastas, wraps, sandwiches, burgers and salads. My wife is particularly fond of the French Toast and the Eggs Benedict has a legion of followers. On my end, the Kiwi Big Breakfast and Spicy Chicken Wrap generally put a smile on my face. The kid's menu features standards like macaroni and cheese and chicken nuggets. If you are feeling a little indulgent, or if it is a beautiful day and you feel like sitting outdoors and having a glass of wine, I highly recommend the oysters, they are imported from New Zealand and absolutely glorious. The dinner menu features steaks and lamb imported from Australia as well as very good fish and chips and other seafood items. After dinner, be kind to yourself and try the lava cake.

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Dan Zimmerman is the Hongqiao Campus Lower School Librarian. He thoroughly enjoys having the opportunity to share his love of reading with his students. This is his eleventh year with SCIS.

Celebrating Sportsmanship



This year's Dragon Cup Volleyball tournament was hosted by the SCIS Hongqiao campus on Saturday September 17th. The tournament is a friendly competition between the Hangzhou, Pudong, and Hongqiao campuses. As history dictates, the winning campus is chosen by their opponents for demonstrating the best sportsmanship and team spirit throughout the tournament. SCIS Hongqiao took home the Dragon Cup Volleyball Trophy this year.

The Dragon Cup not only brought each school's team together, but brought the entire SCIS-HIS community together. Congratulations to all the players and coaches in this year's Volleyball Dragon Cup. It was a great competition. A big thanks to parents, faculty, and PAFA for their continued support and for being our loudest cheerleaders!



United Nation's International Day of Peace

Every year, the world recognizes the United Nation's International Day of Peace (UNIDOP) on September 21st. The theme for 2016 is "The Sustainable Development Goals: Building Blocks for Peace. (www.un.org). Although, UNIDOP has been celebrated for many years at the Lower School, this year the celebration expanded to include Early Childhood, Lower School and Upper School, as it was time to strengthen the ties that bind all three divisions under one roof. UNIDOP day traditions include the spectacular Parade of Nations and an International Food Fair organized by PAFA. This year was no different, except, everyone came together to celebrate the joys and opportunities that accompany such a diverse school community. For the first time in SCIS-Pudong history, the Lower School and Upper School joined to celebrate SCIS-Pudong UNIDOP, on September 30th.

Throughout the day, there was not only visible evidence of a culturally diversity student body, but an indescribable sense of international-mindedness that makes SCIS a special place to learn. Green dragons from nursery through high school were all smiles when they walked into school wearing traditional clothing or colors, representing their countries. Students, faculty, parents, and staff were able to recognize, respect, and revere in traditions from over 40 nations that SCIS-Pudong families represent.

Head of School, Derek Luebbe, began the UNIDOP program by overloading the audience with cuteness as the nursery and pre-school students graced the stage for a Mini Parade of Nations. As the youngest dragons waved and wobbled with national pride, everyone cheered excitedly. Following the mini parade of nations, students who identified with China, our host country, kicked off the full school parade of nations, which was an



emotion-evoking display of global pride. No matter what age or grade level, students bonded as they followed their flag bearer, who greeted the audience by saying "hello" in their native language. Following the parade of nations, all students watched a video outlining the UN's sustainable development goals and listened to short presentations from Wouter Vlass and Abby Merritt, members of the Model United Nations Club who sought to deepen the connection between the SCIS festivities and the origins of UNIDOP. Wouter and Abby eloquently addressed the school community to remind us that purpose of the UN is to come together to solve problems the world is facing and how we as a school can learn from our experiences living and learning from one another. To close the assembly, Ms. Rebecca Macoskey, the Lower School Art and Music Teacher, lead the third-fifth graders in a song about peace.

organized by PAFA President Trish Castillo and many PAFA parents. The cafeteria was converted to a colorful display of sweet and savory signature dishes from around the world. The students were delighted in the choices they could make as they sampled food beautifully presented from over 33 countries. As everyone ate, laughed and enjoyed the scrumptious food together, it was clear the commonalities and differences that make the SCIS-Pudong school community distinct and diverse are imbedded into who we are and how we interact with one another each and every day, a uniqueness that goes way beyond a single celebration.

After the UNIDOP assembly concluded, students joined their parents for an International Food Fair extravaganza



BY MOLLY MYERS, GRADE ONE TEACHER AT PUDONG CAMPUS & PUDONG UNIDOP COMMITTEE

The Class of 2017 Goes to Hainan

College Bootcamp – Communicator



"The College Bootcamp was so relevant to our current situation. It gave us hours of time with Mrs. Blalock to explore our unanswered questions. I now understand the value of communicating my accomplishments and being proud of my achievements." Lauren Lee

TOK – Inquirer



"TOK helps to reflect on the way you learn. Rather than having a teacher tell you about the world, it helps us to decide for ourselves our unique perspective. We look at the validity and reliability of how we know it is the truth. I feel this class has made me a constant inquirer." Katie Li

G4 Project – Reflective



"I was in a group with peers that I don't know well and our project involved swimmers so there were a lot of unknowns. There were so many aspects that could have gone wrong and actually did. At the beginning it was quite stressful, but we overcame and it worked out very well. Looking back or "reflecting" it was fun, chill and we got interesting experiment results." Ruben Lee

ESS and Biology Field Work – Open Minded



"In the beginning, I have to admit, I was not excited about spending one week with people I don't know, but things changed during the hike. My ESS group had to transport two huge containers of water through the forest and mountain side. On the way there, we collaborated to carry the heavy load and even learned more about one another despite the fact our shoes are forever ruined and covered in mud. My expectations weren't high, but I was pleasantly surprised by our science teamwork." Rayane El Ouad

Slack-lining – Risk Taker



"This was my first time ever on a slack-lining. I didn't think I would do well because I have no balance... my center of gravity is too high! On my first try, I didn't feel scared, so I was able to overcome my doubts. It was so much fun and I am glad I took this risk." Kevin He

Bright Connection – Thinkers



"My expectation was that I would be uncomfortable because I have zero experience with kids with special needs. Insight showed us a video about Bright Connection and I instantly felt empathy. This volunteer experience made me appreciate and think about the simple tasks in life to which I take for granted... opening doors, eating food and even walking to the bathroom. I haven't stopped analyzing and thinking of this experience." Rasmus Olofsson

The Grade 12 China Trip to Hainan involves a combination of activities that allow students to prepare for their Senior year and beyond. Throughout the week, we saw students exemplify the IB learner profile attributes.



Rachel Punter teaches MYP Science and IBDP Chemistry. Having taught in several countries, she encourages students to apply classroom learning to a wide range of real world situations. This is her second year at the SCIS- HQ campus.



Emily Blalock is the High School Counselor and an enthusiast of self-exploration. Her primary role is helping students achieve their college and career plans. This is her second year at the SCIS-HQ campus.

Hiking – Principled



"I went on the hike because I needed to complete the ESS fieldwork for my IA. I had high expectations and thought it would be a lot of fun. I was let down a bit because I ruined my expensive shoes with mud and rain, plus hiking is not my favorite activity. However, the experiment was redeemed because we worked together on a project and everyone was valuable. Sometimes in IB, we have to remain principled and push through even when times get tough." Jonathan Lee

Surfing – Caring



"I have always been too scared to surf. I hate getting my head under water and I am afraid of the ocean. However, by taking a risk, I realized that I am a natural. Even the instructor commented on my ability to balance and catch a wave. The surfing class allowed me to be around a mix of new people and provided unique opportunities to encourage one another. By the end of this bonding experience, I cared deeply for my group peers and wanted to see them succeed too." Alice Hasselgren

Beach – Balanced



"I am so focused on School and the IB, being at the beach, hearing the waves and feeling the sand between my toes keeps me balanced. It keeps me mindful of everything else that goes on in the world besides the inside of the classroom." Mikayla Kaptzan

Trip to Hainan – knowledgeable



"During the Hainan trip, I feel that I gained knowledge about myself. I learned that if I just go for it, then you probably will learn something. For instance, surfing, the Group 4 Science Project and even just being around new people. Also, I became keenly aware that there is a story behind every detail and what may appear small to us might actually mean the world to someone else." Carmen Li



Celebrating Peace

at the ECE Campus



The United Nations declared the 21st of September an International Day of Peace, a day that is devoted to strengthening the ideals of peace around the world. Each year, the ECE campus celebrates this important day through age appropriate activities that encourage students to learn about each other's cultures and explore ways to work together in a peaceful environment.

As a Primary Years Programme candidate school, opportunities for the school community are being looked at through the lens of the International Baccalaureate (IB) Learner Profile. This profile aims to develop students that are: Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. (<http://www.ibo.org/benefits/learner-profile/>) Opportunities for students to continue in the development of the IB Learner Profile were interwoven throughout the preparations for the day of celebration.

Knowledgeable

The UN Day of Peace provides students with a chance to become more knowledgeable about the world through sharing and reflection. The students have been pouring over maps and learning about their classmates' home countries. Students share their knowledge with each other, whether they are teaching a friend how to say "Hello!" in their home language, or comparing the locations of Korea and Iceland. This day provides an opportunity to reflect on our differences and similarities, as well as gain new understandings of classmates and our community.

Caring

Since the beginning of school, students of all ages have been focusing on how to create a peaceful classroom community. Students discussed ways to be caring

friends to one another and explored how actions and words can create an atmosphere of peace. Moments of sharing, helpful actions, and the use of kind words have been celebrated. Children from nursery to grade 1 have been exploring ways to express feelings in a kind and caring manner, seeing first hand how acting as a caring friend can help to create a peaceful community.

Open-Minded

During the UN Day of Peace and leading up to it, tribute is paid to the different nationalities represented at the ECE, showcasing our internationalism and celebrating our community spirit. Students gather as groups to discuss the many ways appreciation is shown for their own culture, and to read books that help open our minds to the perspectives, values and traditions of other communities. Books such as *It is OK to be Different* and *The Peace Book* by Todd Parr are a couple of school-wide favorites. As books are read and discussed together, children continue to develop their understanding of diversity, and continue to develop a sense of empathy for others.

Risk-Takers

Ample opportunities for risk taking surround this celebration. For students that wear uniforms each day, simply putting on clothing, different from others, is an opportunity to step outside of their comfort zone and try something new. In first grade, students brought in an artifact that represented their home country and were asked throughout the day to share its importance in their culture. Students bravely shared their artifacts and answered questions from classmates to help others further understand the cultural significance of the artifact. All classes invited parents to send in favorite foods from their home countries to be shared with the classroom community. Sampling new foods that can be very different from their own, provides children with yet another opportunity for "risk-taking".

Communicators

Children know what peace is and is not when they see it in



action. At times however, students have difficulty communicating their own ideas about what peace is and how to make the world, or even their school, a more peaceful place. During library visits, librarian, Mr. Balli, shared the book, *Peace at the ECE*. This book, written by former ECE students, is full of students' original and unique ideas about the meaning of peace. This serves as a springboard for current students to begin to communicate their ideas of peace, as well as how to communicate with others in peaceful ways.

A commitment to working together, embracing similarities and honoring differences, in a peaceful environment is not only a one-day endeavor. Ongoing reflection on words and actions that impact others and the school community is at the core of each classroom. Students and teachers explore how behaviors influence the environment and provide time for students to discuss ways in which everyone can work together so that all members of the classroom community feel safe and happy. Throughout the ECE, these are ideals are embraced each day as we all strive to be learners that embody the IB Learner Profile.

By: Josh Balli, Jessie Brown, Heather Dryden, Heather Knight, Julie Nicol and Cristina Pelaez



Dragon Culture in CHINA



Dragon culture is very prosperous in China. Dragons symbolize power and excellence, valiancy and boldness, heroism and perseverance, nobility and divinity in Chinese culture. Below are some examples of how important and prevalent this is in China.

The Chinese People Are Descendants of Dragons

It was said that thousands of years ago, Yandi (a legendary tribal leader) was born by his mother's telepathy with a mighty dragon. With the help of the dragon, and allied with Huangdi (a legendary tribal leader), they opened the prelude to Chinese civilization; so Yandi and Huangdi were considered to be ancestors of the Chinese people.

As time has gone by, Chinese people refer to themselves as the descendants of Yandi and Huangdi, as well as the descendants of the Chinese dragon. Also dragons are closely connected with the ancient royal family.

A Mascot in Chinese Culture

The Chinese dragon has transformed from an imaginary prodigy to a mascot from ancient times to the present. It represents the Chinese people's unrelenting and pioneering spirit of keeping pace with the times.

Not only is the dragon prevailing in China, but it's also very popular among the Chinese people living overseas; it has become the symbol of China and of Chinese culture.

Dragons in Chinese Festivals



Dragon Dance: The dragon dance is performed at many celebrations, like Chinese New Year, opening ceremony and so on. Generally, there is a long dragon, spanning up to 70 meters, that is constructed using hoops made of bamboo covered with glistening fabric, and held by dancers.



Dragon Boat Festival: The Dragon Boat Festival, also named "Calamus Festival" or "Daughter's Festival", takes place in May 5 in the lunar calendar. It is a folk festival widely passed down with a history of over two thousand years, and one of the most important festivals as well. There are various

activities of celebration on the day of Dragon Boat Festival, among which are eating rice dumplings (zongzi, the steamed glutinous rice wrapped in bamboo leaves) and the infamous dragon boat races.

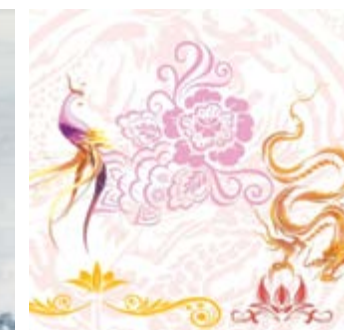
The Chinese Zodiac Dragon

Every year each 12-year cycle of the lunar calendar is represented in Chinese mythology by one of 12 animals. For example, people born in the year of 1940, 1952, 1964, 1976, 1988, 2000, 2012, or 2024 belong to the Dragon zodiac sign. According to the popular belief, if you are born in the year of dragon, you will be an intelligent and brave leader.

Dragon Idioms and Tales



yú yuè lóng mén
鱼跃龙门
(Fish Jumped over
Dragon Gate)



lóng fēi fēng wǔ
龙飞凤舞
(Flying Dragon and
Dancing Phoenix)

Dragons in Cloth- Dragon Robe



The robe with dragon patterns was made exclusively for the use of an emperor during the Qing dynasty (AD1644 - 1911.) A dragon robe is either yellow or apricot-yellow, which is the color for Chinese emperors, and embroidered with nine yellow dragons. The dragon robe is embroidered with a dragon on the front and the back, before or behind the knees, on the shoulders and on the lining of the chest. Thus a total of nine dragons are embroidered on a dragon robe. And besides nine dragons, there are five-hued auspicious cloud patterns because the numbers "nine" and "five" represent the power and dignity of emperors.



Dragon's sculpture on the stairs in the Forbidden City

Dragons in Architecture

You can see many dragon elements in ancient imperial buildings like the Forbidden City or Chinese temples. The Chinese dragon symbolizes the sovereignty of emperors, and everything related to it was exclusively for emperors in the Chinese feudal society. The ancient emperors called their sons "seeds of dragons", their robes were "dragon robes", and their chairs were "dragon chairs".

At last but not least, SCIS Dragon

Goooooo Dragons!



Sophie Zeng has worked in SCIS as the ECE Mandarin Coordinator since 2012. For the last 13 years, she held the following positions: Head of Mandarin, IB Mandarin Ab Examiner, IB DP Mandarin Teacher, Mandarin Teacher for both native and non-native students in Pre-School through Grade 12. Sophie is excited to continue leading the SCIS-ECE Mandarin Team to further develop the Chinese culture environment to support our students learning in Mandarin.

Discovering a Passion for International Teaching



For this month's teacher spotlight, we interview Ms. Selime Cimen, who has over 27 years of teaching experience, five of which were spent at SCIS.

Can you tell us about yourself, about your background, where you're from?

I am from a small village in southern Turkey, where I think I was the first university graduate from my village. I went to vocational school for high school to be a medical technician and then worked in a hospital for one year before deciding to go to university where I received a Bachelor of Science in Biology.

When I graduated I didn't know I wanted to be teacher, but I applied to be a teacher and was assigned one of the public schools in Istanbul. At the end of my first year, I realized that I loved teaching and I couldn't do any other job. So, I decided to further my studies by getting my master's degree in conceptual science education and then my PhD in science education and environmental education.



And you have been teaching ever since?

Yes, after my studies I started as a university lecturer, but, I didn't want to leave the high school so I ended up staying for 9 years. I then started working in a bilingual school in Istanbul, where I learned about the IB curriculum, MYP, and all the international curriculum. I taught there for 11 years and worked with expert teachers from different countries and they helped me a lot. Lastly, after that I did teacher training for 3 years and ESOL teacher training for 3 years. And then, I moved to Shanghai.

When you were working at the international school, is that when you started teaching the IB program?

Yes, I was one of the staff members that helped implement the curriculum.

So, you talked about how you didn't know you wanted to become a teacher. So what motivated you to become a teacher?

I think my first students. I was lucky. I taught them but they trained me, they gave me passion to be a dedicated teacher.

So before that, you never knew you were going to teach?

I was planning to go work in in a biochemistry lab or school. I tried school and I stayed. I didn't know I would enjoy it that much.

So I have two kids I'm married...

Oh okay! And are your kids in shanghai?

I came here with my son and he started 10th grade at SCIS and he graduated in 2015. As a parent, I was very happy with the SCIS environment. It is a very supportive community for the new students. As well as new teachers, of course.

So total, how long have you been a teacher?

This is my 5th year at SCIS. I started teaching in 1989 so this is my 27th year in total!

Before coming to Shanghai, did you ever work at any other international school? Or was SCIS your first one?

SCIS was my first one. I always wanted to work at an international school but because of the family situation, I couldn't make that decision.

Why did you pick shanghai during that time? Did you know you wanted to come to China?

I have several friends that liked China, that's one reason. My



other option was Oman and I thought that was not the best place for a teenage boy. So I chose Shanghai and I think it was a good decision. As a family, we really like Shanghai. It is a safe city and public transportation is excellent. I can find lots of different vegetables for cooking and people respect each other.

You were a teacher in turkey for a very long time, almost two decades. And you teach internationally. How has your experience teaching internationally been so far?

I think teaching internationally is more open-minded and it makes me more open-minded. When you work with a national curriculum, you cannot skip the national curriculum requirements. But this school doesn't have a national curriculum. Our students come from all over the world. It makes for more open-mindedness.

And does this make teaching a lot easier as well?

In terms of teaching, no. I think it's the same. Different difficulties, different advantages. One of the difficulties is students of different backgrounds—Koreans students, British students, American students, high-achieving students, low-achieving students. So, I had to learn lots of different teaching methods. The good side is that SCIS student don't have behavioral problems.

Do you have any advice for people that want to become teachers, particularly science teachers?

I think you have to decide if you want to be financially driven or not. Teaching is a very rewarding profession in it's own way. If they want to be a teacher in an international school, they should start early. After 3-4 years teaching their own curriculum in their home country and then go abroad. That will help them a lot. Secondly, they should try to understand their local community. They can't isolate themselves in the school or wherever they go. This isn't a purely American school, Canadian school, or Australian school. This is a truly international community, including Chinese community. They must try to understand because the school staff, like the lab assistants, are all Chinese

people. It is a good opportunity to understand the community.

What's your take on life in Shanghai? Public transportation is very easy and it's very safe. Anything else you want to add?

I think crowd control is very excellent. Like at the airport taxi stop, all over the train station, excellent crowd control.

Do you travel within China often?

Yes, I've taken several trips within China--with the school and with my family. There are still many places I want to see. It's a big country!

What has been your favorite place?

I think Yunnan.

How many times have you been there?

Just once. I've been in Kunming and Lijiang. I want to go again. It's very interesting. Different climate from the Myanmar border, different elevation, minorities, cultures, landscape. It's like a different country.



In Shanghai, where can we find you if you're not in the classroom?

In the parks. Zhongshan park, Yili park, and other parks.

Do you have any plans for the near future?

I am planning to leave in a few years. I love this school but I will eventually leave and see other places.

Yea, you've been here for a long time. Most international teachers only stay 3 years, maybe 4.

Because after the first year, I made heart-to-heart connections with my students.

Do you have any other things you want to add?

I would recommend SCIS to all teachers who want to come to Shanghai--for their kids and families. In my first year I felt like it was a very supportive school and community. Myself and my son felt the same support.



Interview by JASON DWI
Community Relations Officer at
Hongqiao Campus
(Pudong Class of '08)

Dragons Volleyball



Varsity Boys Volleyball Hongqiao
Captains: Kevin Reimer & Wopke Rietveld
Coach: Kat Clouthier

At first glance, one would see this as a rebuilding year. With only three returning players, the reputation of excellence within our volleyball program might have been at risk. Happily, that is not the case. The team set goals of improving their skills, coming together as a community and having as much fun as possible while doing it. The boys are currently undefeated in league play and have won two of the three tournaments they competed in. Representing eight countries and four grade levels, these twelve athletes have put in an incredible amount of work both on the court and off to ensure that chemistry and understanding are fostered. The growth, determination and passion being displayed are sure to result in a successful season where both personal and team goals are met. One thing is certain, volleyball is alive and well at SCIS HQ.



Varsity Girls Volleyball Hongqiao
Head Coach: Melissa Kirwin

Building new relationships and perfecting skills has helped the Girls' Varsity team to a successful season thus far. They have been working to gel as a team with 5 Senior girls returning from last year's team, 4 girls moving up from Junior Varsity and a new addition to our school. They are working to trust one another in their defensive positions and offensive attacks. Because the girls

are caring, outgoing and positive, they have made great strides in building one another's confidence and drive to be better. Just recently, they played one of their best matches even against the British International School Shanghai Puxi. They worked like a well-oiled machine, moving in rhythm, attacking with power and thoughtfulness, truly enjoying the game of volleyball.



Junior Varsity Boys Volleyball Hongqiao
Captains: Petri Helin , Joey Barnabee, Sonic Yao, Justin Wang
Coach: Richard Forbes

The Junior Varsity boys have been absolutely crushing the first part of the season. The boys had a clear vision from day 1 the type of volleyball players they intended to be by seasons end, and that vision is becoming a reality with every squat, every push-up, every block, and every pass they make. The junior varsity boys are not just going through a skill based transformation, but more importantly, a mental toughness transformation. They have already seen the impacts self talk has on their performance and attitude, and are using this to their advantage everyday. By mid October our boys will be able to confidently step onto any volleyball court in the world and know that with their skills, they will be able to contribute to any team.

Junior Varsity Girls Volleyball Hongqiao
Captain: Chloe Huang
Coach: Kristen O'Connor



Incredible and growth are the two words I would use to describe this season of JV Girls Volleyball. What began as a young group of strangers with little experience now is a tightly knit group of 11 athletes who are willing to throw themselves on the court in order to keep a rally going. Over the season the girls

have practiced tirelessly to improve their passing, serving and hitting and their work has paid off. Not only have they improved as individuals but they have also grown as a team. During the first game, nerves won out and the girls often struggled to return service and to get three hits on any rally. Due to the leadership of their captain Chloe Huang, and the calming influence of 11th grader Brynn Algstam, the team learned to enjoy competition and focus under pressure. As a result, during the Dragon Cup, the JV girls controlled their nerves and came from behind to defeat SCIS Hangzhou in 5 straight games after losing their first in the morning. Their season ends this weekend after the SEASAC tournament however the Varsity coach, Melissa Kerwin, will be selecting a few JV players to join the Varsity team as they compete in the ACAMIS tournament. As a coach it has been a privilege to watch these girls grow as both players and teammates in such a short time.



Varsity Girls Volleyball - Pudong
Head Coach: Vic Caban
Assistant Coach: RiAnn Caban

The varsity girls continue on their upward trajectory 6 weeks into the season. This year's team has 4 returning players from the 2015-16 season, led by senior captain Maayke Vlas and 4 new faces to the green dragon volleyball team, not to mention a new coaching staff. Despite this, the girls have bonded well from the first day of practice, making sure that they bring to each practice and each game a self-motivation to improve, an aggressive "mistakes are ok" attitude, and a positive, supportive attitude no matter the situation. These 3 pillars have allowed the girls to improve almost daily as volleyball players, teammates, and people. Even through a rough patch of games they were able to learn from the experiences and bounce back even better the next time they hit the court together. These growth opportunities have led the girls to their most recent set of results: a great 3 set match versus Concordia and an even better effort and outcome versus NAIS. With ACAMIS about 1 month away the girls are ready to "keep their foot on the gas" to make sure they are at their best at the end of the October.

Varsity Boys Volleyball - Pudong
Head Coach: Trevor Mark

With a small population comes big challenges. This year, the Varsity Boys' have been left with a single remaining senior player, and a young, eager squad. Although we are inexperienced, there



has been a serious improving trend and we've demonstrated that we can compete with even the top teams in the league, going toe-to-toe with our sister campus in Hongqiao during Dragon Cup and giving SAS Pudong a serious run during our SISAC league match. Our offensive game has strengthened, and the guys, led by our captain Wouter Vlas, have won our two most recent games and they're looking forward to competing in SISAC and ACAMIS. Go Dragons!



Junior Varsity Boys Volleyball - Pudong
Coach: Joshua Vanta
Team Captains: Sebastiano Maurilli, Anush Anand, Gi Won Kim

The Junior Varsity Boys opened the season with a handful of new faces. With less than half of the team having competitive team volleyball experience, our players have made tremendous strides in pursuit of their first victory. Throughout the course of the season, our team has acquired the experience and court time necessary to build a solid fundamental foundation that will continue to be built upon as our players grow and mature. We have seen a significant amount of growth and development in the areas of our fundamental volleyball skills, as well as an increased confidence and familiarity playing within a system of offensive and defensive rotations. We look to continue to build on our progress in an effort to produce a solid outing at our end of the year tournament. Despite the long layover including our October holiday break combined with the subsequent China Go! Trips, the resilience, optimism and enthusiasm our athletes have demonstrated this season will prove to be a recipe for success as we close our season. GO GREEN DRAGONS!

The Vlas Family



Originally from the Netherlands, the Vlas family's nomadic life has led them to four years in Taiwan, Hong Kong for five, Singapore for two, back to Hong Kong for two more years, four years in Munich, and finally settling down in Shanghai, where they have lived for the past 12 years.

How do you answer the question "Where are you from?"

Weili: The first day of school, the teacher asked, "Where you from?" Maayke and Wouter didn't understand. The teacher asked, "Well, where were you born?" So, they replied "I'm from Hong Kong." And they came home and told me "Mom, I'm from Hong Kong!"



Wouter: We don't know where we are from. We are Dutch, but we don't speak a word of Dutch and we never lived there.

Weili: I'm more Dutch than you are. At least I lived there for eight months!

You guys are used to the big urban environment. Is it very different from the Netherlands?

Arnold: We are from a city of only about 70000 people so the sheer size of Shanghai and the contrasts you encounter here. You see certain parts that are very developed and modern while other aspects will require some time to develop. Back home, there is an abundance of mountains, forests and clean lakes. Cycling through the Shanghai delta is interesting, but not quite the same.

Wouter: The tallest building there is as tall as that apartment building (points to a 6-story building).



Maayke: I remember in middle school, we were on a bike ride and we passed a duck. Wouter and I were really excited to see a duck and our grandparents just said, "It's just a duck."

What is your favorite thing about Shanghai?

Maayke: I like all the activities here. If, on a whim, I wanted to go rock climbing, I can just do it.

Wouter: In a small city, I would have to think about planning and logistics. Here, you just search it and go. Whereas back "home", the closest thing might be in Amsterdam.

You guys are both seniors now. Have you started the college application process? What is your dream school and do you know what you want to major in?

Maayke: I turned in my college applications for my UK universities. My dream school is Oxford. I want to major in English Literature. I really like analyzing English literature. I feel like it says a lot about the world. I really like the way it challenges how I think about things and how I see different aspects of society.

Wouter: I'm mainly applying to US and Canadian schools. But, my dream school is Rotterdam School of Management. I would like to major in marketing. Kind of follow in my dad's footsteps. Arnold: Both of them have managerial and leadership talent. They have already practiced here at SCIS.

What has been the most memorable moment at SCIS?

Maayke: Two years ago, we won ACAMIS soccer and that was very memorable. The basketball team last year did really well at ACAMIS, even though we are a really young team. We had great team cohesiveness. Starting the newspaper and running it is something I really enjoy. Student council is good group of people this year. There's a lot!



Wouter: Volleyball, definitely. I also like doing the plays. Except for last year's play. That was really stressful. I didn't memorize my lines until two days before. I also joined basketball halfway through the season when they needed more people and that was great, too.

Maayke: I also liked the dance performance last year. It was the first time I choreographed a dance on my own. It was stressful. It was the biggest dance we've done with the most amount of people so planning and organizing was hectic. But, I was really happy with the result.



As parents, any memorable experiences at SCIS? You are both very involved in PAFA.

Weili: PAFA is really great. The first year, it was only four ladies and now we have 22 people on the board. It is nice to see how the school developed. And there are people who turn out to be lifelong friends and now they're in Switzerland, Japan, everywhere. So it's a really great community. It's the best way to keep yourself busy while having fun together.

Speaking of people leaving, the expat community is a constant flow of people leaving and coming. Having stayed so long, how do you deal with your classmates and teachers leaving?

Weili: You think you get used to it, but you don't. You don't ever get used to people leaving you. Especially when they stay 4-5 years. It just gets harder and harder.

Maayke: The last day of school is always a sob-fest. Last year I didn't cry and that was quite an achievement.

Weili: 2-3 years ago, almost half of your classmates left. The hallways were flooded!

Wouter: Last year, only 3 people left, but, a lot of teachers left. There are pros and cons. A lot of people are leaving but there are always new and interesting people coming. The biggest thing is learning how to make friends quickly. One of the first questions you ask is, "How many years are you staying?"

Maayke: You form a really close bond with your IB teachers. We lost a couple teachers that were really involved in our classes. We a lot of the admin last year. We didn't directly interact with them a lot, but, they have been a part of our educational career so losing them was rough.



What has made you guys decide to stay so long?

Arnold: It's been a good ride and at some point we thought it would be nice for them to stay and complete their education here, as opposed to extreme changes every few years. And this school has worked so well for them. Balancing all these activities with school has been very good for personal development.

Weili: In middle school, Maayke was coming home by herself and it was her first time taking a taxi home by herself. We were both outside of Shanghai for business. She told me a high school math teacher, that she didn't know, took her home. They didn't want her taking a taxi by herself. That would never happen anywhere else. The teachers at SCIS and the community has been great.

With your children leaving soon, any plans for the future? Stay in Shanghai forever?

Arnold: Not forever. Maybe a couple more years. Maybe sell our house and move downtown to soak in more of what Shanghai has to offer. Before we get there, there is still a lot left in this senior year at SCIS!



Interviewed by LILI SHI
Marketing & Communications
Officer at SCIS

Coming Full Circle



Devon Moore, Pudong Class of 2006, was one of the first students to graduate from SCIS. After moving a fair amount following his graduation, Devon is now back in China in a teaching capacity and loving every minute of it. As a former schoolmate and teammate of mine, I was at an advantage when getting in touch with him to share his story!

Hey Devon, thanks for agreeing to go along with this interview! For starters, can you tell us a little about yourself?

Hey all, my name is Devon Moore. I was amongst the first graduating class from SCIS, born in Canada and went to school there until I moved to Shanghai for grades 11 and 12. I had barely been out of my home town, let alone my country before moving to the other side of the world, but by far it was the best thing for me! Over my two years at SCIS as a student and my one year as a teaching assistant I grew into a confident man that could do anything I chose to with my life.

And so, what are you up to now?

I am now following in my parents' footsteps and am teaching overseas. I have landed in ShenZhen, China for the time being and SCIS helped me to fulfill my dream of being a teacher.

Nice, a noble profession! What led down this path, was it an easy journey?

I took the long route after leaving SCIS; I started university, left to explore some of the world, did the random jobs (coffee shop barista), before finally getting back to school. I graduated post-secondary school from The University of Western Ontario, a very well founded school in Canada, and then journeyed to Australia, The University of the Sunshine Coast, for Teachers College.

So you've sort of come full-circle.

Haha, yep!

Was there anyone in particular (at SCIS) that helped you grow academically and personally?

Everyone involved at SCIS had a hand in turning me into the man I am today, the support and structure given to me by many excellent teachers as well as the institutions drive and desire to help all students succeed. The names to mention for these many accomplishments is long but they include, and are definitely not limited to: Derek Luebbe, Jeremy Schuitman, Andrew Lowman, Sarah Baughman, amongst so many others. I would be amiss if, for me personally, I didn't give a very big shout out to Matthew Baughman. I will always remember Matt as the man that was

willing to sit down next to the moody, lost and angry kid that had been dragged to the other side of the globe, and spent the time needed to pull me out of my shell and see the amazing adventure in front of me for what it truly was.

Any advice for alumni seeking a similar career?

For future SCIS Dragons looking to teach internationally my biggest piece of advice is to keep strong to your beliefs about teaching the next generation, but let life take you on the journey. Sometimes we learn more about how to properly teach by experiencing a wide range of what life has to offer. I graduated later than usual, but I wouldn't trade those experiences for anything. They have all gone into making me a better teacher and a better man.

Favorite memories about SCIS?

I was heavy into the sports teams at SCIS as well as the after school activities, basically if it took me on a trip I was all for it. The ability to travel with friends and teachers on a journey that can teach you so much more than you will learn just in a classroom was definitely a highlight of my SCIS career.

I remember (and miss) those days! What about plans for the future?

I plan to be teaching and helping to mold the next generation. I hope to be doing this overseas for most, if not all, of my career. Teaching is one of my strongest passions, but travel is not far behind. To get paid to do what I love most AND to travel just seems far too good an opportunity to pass up.

Lastly, if you could have a super power, what would it be and why?

I would have to argue for teleportation or flight. I have put on a set of shoulders (and maybe a few more kgs than I'd like) since SCIS and sitting on those planes can be quite the task.

Haha, spot on! Good to catch up and hear from you.

Same, maybe I'll come visit Shanghai and SCIS soon!



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

THE ALUMNI ASSOCIATION

Alumni Mission:

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. It's 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 Perez
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:
<http://www.linkedin.com/groups/SCISHIS-Alumni-4757677>

Dexter Sylme - Grade 8



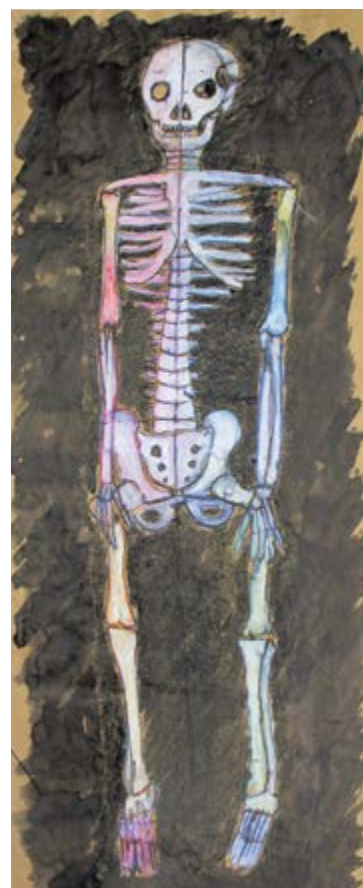
Jason Li - Grade 8



Astha Patel - Grade 10



Ricky Pedicini - Grade 8



Hinaki Nishiwaki - Grade 8



Ysabel Finlayson - Grade 10



Simon Wu - Grade 11

Viv Kofler - Grade 6



Sif Gram - Grade 6



Julianne Castillo - Grade 7

LanguageOne

Shanghai-Suzhou: Dutch language programs at SCIS

The last years we were well-known as De Oranje Draak, Dutch School, at SCIS, situated in the basement of the Lower School Building at the SCIS Hongqiao Main Campus and on the 3rd floor of the ECE Campus. As of last June, we have proudly become LanguageOne Shanghai-Suzhou.

LanguageOne is a non-profit educational organization based in the Netherlands, dedicated in providing the highest quality mother tongue and cultural education around the globe. Currently we have over 1300 students, from 3 to 18 years old. Our students are taught by a team of 80 teachers who make them feel at home at our locations in Europe, The Middle and Far East and Western Australia.

At SCIS we offer Dutch speaking students, Dutch language and cultural programmes from Pre-school up to the IB Diploma Programme, both in our after school and integrated lessons.

On the 4th of September we welcomed our (new) families on a 'Meet and Greet' with LanguageOne. Jaap Mos and Helge Bernard, Directors of LanguageOne Worldwide, visited SCIS and welcomed all the children and parents together with the team of teachers from LanguageOne Shanghai-Suzhou.

The upcoming weeks we will have the celebration of the famous Dutch 'Kinderboekenweek' (Children book week). The theme of this cultural event is 'forever young; grandmother and grandfather'. Lot's of new children books will be sent over to

Shanghai, where we will work during our classes with this theme. At the end of this theme we will have a cultural event on a Saturday morning.

Are you interested in our Dutch classes at SCIS?

Please contact location director Mirjam van der Geijs at shanghai-suzhou@languageone.nl or on phone number +(86)-1500 2114 117.



LanguageOne

*global mother tongue
education*

5 Healthy Habits for Kids to Prevent Cold and Flu in the coming Winter

While it is not possible to shield your kids completely from catching a cold or the flu, especially if they attend day-care or school, you can teach them healthy habits to boost their immune systems and decrease their chances of picking up an infection. Teach your children these important healthy habits for kids to prevent colds and flu:

1. Get them into the hand washing habit. Hand washing is one of the most effective ways of preventing the spread of common illnesses such as cold, flu, pinkeye, hand foot mouth disease, etc. Since children spend so much time together in close quarters during the school year, it is a good idea to make sure hand washing becomes something they do automatically, out of habit. Teach your child to wash their hands often, especially before eating, after blowing their nose, and after using the bathroom.

2. Teach them how to wash their hands properly. Getting your child to go to the sink will not matter if they merely splash their hands in the water for a second and calls it done. They should wash properly for at least 30 seconds with soap and water. Simple soap will do. You don't need antibacterial products. In fact, studies have shown that antibacterial soaps are not any more effective at killing germs than regular soap, and health experts have expressed concern that increasing use of antibacterial products may be giving rise to antibiotic-resistant bacteria.

3. Show them how to cough and sneeze properly. Cold and flu viruses can become airborne on droplets of saliva when someone sneezes or coughs. Teach your child to cover a sneeze or a cough with a tissue or on the inside of their elbow. A recent study showed that most people cover their sneezes with their hands—a bad habit that can spread illnesses to others.

4. Tell them to avoid touching their eyes. If your child touches something that someone with a cold has touched, and then touches their eyes or mouth, the cold virus can enter the body through those sites. Infections such as conjunctivitis can also be transmitted through touching eyes after touching an object that has been handled by someone with that infection.

5. Encourage them not to share utensils and cups with friends. Kids naturally love to share (well, sometimes...especially when it's not a favourite toy), but, it is not a good idea to share eating utensils with friends, especially during cold and flu season. Viruses and bacteria are easily transmitted through saliva, so this is one type of sharing that you should teach your child to avoid.



Article Contributed by
Dr Kenneth Chung
Dr Chung is a
paediatrician at Raffles
Medical Shanghai.

He has more than
12 years of working

experience as a Paediatrician and
Family Physician in Canada,
Singapore, Australia and China.
Dr Chung is conversant in
English, Mandarin and Cantonese

上海瑞和门诊部
RafflesMedical
Shanghai



The Reach for Better Health

The topic of mental health is a controversial one the world over, and many cultures still do not acknowledge its place in general good health. Here in China, it still holds the stigma of being taboo, inappropriate, and embarrassing to discuss. Expatriates moving here from other cultures may also feel the same, and fail to recognise or admit to others that they are struggling with depression, anxiety, or mental illness. For those suffering in silence in Shanghai, it can therefore be very difficult. It can also be tough for practitioners to address the various problems given the transiency of the expatriate population. In recognition of these difficulties, REACH Shanghai was established in early 2016. The acronym stands for "Respond, Educate, Advocate, Collaborate, Help", and is a non-partisan group of key local and foreign stakeholders working together to better assess and address the needs of the international community, and to coordinate the responses across mental health and social support services in Shanghai. The multifaceted Shanghai Mental Health Center (involved in teaching, research, and mental health planning for China), and Advance Medical (Asia Pacific) (providing global experience and knowledge from renowned physicians) collaborate to provide invaluable support and guidance within the group. Membership also comprises of individuals representing international schools, universities, corporates, medical facilities and organizations including the Shanghai International School Association ('SISA'). SCIS' own former Superintendent Mr. Jeffrey Stubbs, former chair of SISA, supported REACH Shanghai by providing a representative to attend quarterly meetings and encouraging individuals to join interest groups. This facilitated an open relationship between the international school community and REACH Shanghai, one that is vital to addressing the overall health needs of school populations in the city.

For Community

Shanghai's expatriate demographics have changed significantly over recent years and with it new problems have arrived. Community Center Shanghai has identified that relationship-oriented problems consist of approximately 16% of counselling requests, with 15% of clients requesting for help with anxiety, 12% for depression, 12% for couples counselling and 9% for marriage counselling. Lifeline Shanghai, an English speaking

anonymous support helpline has also identified that isolation, loneliness, culture shock and general trouble adjusting to Shanghai's pollution, traffic and crowds are common issues in the expatriate population. Adjustments for the non-working partner, infidelity and money problems also rank highly in relationship problems. Lessor-known family and community problems include child abuse and neglect. It is very complicated to address these problems in China, as there are limitations to what expatriate organisations can do.

The aim of REACH Shanghai is therefore to serve the community by raising general mental health and social service awareness, sponsoring forums on government policy change affecting mental health or social service topics, and identifying short and long term solutions including increasing demands for subsidized counseling. Participants are committed to working together in a respectful and collaborative way to better assess and address the needs of the international community, and to coordinate the responses across mental health and social support services in Shanghai for the good of the greater community.

By: Shirani Alfreds

REACH Shanghai's Executive Committee comprises of Coreene Horenko, Lifeline Shanghai Outreach Manager, (Chair), Dr. Jun Chen, Director of the Shanghai Clinical Center for Mental Disorders, (Vice Chair), and Dr. Tim Foggan, Medical Director at Advance Medical (Asia Pacific), (Special Advisor). It's interest groups are "Access to Care," "Pediatric Mental Health," "Crisis Response," "Education" and "Workplace Mental Health." If you wish to get involved or volunteer in anyway, please contact REACH Shanghai's Secretary, Teresa Kuo, at teresa@reachshanghai.org.

REACH
Respond - Educate - Advocate
Collaborate - Help those in need

Attending McGill University
Desautels Faculty
of Management

Double Majoring
in Finance
and Information Systems

High School
IB Score
41

High School National Honor Society President
High School Interact Vice President
and High School Varsity Basketball

I am
SCIS

"I chose SCIS for three reasons: for its stellar academics, its plethora of available extracurricular activities, and its distinguished atmosphere of a tight knit community.

With its faculty of high calibre, SCIS has helped me discover and achieve my academic potentials. The supportive nature of teachers has been an imperative part of my progression throughout a high school programme as rigorous as the International Baccalaureate. Enriched extracurricular activities opportunities have aided me to fulfill IB CAS requirements, and have also taught me to manage my time more efficiently, allowing me to strive to become a more well-balanced individual. Finally, being a student here at SCIS means that I belong to an international community which is comprised of students from diverse cultural backgrounds. This has subsequently taught me to communicate with people from all around the world and strengthened my virtues of a global citizen. Once a Dragon, always a Dragon."

– Florian Wong

*SCIS Class of 2016, attended SCIS
Hongqiao Campus.*

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