

SHANGHAI COMMUNITY INTERNATIONAL SCHOOL

SEPTEMBER 2016

communitas



Learning Through
INQUIRY



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It is my pleasure to extend a warm welcome to the 2016-2017 school year at Shanghai Community International School (SCIS).



This was my 15th 'first day of school' at SCIS and despite having so many years within our community, I continue to feel the same rush of exuberance and, of course, sense of trepidation that I had in year one. It is a healthy balance and a perfect reminder that all of us, students, teachers, parents, and staff are at the start of something new. For me, that meant a transition to my new role as Director of Schools. For others, it was the beginning of their international school career, their first day of school ever, or the start of their high school experience.

It is through that start that we create new opportunities each year, those opportunities build the foundation of our experience within the school, and it is the combination of our shared experiences that defines our community. In response to the need for a space to share our varied experiences within SCIS, "Communitas" the magazine, was created. Entering its seventh year of publication, it has been the venue for reflection, discovery, and celebration throughout our school community. The name communitas roughly translates from Latin as 'the very spirit of community.' That same spirit is what we intend for you to find throughout the pages of this and future editions.

Having had the benefit of working within the organization for so many years I understand and remain committed to uphold the unique elements that make our schools welcoming places, while also hosting rigorous and engaging educational programs. I have built a deep understanding of where our priorities must be for the foreseeable future. In short, we will maintain that which led us to our current standard of excellence and yet never neglect an opportunity to reflect, build, and support new experiences and areas of success for our students.

From our desire to build on our successes, SCIS has adopted a new Mission Statement to guide us through our continued efforts to challenge ourselves as a learning community. The new SCIS Mission is, "To develop inquiring, knowledgeable, and caring learners who contribute positively to their communities." You will find our Mission posted throughout our schools, in our handbooks, and on our website. However, it is more than just words on a page, it encapsulates our school's purpose, vision, and values, while serving as the standard to which we will measure ourselves in all aspects of life at SCIS.

While our Mission may be new, it is simply an echo of our long held beliefs at SCIS. We believe that students want to learn, create and discover and that our role as educators is to provide them with the opportunity to develop the skills necessary to be inquisitive, to research new areas, and to show and value independence in learning. It was these beliefs that led to our decision over 8 years ago to offer the International Baccalaureate (IB) Diploma Programme (DP) and ultimately toward adopting the IB Primary Years Programme (PYP) and the IB Middle Years Programme (MYP). The IB framework is the perfect structure through which SCIS can provide an educational experience that supports our long held educational beliefs.

There is much to celebrate, more to reflect upon, and plenty to discover as we continue forward with this, our 21st school year. I look forward to doing all of these with you throughout the year in both the pages of Communitas and in person. As I have shared with students during my recent classroom visits, I have moved past my 'first day of school nerves' and feel a sense of daily excitement regarding all I can learn each day, all I hope to provide to the school system, and all that we, as a community, will discover together.

Daniel Eschtruth
Director of Schools

Learning Through Inquiry

Derek rejoins the SCIS family after working as the SCIS Pudong US Principal from 2002-2006. He has spent the last 21 years working in international schools in Cairo, Egypt; Kaohsiung, Taiwan, Hangzhou/Shanghai, China, and most recently eight years at the American International School of Budapest (Hungary).



It was in Budapest where Derek worked with IB Program. His IB goals have focused around increasing student access to the IB Diploma Program while maintaining high scores. During the last six years of his tenure in Budapest scores increased five years while access within the program went from 54% to 90% of students. He is excited to be leading the Pudong Campus as we transition to the PYP and MYP Programs.

Some decisions are hard; others are not.

I have many fond personal and professional memories of my previous six years with SCIS (2002-2008). In August of 2015, as I contemplated returning to SCIS after eight years in Budapest, I was most excited by the professional opportunity to lead the Pudong Campus in the development of the International Baccalaureate's (IB) Primary Years Program (PYP: Nursery-Gr. 5) and Middle Years Program (MYP: Gr. 6-10) to join our existing IB Diploma Program in grades 11 and 12. As an international educator for 21 years, The IB represents the most challenging educational program in the world. The IB Programs foster a holistic approach to educating children.

Knowing the IB and knowing the culture of SCIS, the connection was a natural fit. The decision to join SCIS was an easy one.

As I'm sure many of you know, SCIS has a few defining attributes. Some schools believe in rigid systems and ask students to fit within those systems; SCIS prides itself on developing a system that can be flexible to meet each child. Similarly, the IB takes a whole-child, approach with it's philosophy. Instead of rote tests, each child strives to make personal connections to construct their knowledge using inquiry. Unlike traditional units which focus on one topic, this new approach requires that teachers shape their units around meaningful questions which are worth uncovering. This is not the same traditional curriculum which I (and likely you) experienced. It requires a shift – in how we teach, how we view learning, and how we report student learning (grade). As a system of schools, it will be our number one focus for the year. It will be our job as a school to share what makes the IB so unique. As parents, you have some 'homework' as well; seek to understand what makes the IB philosophy so unique.

Research links students' success to the partnership between families and the school. The belief in a true community is something SCIS has valued ever since it opened its doors in 1996. As a community, we will need to work together to ensure that we share a common understanding of what learning means. The IB will help define that understanding. If parents and educators share a common understanding for student outcomes, it's the students who ultimately win.

That's a big reason why we are excited to build your understanding of the IB Programs throughout the year. Our

monthly Communitas represents one way we can achieve this. This month, we'll take a look at the concept of inquiry within the IB Program. Each subsequent month, we'll take a look at a new unique aspect of the IB Program. As the year progresses, we hope you'll be able to see these elements come alive in your child's classroom.

What is inquiry? How is it different?

To borrow the words of Kate Murdoch, "to suggest that learning is not about inquiry is, in many ways, nonsense. The act of inquiry is critical to our learning and growth." (Murdoch, 11) Yet, often in schools, there is a tendency to push a learner's natural curiosity to the background. In short, while many current teaching practices "present information (rules, laws, principles) together with examples, then ask students to replicate what they have been told." (13) Inquiry-based learning is based in inductive practices – wherein the learner is challenged to gather and analyze information, review it against existing knowledge, seek connections, notice patterns and gradually build an understanding of a concept." (13) It is grounded in a belief called constructivist-learning, where students need to build (or construct) their own knowledge by connecting it to previous knowledge instead of disconnected memorization and recall of information.

The IB itself makes this link clearly by stating that students "become enduringly skillful when learning is authentic and in context. The curriculum should emphasize the active construction of meaning so that students' learning will be purposeful." (Making the PYP Happen, IBO)

Allowing the space for students to question sounds great, but I wonder if they are learning any content. How does that work? And, how do teachers actually 'teach' with an inquiry mindset?

At SCIS, each subject's curriculum is tied to national standards (example: the USA's Common Core). One of the great misconceptions of inquiry-based learning is that students may not learn facts and meet standards because they are asking and exploring questions. Inquiry is a philosophy and it is led by the teacher. In effective inquiry-based classrooms, you will still see drills, lectures, and didactic learning. But those methods are not the default. They are means to an end - developing students' skills in order to give them the tools to effectively navigate the exploration. Quality learning is always linked to standards. Inquiry classrooms believe that students will have a deeper understanding and longer retention of the standards when they

communitas

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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



build it themselves. Teachers strive to keep students focused on a relevant exploration.

So, how might my child's unit be planned differently using inquiry?

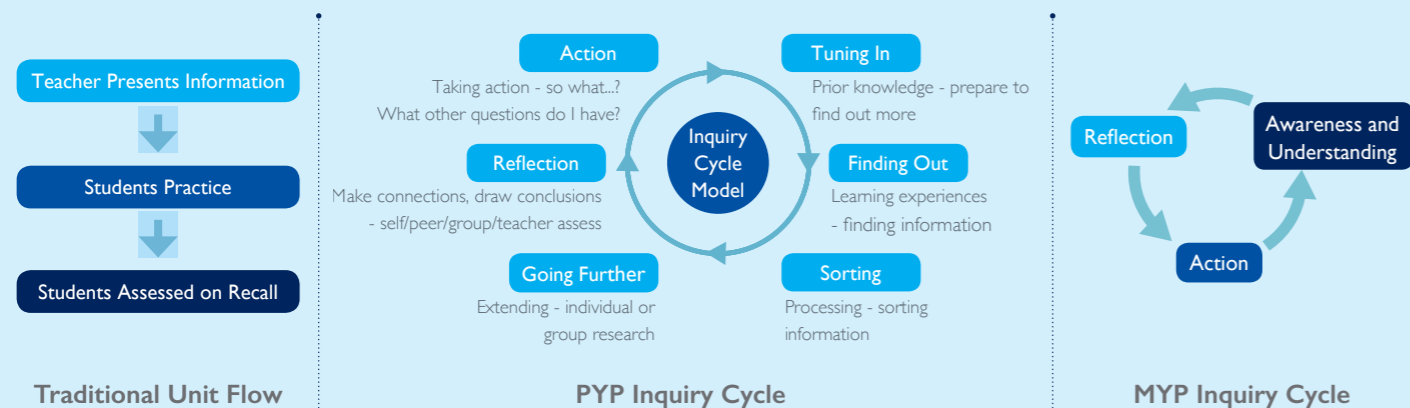
A typical unit is usually focused on a single topic (examples: The French Revolution or Persuasive Writing) with a goal of "What do I want students to know?" An IB Unit of Inquiry starts with the goal of "What do I want students to understand and be able to do?"

Initially, you can see that it is rooted in action, applying their learning to be transferred elsewhere. The term understanding is an important and complex term. What does it mean to understand? It is more than summarizing or recalling information about a topic. Understanding comes in layers as we make connections. We peel these layers back like an onion depending on the depth of our understanding.

Exploring the MYP question allows connections. It is easy to see that the example of Chinese migration can still be studied, but the goal is to apply those understandings to the broader world.

Two aspects of inquiry are worth noting.

- Strong inquiry questions are concept driven, not topical. They can be used at a variety of age ranges and involve multiple disciplines (geography, economics, science, civics). Using our onion analogy, these questions provide the opportunity to allow different learners to peel back the "next" layer at the level of understanding, challenging each learner.
- Inquiry learning requires more work than traditional learning. It is not linear. It is somewhat messy as learners inquire and continually shift their understanding. This type of learning more accurately reflects how we all learn in the real world; it is shown below.



By reviewing the models, we can infer that classroom practices within inquiry classrooms also differ compared to traditional classrooms. Practices are never an "all or nothing" choice, but it is fair to say that inquiry classrooms will have...

... More	... Less
Student explorations of a concept: discussions, debate, research, problem-solving	Lectures
Creating and making connections and patterns	Worksheets on basic facts
Reflection as central part of learning	Learning about discrete, unconnected topics. Moving on to the next topic.
Assessments of understanding, where concepts are applied to new situations	Assessments of knowledge

With this we come to see the difference – and the power – in inquiry. IB units of study do look different than traditional units because they are focused on over-arching essential questions of inquiry – questions that are concept-driven (not topic-driven), are worth pursuing and whose understandings can be applied in other situations. An example, shared by SCIS Pudong US Principal Dr. Frank Volpe, will clarify the difference.

Traditional Unit	Problem-Based, Traditional Unit Question	MYP Unit Inquiry Question
Migration Trends	Why do rural residents of Anhui choose to migrate to Shanghai?	Why do populations choose to migrate and how does this migration change the destination and the origin?

Inquiry in the Upper School

Naomi has been working in international schools in China for over 16 years. Together with her daughter, Mengying, she arrived in Shanghai in July to take on the role of Upper School Vice Principal and IB Diploma Program Coordinator at SCIS Pudong Campus. She is delighted to collaborate with students and teachers as open-minded and caring as she has found across our SCIS community, and has learned from experience that the effective application of the approaches to teaching and learning embedded in the IB frameworks can facilitate continuous growth for each and every learner.



Here in the Upper School, students demonstrate tremendous growth as thinkers and inquirers, and as they develop in maturity and capability, inquiry becomes an even more powerful approach to teaching. By practicing their skills of inquiry across their Middle and Diploma years, Upper School students take ownership of their own learning, becoming scholars whose own questions form the building blocks of understanding.

In the Middle Years Program (MYP), students seek to make sense of big ideas through units that are built around conceptually rich "statements of inquiry" ripe for exploration through the lens of factual, conceptual, and debatable inquiry questions. Teachers facilitate frequent opportunities for students to plan, implement, and reflect on shared and independent inquiry projects. In an Individuals & Societies Investigation, students formulate research questions, develop action plans, gather data and information, and evaluate their own inquiry process. Design classes bring out the practical application of the inquiry cycle through the development of tangible products, such as the games that Grade 6 Design students at Pudong have been refining over the last few weeks. Whether it is investigating patterns in Math or conducting practical laboratory experiments in Science, inquiry informs every subject across the school day.



The stakes for student success are higher in the Diploma Program (DP), and the significant quantity of externally assessed content means that students do need to read, study, and review constantly, in ways that can sometimes appear traditional or rote. But inquiry hasn't gone anywhere. The Extended Essay, Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS) each rely on the process of inquiry for students to construct meaning, and together form the interdisciplinary core of the entire Diploma Program. The Extended Essay is the ultimate inquiry project, with every Diploma student completing original scholarly research exploring a question of their own choosing, and crafting a 4,000 word essay discussing their findings. In TOK, students question the nature of knowledge itself. Their years of experience as inquirers have already taught them that answers to the big questions can rarely be found complete in the lecture of a teacher or the pages of a book, no matter how detailed. They are ready to investigate the ways in which we each construct knowledge for ourselves. CAS is about experiential learning, and affirms the premise that one of the best ways for students to learn is to step up and reach out, engaging in a continual cycle of planning, action, and reflection.

Inquiry also informs the delivery of the academic subjects in the DP, and inquiry approaches are key to success on the internal assessments (IAs) that are a required element of every DP course. In DP History, budding historians go above and beyond the testable syllabus to complete a historical investigation focused on a topic of personal interest. Individual investigations are also a part of every DP Science course, allowing student to apply the scientific method of inquiry to design their own experiments. Ask your DP students about their IAs and you will hear the experience of scholars engaged in the process of generating knowledge.

With inquiry, our students understand that they don't need to rely only on adults or wait for the future to engage with the world and seek to understand it. They are the scholars—and the people—they want to be, right now, constructing meaning with every question they choose to explore.

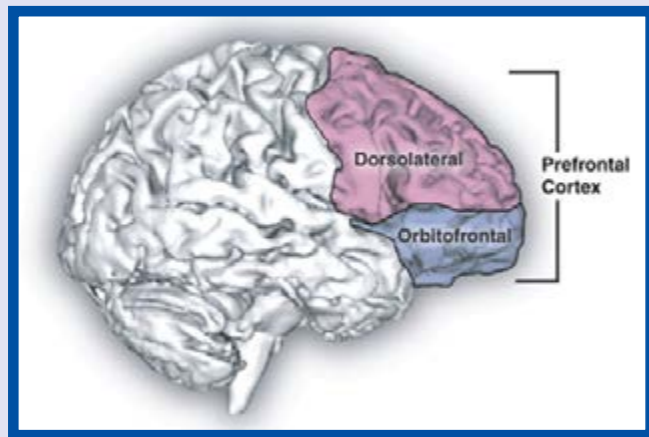
Who is in Charge?

Learning through Inquiry and Discovery is our focus on the Early Childhood Education (ECE) campus. Inquiry guides us to discover amazing things about our world.

Our children start life using inquiry and discovery to learn about everything that they see, touch, hear, smell and taste. Most children are uninhibited to explore in their early years. They learn about their world through their senses and will continue to inquire and discover when their home and school environments support their interests and development.

However, some student's ability and willingness to discover, stick to a task and ask more complex questions seems to dissipate. What happens within a student's brain that might be impacting this change? Can we, in fact, influence a young student's path in brain development?

There is consensus that inquiry and discovery require working memory, cognitive flexibility and inhibitory control. All of these fall under the global heading of Executive Functions. As the word implies, Executive must be important. We have executives "incharge" and running complex operations in schools and companies all over the world. So when we are talking about Executive Functions in a student, in a child, it is an important



function. Since a child is not born with executive function skills, this INCHARGE feature must be developed. Each child is born with the potential to develop them.

So, let's take a look at the part of the brain where our development of Executive Functions takes place.

The prefrontal cortex is the part of the brain that dominates the control, development and delivery of a person's Executive Function skills. In Early Childhood (ages birth to 7) developing the inhibitory control and working memory are the basic/ foundational executive functions that must be developed in order to allow more complex functions; such as, problem-solving & mental flexibility, to develop in later years.



Article compiled from many sources
by *Melanie McClure, Hongqiao*
ECE Principal

So, what is "inhibitory control/self control"? It is defined as the ability to control one's emotions and behavior in the face of temptations and impulses. As an executive function, self-control is a cognitive process that is necessary for regulating one's behavior in order to achieve goals.

What is "working memory"? It is defined as the ability to retain and manipulate distinct pieces of information over short periods of time.

What is "mental flexibility"? It is defined as the ability to sustain or shift attention in response to different demands. It is also the ability to apply different rules to different settings.

The preschool years, usually ages 3 to 5 years, show a spurt of growth in performance on tasks using inhibition and working memory skills. During this period, cognitive flexibility, goal-oriented behavior and planning begin to develop.

As a parent and educator of young children, how can we influence the development of executive functions?

1. **Time:** Oh, that sounds so simple. But this is time to explore, time to mess around, time to simply be with a tool or idea. Sometimes, as adults, we confuse "engagement with entertainment". We must be willing to step to the side and encourage and support our children's own engagement and exploration with tools and ideas.
2. **Tools:** This does not mean you have to buy something special. It means making safe tools within the home available. A wooden spoon, bean bag or hand broom can create a lot of opportunities for discovery. Allow for struggle when a child is working with a tool, getting something to latch, connect or separate.
3. **Responsibility:** Remember that your child is not just exploring and leaving a long line of "stuff" behind. Modeling how to interact with the world is always present, but provide opportunities for your child to direct his/her own actions with decreasing adult supervision.

Educators and parents can have tremendous impact on the development of executive functions within our students. This skill is not something we buy in the store or on an app. It is, in fact, what we facilitate and scaffold for each child to stretch, inquire and discover on their own, that enriches them the most.



Mathematics: Art or Science?



Etienne is now in his fourth year as a Dragon at SCIS – Pudong, teaching DP Physics and DP Math, as well as Grade 10 Math. He is excited to be part of a team of professionals working to implement the MYP at our campus. Currently, he is teaching MYP Math 5 (Grade 10) at the standard level.

So, with the theme of this edition of *Communitas* being inquiry-based learning, I'm asking you, the reader, a question about mathematics: is it an art or a science? In IB speak, this is a debatable question, one of the types of questions included in each of our MYP units. Part of the idea is that there is no right or wrong answer, but the question causes you to think, perhaps a little more than you would usually think about a traditional mathematics question. In a way, the process of arriving at an answer is more important than the answer itself; in this case, you will hopefully think about the nature of mathematics and how it relates to art and science.

In MYP Math 5, we recently completed the unit on Algebra, where the debatable question was: Is it best to solve a word problem algebraically or graphically? Again, there is no right or wrong answer, but students are challenged to think critically and arrive at an answer that they are able to justify.

At SCIS – Pudong, we also provide enrichment opportunities for our high school students who have a genuine love of mathematics: Math Club meets every Tuesday as an after-school activity, and every spring, we have a team of students participate

in a high school team math competition in Suzhou. Last spring, the math competition involved many inquiry-based activities. My favourite was an activity where students were given a scaled photograph of a lemon, and they had to estimate its volume. As a teacher, it was quite instructive to observe the process that students went through to arrive at an answer; in the end, the final answer wasn't that important, but our students are still talking about the process!

Are we saying then that right answers aren't important in mathematics? No, of course not, just as we wouldn't claim that arriving at your final destination of a trans-pacific flight isn't important, but often times, the journey itself can be more interesting and instructive.

I like to think of debatable questions as disturbing questions – questions that disturb you to think more than usual. So, what about my question to you: is mathematics an art or a science? Have you thought about the possibility of it being both an art and a science? In any case, I hope the question has sufficiently disturbed you, perhaps enough to make it part of your dinner conversation.





Inquiry-based Learning in Environmental Systems and Societies (ESS)



This is Joanne's fourth year at SCIS Hongqiao campus. Shanghai is her first international placement, previously working at a school in Manchester, England. She currently teaches Grade 9 Science and DP Environmental Systems and Societies.

Learning through inquiry happens when traditional teaching practices, as mentioned by Derek Luebbe, are replaced with meaningful opportunities for students to actively engage with their own learning. This article is written with Grade 12 students in mind, however the basic inquiry process is the same for all grade levels. It involves students themselves posing questions, devising and exploring ways to answer them, processing, sharing and finally reflecting upon their findings, all the while supporting each other the process. Gradually, skills are enhanced and refined, connections are made and difficult concepts can be truly understood. This is most effective when learning is 'authentic', fueled by student curiosity and shaped by student planning –

they must have a sense of ownership and responsibility for their own learning. The Grade 12 Trip to Hainan, China was a perfect opportunity for students to do exactly this.

20 ESS students had the chance to both put in to practice and refine the skills they have previously acquired, whilst pursuing their own personal interests within the field of ESS. They designed and implemented their own investigation, carried out in an area known as 'Lou Peng' in Hainan. Despite the plentiful mud, crawling insects and almost unbearably hot temperatures the students were able to succeed in their task!



Explorative Inquiry at the Heart of a Child's Play



Stacey is the Early Years Coordinator at the ECE campus. She supports teachers, children and families in the area of early childhood development. She returned to early childhood education as a school director in the San Francisco Bay Area after a decade supervising youth and teen programs for various city governments. This is her second year at the SCIS- ECE campus.

At the ECE campus, teachers understand the importance of establishing learning environments that provide the opportunities children need for optimal growth in their social, emotional, language, cognitive and physical growth. We recognize that the environment in which children are learning is the “third teacher” and it plays an essential role in the ability for children to inquire further into a concept or study. No longer referred to as “recess”, outdoor play “blocks” provide opportunities for children in nursery through grade one to explore play and learning through a variety of places and spaces from our climbing structures, giant paint and chalk walls, sensory, art and “messy” play spaces, tricycle and scooter tracks, water play, sports and games and child-centered gardens. Teachers take care to plan shared play environments that support and enhance the units of student taking place within their classrooms.

Children rotate through their play spaces enjoying both indoor and outdoor environments that provide opportunities for children to explore their world outside of the traditional classroom. They engage with children of various ages and classes. Children in kindergarten and grade one are eager to enter their indoor Discovery Lab too curious about the play experiences from melting frozen blocks of water, building with magnetic blocks or



running their fingers through hundreds of water beads in their sensory tubs. Children in nursery, preschool and pre-kindergarten learn to balance their own needs and those of others through shared play spaces as they take turns splashing their toes in the flow of the garden waterfall, experiment with the stop and flow of the creek or take turns racing down the tricycle track. The freedom to explore, wonder and inquire with wild abandonment is at the heart of a child's play here at the ECE.



Discovering the Microcosm of Shanghai Society



When asked to write an article about my favourite places in Shanghai my head was spinning. Not because of the lack of places to think of but rather the abundance of places to choose from. It's with this in mind that I decided to take a slightly different approach (read cheat! ;)) to maximize the impact of the preceding 500 words to express my three favourite places that can be found in the same area. It was pretty hard for me to go past the Former French Concession to find said places: specifically, Luwan Stadium, IAPM mall and my very own apartment (not to be confused with THE apartment!). All of these places for me reveal a microcosm of Shanghai society that can arguably be magnified to represent that of the city – and indeed, the country - on a much grander scale.

For those wishing to know why the elderly locals stay so fit, agile and mobile you need look no further than Luwan Stadium at dawn. From elderly ladies practicing their yoga and tai chi to old men running laps (sometimes backwards!) and busting out sets of chin ups and push-ups, this is also a lovely blend of 'old meets new' as a growing group of expats can also be found there each morning with their own fitness groups and regimes, respectively. It would also be remiss of me not to mention my own FitFam group who train there every morning at 6am and my Aussie Rules (AFL) Club who train there every Tuesday evening: Go Tigers!

The IAPM mall never ceases to amaze me with the blend of people, cultures and classes from all around the world, not just Shanghai. For the avid people watchers of Shanghai, this is the Mecca. In the time it takes you to finish a coffee from the Starbucks or Costa in the basement of the mall you can scale all 7 flights and see how the rarified and gentrified are splashing their mostly new money on designer watches, handbags and

accessories...or if this bores you, go to the cinema and take bets on which local will fall asleep first and/or snore the loudest! The Japanese Hot Curry restaurant on the 5th floor is also great value and a tasty way to regroup and recalibrate.

Henry VIII once uttered the phrase 'a man's home is his castle'. After a long day out and about in Shanghai I can't help but feel this as I walk to my cozy apartment on the 5th floor of a local compound, a stone's throw from The Camel (another great place omitted from my list) and another 3 of my favourite places in Shanghai. Now granted Henry was uttering these words having just beheaded his wife for high treason, and you could fit 10 of my apartments into the lobby of the Tower of London, however, the sentiment remains the same: a person's home is their own fortress and place of solace...and with VPN, two air conditioning units and double glazed windows, this is no exception. The neighbour practicing his classical piano and violin on alternating nights and with the local men having their weekly communal meal whilst bickering over the issues of the day provides an authentic backdrop of Shanghai inner city living.

For those wondering what their own three favourite places in Shanghai would be, you should try it – it's a lot harder than you think but a lot of fun! I would also encourage you all to first take a walk, ride or run through Shanghai at dawn to really put this amazing city into perspective before deciding.



Alex Paltos
Grade One Teacher at Pudong Campus

HONGQIAO CAMPUS RENOVATIONS

This summer, the SCIS leadership embarked on a project to update, repurpose and improve the design, functionality and quality of a significant portion of the Hongqiao Campus interior space. The scope of the summer project was focused primarily on the community, shared and circulation spaces of upper school and lower school buildings, in addition to the ground level of the cafeteria. A project steering committee comprised of the Head of School, Divisional Principals, Teachers, Secretaries, and representatives from our IT and Operations Departments was established and through a series of programming and design workshops lead by international school design professionals, developed a clearly defined set of goals and objectives which set the direction for a comprehensive interior concept. The aim of the new design was to transform the existing space to enhance learning, increase flexibility, improve utilization and encourage interaction while creating a bright, clean, modern aesthetic aligned with the school's core

values and curriculum. A sustainable approach was taken in the selection of building products to improve indoor air quality and create a healthy environment for learning. Recycling centers were also incorporated into the design to increase sustainable awareness and promote global stewardship. A color program was employed to enhance way-finding and to create distinct identities for the various grade levels.

After a six-week period of design, construction kicked off in early-mid June. A team of highly qualified contractors worked tirelessly throughout the entire summer in order to achieve the project goals in time for the beginning of a new school year.



Presented by **JEFF GINTER**,
School Development Officer

Project Goals:

- Foster community and relationships
- Provide flexibility in spaces for multi-type use and transformability
- Introduce transparency to showcase learning from public spaces
- Create spatial experience that is distinct and relative to the developmental level of each age group
- Enhance way-finding and signage
- Highlight connection between interior and outdoor environment
- Look for opportunities to instill environmental stewardship and global awareness
- Present global sensibility with elements rooted to local culture and context where appropriate
- Provide a sustainable & healthy environment that is safe, bright and enhances learning

COMMUNITY SPACES

- Use of **sustainable and non-toxic** products (such as linoleum flooring made of natural raw materials, anti-microbial carpet for noise reduction, and low-VOC paints and adhesives)
- Introduce entrance vestibules to help control and improve indoor **air quality**
- Create **community spaces** that foster social interaction and exchange of ideas



Welcome Center



Lower School Lobby

PROGRAM ELEMENTS

- Welcome reception
- Small group meeting areas
- Digital display & tackable surfaces
- 2D/3D communal display
- Audio/visual equipment
- Writable surfaces
- Flexible walls & furniture



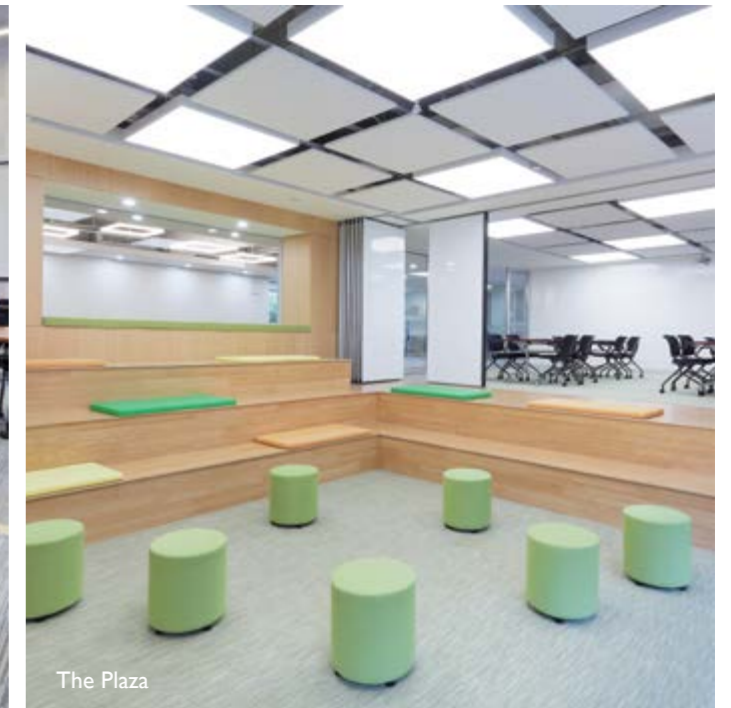
Community Cafe



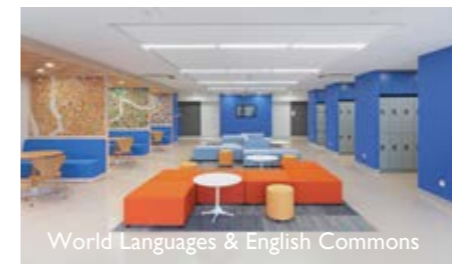
Middle School Lobby



The Forum



The Plaza



World Languages & English Commons



Science & Design Commons



Science & Mathematics & Individuals and Societies Commons Design Commons



Middle School Commons

STUDENT COMMONS

- Provide **flexibility** and **transformability** for multi-type use
- Each upper school commons has a **unique character** and engages adjacent learning spaces

PROGRAM ELEMENTS

- Audio/visual equipment
- 2D/3D communal display
- Writable & tackable surfaces
- Recycling & printer stations
- Student locker zones

CORRIDORS & STAIRWELLS

- Enhance **way-finding** with use of color & differentiated spatial experience from place to place
- Install **recycling stations**
- Increase **transparency** at doors to learning spaces

PROGRAM ELEMENTS

- 2D/3D communal display
- Writable & tackable surfaces
- Recycling & printer stations
- Community benches
- Increased transparency to classrooms



Lower School Corridor

Back to School Night

Getting Your Questions Answered

We can summarize the guiding theme and focus of SCIS Pudong's annual Back to School Night with one word: Learners. And we don't just mean our students. Our administrators, teachers, parents, and students all compose our community of learners. This event was the first of many opportunities we'll have to come together and discuss how our partnerships can assure that all students have the support and resources they need to succeed in school and in life.

The main purpose of the evening was to help ensure a foundation for the personal relationships between school and home. Children benefit when educators and parents communicate. The more we know about how your child best learns, the better information we have as professionals to make decisions about the best ways to facilitate a pathway to success.

Getting to know your child's teacher(s) is one of the best things you can do to help your child. We've found that often parents are reluctant to ask questions to teachers or suggest

alternative approaches for their children in fear that they will not know how the teacher will react. As I said during Back to School Night, SCIS is very fortunate to have an experienced, extremely caring faculty that truly love children. While parents and teachers may not always agree, I can promise that teachers want to be informed of struggles and successes that children may experience. Just as a doctor wants to know how patients are responding to medicine, teachers are professionals who need information to make the best decisions. At the end of the day, all of us (teachers, parents, and students) want the same thing – successful students!

No doubt, another feature of the evening was an introduction to our new International Baccalaureate (IB) Programs – Primary Years Program (Nursery-Gr. 5) and Middle Years Program (Gr. 6-10) – to join our existing IB Diploma Program in grades 11 and 12. The successful launch of these IB Programs will be the school's biggest challenge for the 2016-2017 school year. The IB represents the most challenging educational program in the

world, and they foster a holistic approach to educating children; this is an approach that aligns well with the personal, whole-child philosophy of education which SCIS embodies. Instead of having every child try to fit into one system, SCIS prides itself on trying to have a system that can be flexible to meet each child. Similarly, the IB takes a whole-child, approach with its philosophy. Instead of rote tests, each child strives to make personal connections to construct their knowledge using inquiry. Unlike traditional units which focus on one topic, this approach requires that teachers shape their units around meaningful questions which are worth uncovering.

To understand this change will require our collective attention, but thankfully we have an experienced leadership team at SCIS-Pudong to guide the process. Those who attended the Back to School Night were able to hear from Dr. Frank Volpe (Upper School Principal), Ms. Naomi Shanks (Upper School Vice Principal), and Ms. Liz Gale (Lower School Principal). Each Principal comes to SCIS with previous experience working in

international schools in China and with extensive IB experience.

Throughout the course of this year, all SCIS administrators will continue to help clarify the IB Programs through PAFA meetings, informational nights, and regular written communication. We encourage parents to take advantage of these informational opportunities, and to reach out to us with questions and concerns you may have about our programs.

When the school and family share a consistent understanding about what learning means, we greatly increase the chance for student success.



By **MATHEW WALSH**
School Community Relations Officer at
Pudong Campus & **DEREK LUEBBE**,
Head of School at Pudong Campus





"Amongst the many events and happenings around school, during the exciting time that is the beginning of the school year, our Welcome Back BBQ was the one that generated the most buzz and excitement. The start of a new academic year at SCIS is a time to rejoice and look forward to the many accomplishments, adventures and milestones that our community will experience. And so, what better way to celebrate all the great things that are to come than with the coming together of our community over good food, good

company and fun activities for everyone. In all, well over 1000 of you came out for a fun day filled with activities for all ages. From bouncing castles to tasty draft beer tasting, there was something for everyone to do on the day and we saw lots of smiles on people's faces throughout. A big shout-out and thanks goes out to your very own Hongqiao Parents And Friends Association (PAFA) and all staff volunteers for organizing everything and pulling off yet another fantastic event. Here's to a great 2016-2017 school year ahead!"

Welcome Back BBQ



Meet Melanie McClure

Greetings SCIS families, I am thrilled to be leading the teaching teams on the ECE campus. Together, we will create the synergy and excitement necessary to positively impact our students' early learning. This is my first international school assignment and trip to the Far East. However, I have worked and traveled throughout the US, Europe, and parts of the middle east both as an educator and US Army officer.

I have been teaching and leading early childhood/elementary students for over 20 years, both in private and public schools. My formal schooling is with James Madison University where I received my Early Childhood degree and Virginia Tech where I received my Administrative degree. I also served in the US Army both in the active reserves and on active duty for over 20 years.

As we know, we are raising our children in a dynamic and challenging world. My unique combination of education and military service has a profound impact on my commitment to empower our children to be healthy individuals with a vision for developing strong feelings of family and community.

While stationed in Iraq, I had the unique opportunity to work with the Ministry of Education. At the time of my service, Iraq was reshaping their educational vision and teaching philosophies.

It was very rewarding to see the enthusiasm that the Iraqi ministry and professors had for rebuilding their citizens' literacy. It is evident that children are truly children all over the world. The children I met and worked with were eager to learn and be introduced to new things. They understood that education might provide the opportunity for something new and exciting.

It is these experiences that shape my commitment to educating our early childhood children. The open, unfettered embrace of learning that most children exhibit often occurs before the age of seven. I embrace that enthusiasm and will work to capture that energy for the healthy development of our children.

My husband, Kevin, and I have four children. They are young adults now and living and working throughout the U.S. Therefore, I will share most of my Far East adventures with Kevin, but hope in time to bring my family to visit as well.



By **MELANIE MCCLURE**
Principal at Hongqiao Early Child Education (ECE) Campus

Understanding a Different Culture



One of the most exciting reasons to study in an international school is to experience and learn a different culture. Our school, SCIS, provides language classes and various activities for students to interact with the local community. For example: community service, CAS, after school activities, or games and matches with local Chinese schools. Students are learning to become open-minded, caring, and knowledgeable communicators in the process of understanding the local language and customs.

The Chinese Mid-Autumn Festival, also known as the Chinese Moon Festival, takes place on the 15th day of the eighth Chinese lunar month. This year the festival fell on September 15th, 2016. The reason for celebrating this festival during that time is because the moon is at its fullest and brightest. It is a time for families to be together, so people far from home will return or at least appreciate the idealism of the round moon, lighting the lanterns and thinking about their families. The traditional food for the Mid-Autumn Festival is the moon cake which is round and symbolizes reunion and is shared among the Chinese households, families and friends.



Middle school students at SCIS-HQ watched a power point introduction and a video about the Mid-Autumn Festival during Dragon Time class and they had the opportunity to participate in a Mooncake Design Competition. Many of our middle school students shared their creativity in designing unique and beautiful mooncakes. As this was a house competition, the winning house was awarded house points for 1st, 2nd, and 3rd place, runners up, and 1st place also received a box of mooncakes.

For Mandarin classes, I tried the Metaphor Strategy, as explained below with direct and indirect analogy, and students had the chance to think creatively and gain a deeper insight about the



Mid-Autumn Festival. It is not only knowing about the activities that Chinese people do to celebrate the Mid-Autumn Festival, but also the culture behind the celebrations and to understand the importance of family to the Chinese people.

Direct Analogy

After the students learned the general knowledge about the Mid-Autumn Festival, they were asked to write down the attributes of the lantern. They wrote all the associations, as many as they could. For example: the color, the usage, the shape, and how to light it, etc. After that, they were invited to make crazy connections between the Mid-Autumn Festival and lanterns, and shared their ideas with each other. From the connections that they discovered, they understood why the Chinese people like lanterns, and the importance of the colors, red and yellow, as well as the round shape. They found out the relationships between round and family, reunion and love.

Indirect Analogy

Students then became lanterns. They wrote a little poem in Chinese called "I am a Lantern." They were given some key words to start their sentences like, "I see...I smile...I feel...I like..." Therefore, they became much clearer about the meaning of the festival and they could, at the same time, practice their fluency in writing Chinese.

Compressed Conflict

Students were asked to find two words that contradict each other. For example, they found "big" from the "big event" and "small" from "small lantern" and "country" and "family." The Chinese people think their country is one big family. It is only when each small family lives happily that the county will develop well. Also, only when the country is strong and healthy will each family live a better life, and that is what we seek and we call it harmony. Guided by the teacher, students had the opportunity to learn important cultural implications and connections, with the class ended with the sharing of mooncakes.

Dr. Patricia Wolfe said that learning is the act of making and strengthening connections. Embedding local customs to curriculum creates opportunities for students to make those connections, which I believe will help students learn efficiently. In the process of learning and understanding different cultures, our students are becoming inquiring, knowledgeable and caring learners who contribute positively to their community.



By **CHRISTINA WANG**
MS Mandarin Teacher & MS Service and
Action Coordinator at Hongqiao Campus

Pickin' and Grinin' with *Erin Babb*



even make song books, singing hymns, Christmas songs, and Appalachian songs from way back when. I also fell in love with musical theatre which has been one of my passions ever since. Going on to study at Mars Hill was the perfect path for me to become a music teacher as it had all the right teaching specialties.

And did you always want to teach early years?

No, I actually started out as a Choir Director. My degree is in choral education and coming out of university, I wanted to conduct concert choirs and direct my own musicals. Nothing beats that feeling of using your hands for conducting and getting the right sound out of a group of people. I do miss that feeling sometimes, but, as life often does, a path presented itself and I took the road less travelled and ended up falling in love with the Orff-Schulwerk approach. It is an approach to teaching elementary music that is all about creativity, exploration and improvisation. It made me realize that elementary teachers are not just the people who couldn't hack it as choir and band directors, they actually have an important role in instilling that love for music for students at an early age.

How long have you been in this profession?

This is my 13th year! I'm older than I look but still quite young. Before Moscow, I was in Jacksonville, Florida for a couple of years then I also taught in North Carolina. I started out teaching in High School before moving down to elementary, and also taught in middle school, so I've done all divisions.

And this is your 2nd year at SCIS?

Yes!

So, 7 years teaching abroad. How has your experience as an international teacher been so far?

It's been the best thing ever. It opened my eyes to the world, the greatness it can offer, the differences of people and ways of



doing things, and that different is not bad. I know that it is the differences in us all and that in many ways we are different, that makes the world a better place.

Hi Erin, thanks for coming in today for the interview.

To kick things off, can you share a little bit about yourself?

I'm from Asheville, North Carolina, very proud to be from there (the Appalachian Mountains). Born and raised, I went to school near there at a place called Mars Hills University. I always new I wanted to be a music teacher, pretty much ever since I was in middle school. I love everything from where I am from, anything from Bluegrass music to the beautiful colors of the neighboring mountains in the fall (fall season is when I get most homesick). I am very lucky to be married to Mr. William Kern (Upper School Student Support Specialist at SCIS Pudong), who's from Wyoming, and we met while we were both teaching in Moscow, Russia, we were there for five years before moving to glorious Shanghai.



What what is that really motivated you to become a music teacher ever since middle school?

The music teachers I had at an early age, and my family, which is very musical. We would get around every holiday a do, what we call in the south "pickin' and grinin'" (you can totally quote that). So pickin' and grinin' is where we would all be sitting around, you've got guitars, banjos and mandolins, and the whole family and friends is just singing along. There were times where we would



Have you managed to travel to many places so far?

Yes! Yes! My husband and I travel very often. We were lucky to have been able to conquer Europe while living in Moscow and we are now both excited to be able to explore all that Asia has to offer.

Which school did you work at in Moscow?

The Anglo American School of Moscow.

Oh wow, so you must know John Zurfluh and the Alzamorras?

Yes, I do!

That's awesome, they were my principal and teachers when I was a student at SCIS Pudong!

No way! Do you know the Garrets and what about Jim Stratton?



Yep and Yep! Small world! So, coming back on track now, do you have any advice for people interested in pursuing a similar career?

Start where you are passionate. For me, I was passionate about it before I started. So where your passion leads you, go there because that's where your children (students) will thrive. They're going to feed off of you and if you're not passionate about it, there won't much to drive the students, because they won't be able to see it and feel it from you.

Nice. What about life in Shanghai, how are you adapting?

I'm adapting so easily! It's so much easier than Moscow! Having spent five winters in Moscow, winter here is a breeze.

I love it here, absolutely love Shanghai. I haven't been able to travel anywhere else around China, but I will definitely do so soon enough.



When you're not in the classroom, where can we usually find you?

I love Bubba's, it's a restaurant right next to the ECE and they have an amazing pulled pork BBQ sandwich that is so good, I



would eat it even if it was back home. Apart from that, Bill and I like to try new things and different activities around town. We usually hang out together and explore.

Plans for the near future?

I'd like to stay a couple more years here. I think there is a lot more that the city has to offer than I have yet to discover.

Any last words, maybe to people back home who may (somehow) read this?

You give up a lot living abroad, but you also get a lot. It's a give and take that's totally worth it. I miss my family every day, all the time, but in the end I think it's worth it, they're proud of me and I'm proud of what I've accomplished. Most importantly, I would have never met Bill if I hadn't done this.



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

Positively Contributing to the Community

So-Yun Bae

Senior at Hongqiao Campus



Hongqiao Senior, So-Yun Ivy Bae, was selected for the HEARCOS Community Service Grant for her project with the Qingpu Migrant School and Shelter. We had a chance to have a sit-down with her to discuss her involvement in community service and to get to know her a little better.

Can you tell us a little about yourself?

My name is So-Yun, you can call me Ivy. I am from Korea and I came here (Shanghai) when I was 3 years old. I am now in grade 12 here at SCIS.

Wow, so that's 13 years now, incredible. Where you always at SCIS?

No, I came here in grade 8, before that I attended Shanghai United International School.

Have you thought about where you are planning on going to University next year?

I will most likely be going back to South Korea for university. Even though I haven't lived there in a long time, I go back nearly every summer so as not to lose some of my home culture.

So, when did you first get involved with community service?

My first year here, in grade 8. Everyone was required to fill 5 hours of community per semester, so I started with that. The

first time I went there (Qingpu Migrant School) I was really shocked because the kids there were living in very different conditions and environments than what we are used to. The school is relatively small, and the kids have little else to do but do homework all day.

What did your project with the Qingpu Migrant School entail? How did you get started?

It all started in grade 8, as part of of CAS requirements. Mrs. Andrea Stubbs was the person who introduced the school to us as a good place to go, and so I started going there every Saturday. Then last year, when we started the IB program, we had to do our very own CAS project. We began to go there more regularly and take other interested SCIS students with us. We had to plan daily activities that we could do with the kids. Every week we played games, taught them English, things like that.

Before grade 11, everything, including all the daily plans, was prepared by our teachers. But we now have to do everything by ourselves. Me along with two other team members, came up with the idea to fundraise money by selling lip balm that we made ourselves. We managed to sell approximately 1100RMB in total. We then decided to donate this money to the Qingpu Migrant School as well as an animal center we recently started working with.



So would you say that it was Mrs. Stubbs who was the main motivation who inspired you to undertake this project?

Yes, absolutely. She inspired me to keep going and pushed me to do more. Being the first person to get involved, I quickly convinced my friends to join as the project generated more interest from my peers.

Do you see yourself being involved in similar projects in the near future?

Yep. We recently also started going to an animal center, helping with the cleaning of shelters, but unfortunately we do not go as often as we want because we need a supervisor to come with us every time. Doing community service is something I will for sure continue to get involved with as I progress to university next year.

Great to hear that you will continue to do so. Thanks for coming in for the interview, it was a pleasure.

No problem, thanks!

Picture on the right: The logo of the 'SSJY' group So-Yun and her classmates created as part of their CAS project. It stands for: Soo Jeong, So Yun, Judy, Ye-Lim



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



Two Decades in Shanghai and Counting

Meet the Fung family



One of our oldest family, the Fung family has been with us since 2000 back when SCIS was located in the Changning district and counted only a few hundred students in total! Here is their story as they reflect on the past 21 years in Shanghai.

Alison left SCIS in grade 8 back in 2010 and Andrew is currently a senior at our Hongqiao campus.

Tell us a little about yourself: Before Shanghai, where did the Fung family call home?

Karen, my wife, and I came to Shanghai 21 years ago. Back then Lu Jia Zui, Pudong was just a piece of flat land. What we have now with all those skyscrapers were beyond dreams back then. Karen was pregnant for a few months in Hong Kong where we call home before we moved to China, and I had to be on my own for almost a year dealing with a new life in Shanghai. Andrew came three year later after Alison was born. They both began school in SCIS.

Working and living away from the family was tough and we decided to move over as a family even though Alison was only 9-month old. Having the 2 kids around we were busy but happy all these years.

So, who made the decision to make the move to China?

Perhaps because we were so young when I was offered my assignment, it only took us hours to have our mind made up to move over. In fact, I said 'yes' to my boss first and then convinced Karen to make the move.

How was the transition process for everyone?

We had a tough time settling in. With me stationed in Shanghai and Karen with her maternity check-up done back home, she had to visit me in her early months of pregnancy. I was so tied up at work and the living apart was starting to hurt and drain the marriage. Back then there was no facetime or Wechat and the only means of getting connected was via expensive phone talks. After Alison was born we decided to live in Shanghai together as a family. The difference in cultures, the people, the freezing weather in winter time and the languages (we didn't speak Mandarin before) were frustrating.

We said to each other: give it couple of years and surely we will leave after. Saying the same thing over and over again and perhaps we are too lazy to move out of our comfort zone, the longer you stay on the harder it becomes to get out of it. To be honest, pollution aside, life quality now is way better than what it used to be. Metro, fast train, mega infrastructure and skyscrapers.

Shanghai apparently is catching up to Hong Kong fast and may overtake in some ways. But, we still have a hard time dealing with crazy taxi drivers, people spitting and yelling on the phone inside an elevator (I once saw a passenger on a domestic flight wash his mouth and then spit on the aisle). These are some of the things that still puzzles us. But thankfully, this is becoming less and less common amongst the younger generation.

Ha-ha, yes, some local customs still puzzle me as well! What would you say is the biggest difference between here and Hong Kong?

For the kids they have grown and lived in Shanghai all their lives and have no previous life experience in another country, and so they love 'this home' more than 'our home'. Every time we would come back home to visit my parents, they pulled faces. 'Dad No, it's so crowded, noisy and boring. People there look stressed'

Ayis ('Ayi' directly translates to 'aunt' in Chinese and is a common name for a maid) and driver are an integral part of expat life in Shanghai. We are all spoiled, not just the kids, living too long in this city. Keeping this level of living standard back home is extremely costly.

Shanghai is just a piece of flat land. We miss hiking and the nice beaches we used to go to back home over the weekend. Most of our family gatherings in Shanghai are on food. The food & beverage in Shanghai are undeniably awesome.



Why did you choose SCIS?

International school plays a key role in expat's kids life. This is the place they spend the most time in. A place they can make friends with in a culturally diverse vibe. We think it has to be a small community and nearby home. From the first time we walked into the ex-campus along Jiang Su Lu, we just loved it. Alison was with SCIS since pre-k until 8th grade and Andrew since pre-school until now. They both loved the Jiang Su Lu Campus, it's small community, friendly people around, nobody felt left out.



Looking back at your time spent in Shanghai, how has it been to be able to live through such a fast-paced city and to witness such changes over the years? Any regrets?

Shanghai is definitely a place for good food and business but surely not the best place for the kids to grow up in. Parents come and go and same for their kids as well. This gets worse lately in the business downturn. We feel sorry for Alison and Andrew as they can hardly keep long term friendships with other kids. Family keeps moving on. Social media helps this a bit as they still can stay connected with friends away.

As for any other city in the world, the internet keeps people connected but also at the same time drifts people apart. Kids as they are given a laptop at so early an age in an international school spend less valuable and quality time with the family.

Do you have any advice to expats who are new to the city and to the international community?

We couldn't believe how we made it through 21 years in Shanghai. After all these years we still find Shanghai is a city easier to adapt to among all other provinces in China. Picking up Mandarin helps us through the life and getting a good Mandarin teacher should be the next thing on your list after 'finding a house' when you move over.

If you could go back in time to when you first arrived here, would you do anything differently?

Honestly we don't have any regret of coming over and living in Shanghai, we would have made the same decision if we could turn back time. Regardless where you go to there are always challenges. We gain and miss things in life. Perhaps we couldn't find the same SCIS in other part of the globe.

Lastly, what will you miss most about SCIS?

The fact that it's a real international school, comprised of a relatively small community that offers more personal care for students with a vast diversity of nationality.



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

Focusing on the Journey Rather than the Destination

Austin Anderson

HQ CLASS OF 2011



Austin Anderson, HQ Class of 2011

Majored in computer science and international studies. After looking at working as a software development in an international scale, but soon realizing that was not his path, he applied to grad school, studying diplomacy and global commerce.

Can you tell us a little about yourself?

I'm from the US and I've lived in the south-east mainly. Born in Houston, Texas, and lived in Alabama for the longest time. We moved around every four years or so, never staying in place too long. I am now in Kentucky, I studied at a small liberal arts college, Center College. The opportunities I had there were really nice. We were able to host a vice-presidential debate once and I got to meet the vice president and his campaign manager in person, the whole experience was a lot of fun. In a way, it reminded me of SCIS, in that it was a small school and a small environment, you knew your professors quite well. It wasn't a huge jump, culture-wise, coming from Shanghai.

You said you moved around a lot, can you elaborate a little?

I moved lot within the same region in the US. Two years after Houston, we moved to Alabama, near Huntsville where NASA

is located. We stayed about four years, then moved to Mobile which is right on the coast, in a bay. After that we moved to a suburb of Memphis, across the Mississippi river and into Arkansas. Memphis was fun and different in that it was a lot more rural than the previous cities I lived in.

Then came the move to Shanghai?

Yep. I had a huge culture shock for maybe the first year living here, before you learn enough mandarin to get around and have enough time to acclimatize.

And that was in...

That was in January, 2008. So I was fifteen when I moved here, and I graduated May, 2011, so spent about three and a half years in Shanghai. I did one semester in an American High School, and knowing that I was leaving, I tried to pack in as many things I wanted to do as possible, so I joined the American football team, was in the marching band, etc. We were only supposed to be here (Shanghai) for two years, but my parents still live here so, haha!

That's usually how it is, we only plan to stay here two to three years, but end up staying longer! So how was your experience growing up here?

Oh I loved it. You have so much more freedom here than I had in the US. Everything is so accessible, helping you become more independent, and I feel you mature into your own person a lot quicker here. I really felt this going into college and seeing other students revel at how much freedom they had, but where I felt like an old man because I was past that stage already.

And the transition to university after?

When you graduate and you have the different environments that shaped you, and you have interacted with all these people from different cultures, that speak a different language and have their own background that they are bringing, that kind of shapes your background going forward. The normal bores you a little now, and maybe you would have been content with that before, but I feel you can't stay still for too long and you have to keep going, exploring new places and doing new things. I remember staying late one night, talking to another alumnus about this and we agreed that there was just as bad of a reverse-culture shock coming back.

Academically, how well prepared did you feel coming from SCIS?

We were two years into the IB program here, and we were still sort of guinea pigs. And I remember having a lot of work and a lot of late nights, so in some respects the academics were easy to jump into because sometimes college wasn't as difficult as high school had been. The only late nights I had, were probably more due to procrastination than day-in, day-out work. In terms of rigor I felt very much prepared, they put different focuses on writing in the IB program, there was just so much of it, TOK, extended essays, English and History papers... by the end of it we were just pushing out volumes! In undergrad I had prompts asking me for 500 words, or one page, so a completely different emphasis.

Any advice to high schoolers who are currently preparing to go to university?

Take advantage of the people around you, the opportunities that shanghai affords you, and in terms of applying to good schools, don't worry so much about the name recognition a certain school has. So many people seemed to be fixed in on that and lose sight of the bigger picture, it's just one line on your resume. Your GPA goes below that, then your major after that, and you have so much space left to fill with what you've done, so concentrate on that. Don't worry about where you are going, but worry about what you will be doing when you get there.

Favorite part about going to SCIS?

The people. We always had the emphasis on community and whether it was your professors, classmates, kids above and below you, you got to know everyone so well. You would move through the troubling times together, let loose together and I think that was the most enriching part about SCIS. The community and the environment that they foster here.

My favorite cheeky question to finish things of: If you had a superpower, what would it be and why?

Telekinetic. I feel like it's the catch-all superpower to have. Who wouldn't want to have 'the force'?



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:
<http://www.facebook.com/SCISandHIS-alumni>

 LinkedIn site:
<http://www.linkedin.com/groups/SCISHIS-Alumni-4757677>

Book Recommendations for All Ages

Emily Williams, Librarian at SCIS Pudong

The Nest by Kenneth Oppel

Ages 12+

The Nest by Kenneth Oppel is an eerie page turner that is hard to put down and even harder to forget. The book tells the story of Steve, a worried preadolescent, whose summer has been turned upside down by the birth of his dangerously ill baby brother. As Steve and his family face the possibility that the baby may not survive, Steve begins to dream about an unusual queen wasp who offers to 'fix' the baby if Steve agrees to help. As the days unfold, Steve's dreams intensify and he increasingly questions what is real and what is a dream. This artful story demands that the reader considers the nature of sanity and reality. And despite the dark imagery and thrilling pace, it is a tender story about embracing human imperfections. It is a quick, compelling read with enough depth to generate thought and discussion long after it is done.



The One and Only Ivan by Katherine Applegate

Ages 9-13

The One and Only Ivan by Katherine Applegate is a heartfelt story told from the perspective of Ivan, a four-hundred-pound silverback gorilla. Ivan has been an attraction in a shopping mall circus for 27 years. He has never questioned his captivity, spending his time eating, watching TV and coloring. Then, in an attempt to increase business, Mack, the mall owner, purchases a new baby elephant. The addition of this new baby forces Ivan to reevaluate his circumstances and use his intelligence to save the baby elephant. This is a touching story that will delight any animal lover. Ivan's voice is written in simple, powerful language that captures the nuance of friendship, art and freedom. It is a relatable, nuanced tale of hope and being true to oneself.



Joshua Balli, Librarian at SCIS ECE Campus

Mother Bruce by Ryan T Higgins

Ages 3+

Did you ever have a moment in your life that you either rarely think about or thought you had forgotten only to have something remind you of it out of the blue and the memories go rushing back? That's what the book *Mother Bruce* by Ryan T Higgins did to me.



When I was in tenth grade, I did a science experiment to see if the process of imprinting could work. For those that don't know, imprinting is when an animal thinks the first thing it sees is its mother, regardless of whether it is or not. So for this experiment I created a home-made incubator, got a chicken's egg to hatch and had a baby chicken think that I was its "mom", following me everywhere.

So when I was reading *Mother Bruce*, that's the first thing I thought about. In the book, Bruce is a big bad bear who lives alone and likes it that way. Bruce's favorite food is eggs. In one hilarious page, Bruce even asks if the eggs he buys are "free range" and "organic". Bruce creates elaborate recipes that he gets off the internet. One day however, while Bruce is letting the eggs cook he finds that all six of them hatch and all six goslings think of him as "mama"! Bruce is none too happy but the goslings follow him wherever he goes eventually earning a soft spot in Bruce's heart.

While this book definitely reminded me of past events in my life, it stands out for another reason. It is a fantastic children's book with a tremendous story and beautiful illustrations. It is rare children's book that both children and adults will appreciate. I have read this book to a few classes already and I hope you can read it to your child as well!

Francis Stone, Upper School Librarian at SCIS Hongqiao

Depth Charge (New for 2016) by M. Zachary Sherman

Ages 11-15

"When it's your plan, you end up doing the volunteering without even knowin' it! sir"

Aaron Donovan cooks up a plan to raid a German U-Boat while it is in port in order to steal the code books inside. The boss sends HIM on the mission!

See history through the eyes of first time operative who is paired with an experienced infiltrator. Have you ever jumped out of an airplane? Never ambushed a German submarine? Never carried out a secret mission in your second language? This is the book for you! First Lieutenant Aaron Donovan had never done those things either, but he was sent to do them during WWII. Be part of the action as you go behind enemy lines to experience the fear, sadness, tension, and hope for a better future that soldiers faced when following their orders.

Learn about history and hierarchies in this fast paced and focused illustrated novel. *Depth Charge* is not quite a comic book, but it does tell an interesting and exciting story about the pressures of executing a complex plan. Author M Zachary Sherman served in the Marines and has written for Marvel and Dark Horse comics. His book *Depth Charge* is an exciting and quick read, you can likely read it all in 1 or 2 sittings.



How Adam Smith Can Change Your Life By Russ Roberts

Ages 15-18

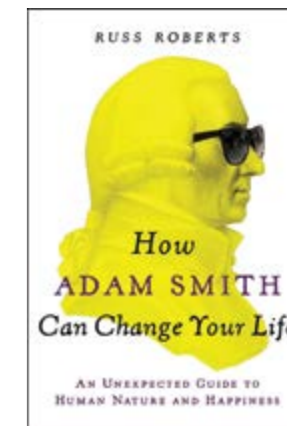
"We're all here to do what we're all here to do." The Oracle, The Matrix

Well, if you stop and think about it, what are we here to do?

Russ Roberts, a sometimes brusque podcast host, writes a surprisingly persuasive argument as to why Adam Smith's least popular book, *The Theory of Moral Sentiments*, is worth reading. To say "Least popular" is misleading because his only other book *The Wealth of Nations* was popular enough to start the social science now known as economics. Roberts clearly explains the messages that Smith taught which may be overlooked today. How do we succeed in the human struggle while enjoying ourselves and benefitting others at the same time?

In Roberts' own words: "Smith made me aware of how people interact with each other in ways I hadn't noticed before. He dispenses timeless advice about how to treat money, ambition, fame, and morality. He tells the reader how to find happiness, how to treat material success and failure. He also describes the path to virtue and goodness and why it's a path worth pursuing"

Roberts admits that it was hard to break into *Moral Sentiments* at first, but he enjoyed it more as he saw the value in what Smith was writing. Let Roberts do the work for you, unlock Smith's insights, check out the book today in the upper school library.



Superman: Last Son by Geoff Johns, Adam Kubert and Gary Frank

Ages 11+

We all know the story: Orphan boy lands from outer space and is taken in by a kindly couple. This time around though when the orphan boy lands he is taken in by none other than Lois Lane and Clark Kent. What? In a new twist on an old story, the orphan boy is not Superman, but someone else. And he is the frontrunner to an invasion!

This take on Superman sees him playing the role of protective parent as he tries to guide and shelter the new arrival. This graphic novel explores Superman's vulnerabilities in new ways. Interestingly, one of the authors is none other than Richard Donner, the director of *Superman: The Movie* starring Christopher Reeve. He wanted to do more to develop one of his favorite characters. Take a look to find out what he wanted to share!





Celebrating Good Times Ahead

Back for its second year was SCIS-Pudong campus's very popular Welcome Back Bbq. It was a day full of beautiful weather, laughter, old and new friends, music provided by our very own HS Jazz Band, Macron 5 and Rock bands. This wonderful community building day was put together with our Pudong campus's new Administration and PAFA. The adults and kids had a blast getting wet, climbing play equipment, face painting, shopping, eating and drinking. Pudong Varsity Volleyball teams (boys and girls) and both High School and Middle School Student councils organized and ran many activities for all the kids. Tattoos, hair braiding and face painting were a few of the favorites. PAFA had organized 35 community merchants from the Shanghai area to showcase their goods and/or services. Geneva and Vietnamese Homemade made sure our stomachs were full. A SCIS family even donated a keg of beer and cider from The Brew at Kerry Parkside. It was a wonderful way to kick start the new year!!!



By **TRISH CASTILLO**, SCIS Pudong PAFA President &
SANDRA MACHAN, SCIS Pudong PAFA Secretary



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:

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An Overview of Traditional Chinese Medicine



Aside acupuncture, what are the main types of TCM used in your clinic? What is the purposes of health benefit of this?

- Chinese herbal medicine: oral or external use for a variety of diseases.
- Massage and manipulation: physical therapy, removes obstruction from the channel, regulates Qi and blood, improves immunity.
- Moxibustion: warms and removes obstruction from the channel, warms and tonifies original Qi, warms the channel and expels cold.
- Scrapping: invigorates blood, regulates Ying and Yang, benefits sinews and muscles and removes obstruction from the channel.
- Cupping: removes obstruction from the channel, promotes Qi movement and invigorates blood, relieves edema and stops pain, disperses Wind-Cold.
- Hot compress: anti-inflammation, relieve edema and pain, dispel Cold-Damp, relieve tiredness.

What would you say to people who are skeptical of the benefits of TCM? What kinds of ailments and illnesses should they try TCM for?

Traditional Chinese Medicine is a life information holistic medicine and focuses in using less to accomplish more. Oriental science can use less to accomplish more because it is more physical, macroscopic, and natural. When it comes to body preservation and treatment, TCM is able to process lots of information with the simplest principle of treatment based on pattern differentiation, and individualized treatment. Everyone

wants a healthy and happy life, therefore everyone deserves a just, beneficial, harmless, and permanent cure.

Are there seasonal TCM treatments for Summer moving into Autumn? What health problems do you see in patients as the weather cools down?

After Autumn begins, there is less rain making the humidity in the air drop below people's basic need (relative humidity of 70%). Grass and woods wither because the weather becomes drier. Fall weather impacts fluids in our body, and symptoms such as Xerostomia; dry mouth resulting from reduced or absent saliva flow, is common. Other symptoms include: manifestation of dry skin, eyes, mouth, nose throat and hair, redness of the tongue, scanty and dark urine, dry stool, chest pains and dry coughs, and even fever.

Suggestions to prevent such symptoms:

- Regular and early sleep.
- Drinking lots of water
- Eating plenty of fruits
- Eating food that generates fluid & nourishes Yin (carrots, couch grass roots, water chestnut, tomato, bean curd, water caltrop, lotus root, honey, and fresh seasonal vegetables and fruits: agaric, tremella, lily, laver, lotus seed, gorgon fruit, walnut, dark plum, sesame, etc.)



鼎瀚新中医
Ding Han New Chinese
Wellness Solutions

Fall Charities Events

Giving Tree – Stapling Party

Help prepare Giving Tree bags for delivery to donors!

We will have almost 10,000 bags to label with recipient information and shopping resources.

We need your help!
Come out with your colleagues, friends,

and family members to volunteer. Make an impact in just three hours of your time.

Date: Saturday, Oct 8
Morning session: 9 am - noon
Afternoon session: 1 - 4 pm
Location: CCS Pudong Center
Sign up [HERE](#) or email us at givingtree@communitycenter.cn



River of Hearts – Sorting Party

Help River of Hearts send donated items out to our partner charities all across China!

Bring your friends, family, and colleagues to spend three hours together helping prep our summer and fall donations to send out to communities in need.

Date: Saturday, Oct 15
Morning Session: 9:00 am – noon

Afternoon Session: 12:30 - 3:00 pm
Location: Concordia International School
Sign up [HERE](#) or email us at charity@communitycenter.cn



Community Center Shanghai
Connect, support and enable the international community to adapt and thrive in Shanghai

Save the Date for Community Center Shanghai's Annual Fundraising Gala!

Get ready for a night of enchantment and elegance at Community Center Shanghai's 2016 Annual Fundraising Gala. By attending the Gala, you will support Community Center Shanghai in continuing to provide quality programming events, classes, tours, counseling services, and charity initiatives for the international community. Gather friends and family to join us in this worthwhile event!

Date: Saturday, Nov 5
Time: 6 pm – midnight
Location:
Grand Hyatt Shanghai
Jin Mao Tower
88 Century Avenue, Pudong

Buy your tickets now!
Pre-sale pricing is 950 RMB/person until Monday, October 24.
Tickets are 1000 RMB/person starting October 25.

RSVP to gala@communitycenter.cn

Friday Market

Come to our Friday Markets where vendors offer high quality food products and services. From international fare, baked goods, take-away meals, beverages and more, Friday Market is how Community Center Shanghai supports entrepreneurs and small local businesses.

Minhang: Oct 14; Pudong: Oct 29th (Saturday)

Historic Shanghai Tours

Shanghai's architecture is rich with fascinating stories and people. Historic Shanghai will bring it to life in five walks through local neighbourhoods. Based on the newly published walking guide,

The Who's Who of the Where's Where of Old Shanghai, the authors will lead these tours, revealing the stories behind the buildings and the colorful characters who once lived, loved, and worked there.

Wukang Lu: Parasite lost and found – 25th of October

Counseling at Community Center Shanghai

CCS offers a team of more than a dozen professional counselors from various countries and cultures, providing services in multiple languages. Sessions are available during traditional business hours, evenings, and weekends at four counseling locations. If you find yourself or someone you care for in a position of need, please contact us.

You are not alone. We are here to help.

COUNSELING INQUIRIES

Carrie Jones, LCSW
136.3631.7474

Mon - Fri, 9 am - 5 pm
counseling@communitycenter.cn
www.communitycenter.cn/counseling

Community Center Shanghai Charities

Internationals in Shanghai can be isolated from the difficult daily realities many Chinese people face. Through Community Center Shanghai's (CCS) Charities, opportunities exist to have an especially rich and fulfilling experience while learning about and supporting others. Find out more about CCS's charity initiatives Giving Tree, River of Hearts, and Charity LINK at www.communitycenter.cn/charities.

Attending
Pitzer College
in Claremont, California

Double-majoring in
Environmental Analysis
and Biology

High School
SAT I Score: 2080
IB Score: 42

High School Interact Club Secretary,
High School Model United Nations
and Varsity Soccer

**I am
SCIS**

“Although the academic education which I received at SCIS was great, what makes this school so outstanding in my eyes is its community. Being part of such a diverse, unique, and open-minded group of individuals, including both students and staff, is what has helped me most in preparing for my future. I have been exposed to a wide variety of viewpoints throughout the three years I have spent at SCIS, and have learned from them to become a well-rounded individual. Essentially, studying at SCIS has given me a broader understanding of the world around me, not just its molecules and significant historical dates, but most importantly its people and their stories.”

– Melanie Venet

SCIS Class of 2016, attended SCIS Pudong Campus for three years.

SCIS is a truly international school. Our rigorous IB curriculum and excellent co-curricular opportunities promote high achievement. Our diverse community of over 60 nationalities and our caring environment promote future success. Visit us to discover for yourself the amazing SCIS community.



Tour our campuses by calling
86-21-6261-4338 ext. 1
www.scis-his.org



The art and science of education since 1996

HONGQIAO • PUDONG
NURSERY – GRADE 12



YEARS OF
COMMITMENT
TO THE
COMMUNITY

1996 – 2016