

# DragonNews

Fall 2022



- Meet your HIS Team
- HIS Jade Dragons 2022-2023
- First Days of School
- Approaches to Learning and Literacy
- After School Activities
- PAFA News

Hangzhou International School | An Inclusive IB World School

# Table of Contents

3	From the Director
4	Important Contacts
5	Meet your HIS Team
13	Meet the Jade Dragons 2022-2023
18	Bidding Farewell to 78 Dongxin Street
19	Lower School Mid-Autumn Festival Celebration
20	Welcome to the 2022-2023 School Year!
22	The Approaches to Learning in Grade 1
23	Grade 1 Loves Literacy!
24	Nursery Rhyme Time
26	Lower School Battle of the Books
27	Grade 5 Mandarin Poetry
28	Teaching Approaches in Grade 7
29	The Process of Science in Grade 6
30	Design Highlights
31	HIS Volleyball Dragon Nation
32	News from “The Wave”
34	Activities After School
35	Dragon Players Are Alive
36	Overnight Workshop
38	TOK Retreat
40	GLASS English Corner Project
42	PAFA News
44	The Development of Technology in Education



## FROM THE DIRECTOR

Dear HIS Community and Friends,

We welcome you all back in this edition of the HIS DragonNews, a quarterly communication that focuses on initiatives, celebrations and the joys of teaching and learning at HIS. In the first edition of DragonNews, we introduce our faculty and other 'Essentials' for the 2022-23 school year; our twenty-first year as the international school of choice in the wonderful city of Hangzhou.

With now over 785 students from over 50 nationalities enrolled at HIS, there is an increasingly wonderful diversity of language, culture, host-country heritage and international experience. This diversity is celebrated as we nurture a multicultural learning environment where students and teachers value the contributions of our different identities and backgrounds. In order for students to feel free to express themselves, develop their potential and engage in rigorous learning, a school must have a strong transition program that ultimately establishes a safe and supportive learning environment for all students. The HIS Transition Committee makes this a top priority given the diversity and transitory circumstances of many of our families. Even with all this diversity, HIS really *feels* like home for its teachers, parents, and students. At HIS, we celebrate what makes us unique as much as we value what brings us together. We work hard to appreciate both what makes us different and what makes us one. The result of these efforts is evident as soon as one enters our school. It is truly an exceptional experience to be a part of such a diverse center for community activity and involvement, and much of this should be credited to our PAFA volunteers, country ambassadors, and event coordinators.

Our focus in maintaining a strong caring community throughout our growth has also enabled HIS to continue expanding educational choices to its students. Our robust academic and extracurricular programs allow students of varying backgrounds and talents to further explore and develop their strengths as unique learners. In addition to a strong core academic program, we also expect our students to be musical and explore other visual and performing arts, to widen awareness and appreciation for the host country, and to develop an appreciation for fitness and health. We also believe that students need opportunities to give back and apply themselves to the wider community through service learning. While the unique and diverse learning environment within the safety of the school walls allows for students to develop their skills, take risks, and explore new concepts, it is important that they learn to apply these skills to the world outside those walls so they may become the problem solvers and leaders, not the contributors, to the global issues and concerns of our future. It is really a wonderful time to be at HIS, and a wonderful place to learn.

Again, we welcome the 2022-23 school year and congratulate our entire community for supporting a great start. Enjoy the Dragon News and GoooOOO Gold Dragons!

Jeffrey R. Stubbs  
Director of School





## IMPORTANT CONTACTS

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Vivian Wang	Upper School Secretary	<a href="mailto:vivianqwang@hisdragons.org.cn">vivianqwang@hisdragons.org.cn</a>
Flora Li	Lower School Secretary	<a href="mailto:floralil@hisdragons.org.cn">floralil@hisdragons.org.cn</a>
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Tracy Zhu	Transportation	<a href="mailto:tracyzhu@hisdragons.org.cn">tracyzhu@hisdragons.org.cn</a>





# FACULTY & STAFF

## ADMINISTRATORS



**Jeffry Stubbs**  
Superintendent



**Lynn Pendleton**  
Lower School Principal



**Cilla Giannopoulos**  
Lower School  
Vice-Principal and PYP  
Coordinator



**Aaron Ayers**  
Lower School  
Vice-Principal and  
Pastoral Care



**Fursey Gotuaco**  
Upper School Principal



**Monica Prieto**  
Upper School  
Vice-Principal and DP  
Coordinator



**Liam O'Shea**  
Upper School  
Vice-Principal and MYP  
Coordinator



**Andrea Stubbs**  
Director of Admissions  
and Community  
Relations



**Filipe Nogueira**  
Director of Athletics  
and Activities



**Danie de Beer**  
Director of  
Technology

## FACULTY



**Naty Bohorquez**  
Early Years



**Jackie Cloete**  
Early Years



**Maria Du Plessis**  
Early Years



**Ria Marais**  
Early Years



**Mafe Dutari**  
Pre-K



**Nina Grizzle**  
Pre-K



**Sarah Scanzoni**  
Pre-K and ECE Coordinator



**Ruan Cloete**  
Kinder



**Avital Kaplan**  
Kinder



**Valentina Khezasi**  
Kinder



**Michael Bosley**  
Grade 1



**Axel Soos**  
Grade 1



**Cat Wells**  
Grade 1



**Anita Fryer**  
Grade 2



**David Hatton**  
Grade 2



**Carolina Perdomo**  
Grade 2



**Emma John**  
Grade 2



**Carolina Perdomo**  
Grade 2



**Clare Bodfish**  
Grade 3



**Kristine Rivall**  
Grade 3



**Steven Stover**  
Grade 3



**Melissa Van  
Niekerk**  
Grade 3



**Martin Brader**  
Grade 4



**Jessie Xue**  
Grade 4



**David Young**  
Grade 4





**Clifford Green**  
Grade 5



**Kaitlin Hooper**  
Grade 5



**Erin Rocha**  
Grade 5



**Patrick Wells**  
Grade 5



**Caelyn Chen**  
Mandarin Language



**Joyce Chen**  
Mandarin Language



**Yanni Liu**  
Mandarin Language



**Melanie Lu**  
Mandarin Language



**Bella Mao**  
Mandarin Language



**May Peng**  
Mandarin Language



**Zoe Qin**  
Mandarin Language



**Andrea Shen**  
Mandarin Language



**Sunny Sun**  
Mandarin Language



**Lucia Wu**  
Mandarin Language



**Audrey Yu**  
Mandarin Language



**Zoey Yu**  
Mandarin Language



**Avery Zhang**  
Mandarin Language



**Lily Zhou**  
Mandarin Language



**Mia Zhou**  
Mandarin Language



**Julie Zhu**  
Mandarin Language





**Andrew Lawrence**  
EAL and Learning  
Support



**Reabetswe  
Maarohanye**  
EAL and Learning  
Support



**Laura Perez**  
EAL and Learning  
Support



**Paulo Miguel**  
EAL and Learning  
Support



**Abidjan Walker**  
EAL and Learning  
Support



**Ruth Viader**  
Counselor and Student  
Support Specialist



**Kylie Willoughby**  
Speech Therapist and  
EAL



**Tara Tidbury**  
Art



**Emlyn Majoos**  
Design Technology



**Ivy Zhang**  
ECE Bilingual Librarian



**Ana Maria Molina**  
ECE Rhythm and  
Movement



**Ingid Majoos**  
Library and Media



**Karlene Wong**  
Music



**Abbey Ehling**  
Performing Arts



**Carmelina Gabo**  
Physical Education and  
Health



**Young Soon Kelly**  
Physical Education and  
Health



**Natalio Liars**  
Aquatics Coordinator  
Aquatics Teacher



**Elaine Bailey**  
English Language and  
Literature



**Jake Barningham**  
English Language and  
Literature



**Dominique Bull**  
EAL and Learning  
Support



**Ryan Beddows**  
School Psychologist and  
Counselor



**Zach Callahan**  
Science



**Jamie Cattran**  
Physical Education and  
Health



**Ellie Caven**  
Performing Arts



**Anthony Cohen**  
English Language B



**Emer Cordoba**  
Music



**Kellys Dominguez**  
Spanish Language B



**Christopher  
Dougherty**  
Mathematics



**Paul Edwards**  
Mandarin Language B



**Aaron Foster**  
Science



**Katie Foster**  
Student Support  
Services and EAL



**Sara Freeman**  
Co-Librarian  
ARC Coordinator



**Robert Fryer**  
Design



**Anna Galuska**  
Science and  
Mathematics



**Matt Hamilton**  
English Language B



**Patrick Hendricks**  
Social Studies



**Richard Hobson**  
English Language and  
Literature



**Nichola  
Hollingsworth**  
Physical Education and  
Health



**Rhiannon Johnson**  
Visual Arts



**Jonathan Kelly**  
Design





**Eric Kent**  
English Language and  
Literature



**Kyle Kresge**  
Music



**Justine Kushner**  
Science



**Matthew Kushner**  
Mathematics



**Lily Lin**  
Mandarin Language and  
Literature



**Gregory Mazzeo**  
Science



**Janet McGifford**  
Visual Arts



**Tia Moen**  
Performing Arts



**Zachary Ober**  
Social Studies



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Mathematics



**David Shick**  
Mathematics



**Daniel Spinks**  
Social Studies



**Terry Strombeck**  
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Music



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**Matthew Worley**  
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**Cocoa Wu**  
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Mandarin Language B





**Gillian Wu**  
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**Claire Ying**  
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Teaching and Learning  
Assistant



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Teaching and Learning  
Assistant



**Alpha Shen**  
Teaching and Learning  
Assistant



**Tracy Sun**  
Teaching and Learning  
Assistant



**Nicole Wang**  
Teaching and Learning  
Assistant



**Jenny Xie**  
Teaching and Learning  
Assistant



**Emma Zhong**  
Teaching and Learning  
Assistant



**Anna Chen**  
ECE Rhythm and  
Movement Assistant



**Canny Shi**  
Student Support  
Specialist Assistant



**Amy Xu**  
Library Assistant



**Aubrey Yao**  
Student Support  
Specialist Assistant



**Sissie Zhang**  
Art Assistant



**Zoe Zhou**  
Music Assistant



**Ruyi Fu**  
PE and Aquatics  
Assistant



**Kiki Hu**  
PE and Aquatics  
Assistant



**Summer Pang**  
Science Lab Assistant



**Donal Sha**  
PE and Aquatics  
Assistant



**Zhipeng Xu**  
PE and Aquatics  
Assistant



**Sam Zhang**  
Student Support  
Assistant

## OFFICE STAFF



**Peggy Qi Pan**  
Secretary to the  
Superintendent



**Kerri Liang**  
Admissions Secretary



**Lily Fan**  
ECE Secretary



**Flora Li**  
Lower School Secretary



**Vivian Wang**  
Upper School Secretary



**Tracy Zhu**  
Transportation



**Diego Zhang**  
Systems Specialist



**Jacob Zhang**  
Technology Assistant



**Fred Ling**  
Technology Assistant



**Ping Li**  
School Nurse



**Jennifer Pan**  
School Nurse



**Mandy Lai**  
School Nurse

# MEET THE NEW 2022-2023 JADE DRAGONS



Jade Dragons are students who have been longstanding members of the HIS Community for 8 or more years.

Jade Dragons have earned this special recognition through their many years with us, and the contributions and achievements they have made during this time. Congratulations!

## CLASS OF 2023

**Kai-Nan (Kevin) Zhang**  
Grade 12  
HIS Dragon since  
Grade 4



**Ho-Jun (Jayden) Hwan**  
Grade 9  
HIS Dragon since  
Grade 2



## CLASS OF 2026

**Yi-Jun (Elaine) Lu**  
Grade 9  
HIS Dragon since  
Grade 4





## Jade Dragons 2022-2023

### CLASS OF 2027



**Ming-Yu Ethan Fu**  
Grade 8  
HIS Dragon since  
Grade 1



**Seo-Woo (Rhema) Hong**  
Grade 8  
HIS Dragon since  
Grade 1



**Tsz-Hang Colin Hsu**  
Grade 8  
HIS Dragon since  
Grade 1



### CLASS OF 2028



**Yi-Ran (Miranda) Hong**  
Grade 7  
HIS Dragon since  
Kinder



# Once a Dragon...

## Jade Dragons 2022-2023



**Shu-Ming Angel Li**  
Grade 8  
HIS Dragon since  
Grade 1



**Yu-Xuan David Lou**  
Grade 8  
HIS Dragon since  
Grade 1



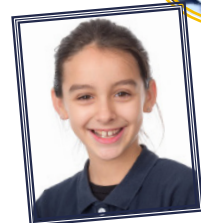
**Hugo Simon**  
Grade 8  
HIS Dragon since  
Grade 1



**Tiger Lu**  
Grade 7  
HIS Dragon since  
Kinder



**Camille Yulzari**  
Grade 7  
HIS Dragon since  
Kinder



**Yeuk-Ham (Zoe) Wang**  
Grade 7  
HIS Dragon since  
Kinder



# always a Dragon!

## Jade Dragons 2022-2023

### CLASS OF 2029



**Seo-In Hong**  
Grade 6  
HIS Dragon since  
Pre-K



**Yi-Cheng (Eason) Yu**  
Grade 6  
HIS Dragon since  
Pre-K



**Li-Lian Huang**  
Grade 6  
HIS Dragon since  
Pre-K



**Can-Ran (Simon) Zhang**  
Grade 6  
HIS Dragon since  
Pre-K



### CLASS OF 2030



**Xing-Chen Dong**  
Grade 5  
HIS Dragon since  
Early Years 2



**Xin-Yi (Luna) Jiang**  
Grade 5  
HIS Dragon since  
Early Years 2



**Jessica Kai Wing Tsoi**  
Grade 5  
HIS Dragon since  
Early Years 2



**Yi-Jun Amanda Wu**  
Grade 5  
HIS Dragon since  
Early Years 2



**Zi-Xi Tiffany Yang**  
Grade 5  
HIS Dragon since  
Early Years 2





# Jade Dragons 2022-2023



**Hye-Jun (Elly) Hwang**  
Grade 6  
HIS Dragon since  
Pre-K



**Ryan Jiang**  
Grade 6  
HIS Dragon since  
Pre-K



**Jun-Hui Tony Wu**  
Grade 6  
HIS Dragon since  
Pre-aK



**Zi-Lan Cici Zheng**  
Grade 6  
HIS Dragon since  
Pre-K



**Shao-Wei Avery Lee**  
Grade 5  
HIS Dragon since  
Early Years 2



**Ze-Ren (Andy) Li**  
Grade 5  
HIS Dragon since  
Early Years 2



**Yu-Ze William Lou**  
Grade 5  
HIS Dragon since  
Early Years 2



## CLASS OF 2031



**Chak-Yu Beck Mi**  
Grade 4  
HIS Dragon since  
EY 1





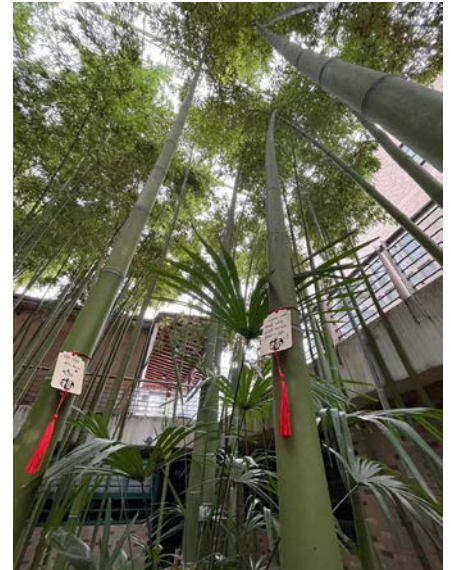
## Bidding Farewell to 78 Dongxin Street

On Sunday, August 28, HIS Dongxin campus was open to students, parents, faculty, alums, and staff to reminisce on their favorite memories at HIS. Everyone was invited to write a farewell note on a blessing tag and place it at our dearest Bamboo Forest.

78 Dongxin Street was the home of the HIS Golden Dragons for 20 years, and it will stay in the Dragons' hearts forever. The Bamboo Forest was part of many of our memories, and to continue with new ones, we took some of the baby bamboo shoots from the old campus to start a new forest at the new campus. The story continues!

As our Superintendent, Mr. Stubbs says, "Schools are not about buildings; they are about all the people who build a great community there."

HIS is grateful and proud to have your support throughout our journey to excellence. Let's continue to thrive as a community with a strong HIS spirit in the coming years!





## Lower School Mid-Autumn Festival Celebration

With over 3,000 years of history, Mid-Autumn Festival is one of China's oldest and most important festivals. A harvest festival is observed in autumn to express gratitude to the moon. Throughout history, Mid-Autumn Festival has taken on many meanings, including families gathering and praying for good health.

At HIS to better understand and celebrate the Mid-Autumn Festival, the students in this week's Chinese class listened to traditional stories and read relevant books with beautiful illustrations. In addition, they did art activities, guessed lantern riddles, and created interactive books.

Through the activities, the students learned about the origins, customs, and ways of celebrating during this festival. To showcase what they learned, teachers and students organized a Mid-Autumn Fair highlighting unique handicrafts and moon cake boxes accompanied by promotional posters created at home.





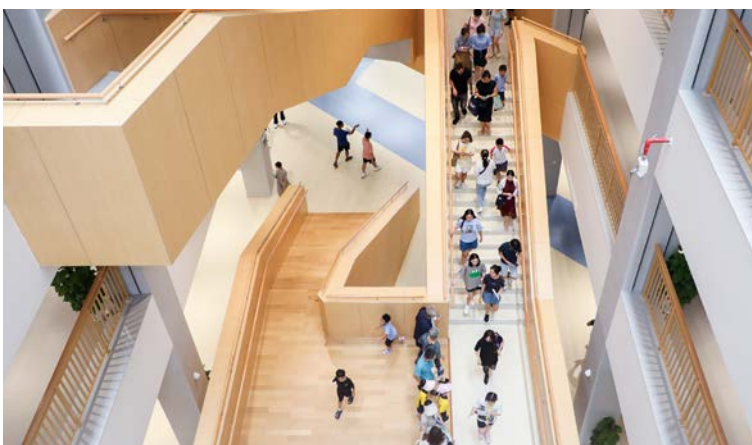
## Welcome to the 2022-2023 School Year!



The beginning of the school year was a chance to reconnect and share our summer memories. We discovered how much the students had grown and saw the excitement when students met new friends and reunited with old ones.

The start of the school year was a special one for the community. We were not only celebrating the 20th birthday of HIS, but we were also celebrating the opening of the new campus, "The House of the Dragons"!

We started with an Orientation Day full of returning members of the community guiding and welcoming the new families. Then, we had our first assembly of the year, led by the traditional Dragon and Lion dance at the theater. Finally, the faculty, students, and parents explored the new facilities while making new friends!









## The Approaches to Learning in Grade 1



Cat Wells  
Lower School  
Grade 1  
Teacher

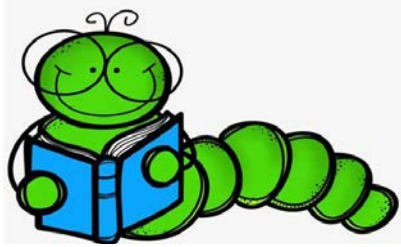
Central to learning in G1 is creating a safe, caring, and supportive environment. For our students to excel and be more ready, we must equip them with social and emotional skills, not just literacy, numeracy, or other academic skills. Working together to develop student's social and emotional skills leads to the development of vital skills for success in school work and life. For the "How we Learn" year-long unit of inquiry, the G1 students are exploring the IB approaches to learning (ATLs), namely communication skills, research skills, self-management, social skills, thinking skills, and the different sub-skills. Social and emotional learning is connected to social skills and self-management skills. The benefits of social and emotional include the following:

- Addressing everyone's well-being
- Ensuring that everyone is successful and feels valued
- Enhancing student learning
- Applying life skills
- Showing empathy, understanding, and appreciation for others
- Reducing stress, anxiety, and depression
- Avoiding conflict with others
- Establishing positive relationships
- Promoting learner agency



Students have identified how they feel and how important it is to develop calm-down strategies for those times when they need a break, including watching a lava lamp, using a breathing ball, reading books, and using timers, among other things. These self-management skills help students manage themselves and their spaces effectively. We also modeled the idea of consent and how it is crucial to be able to say 'no' and to listen to others when they say it. These essential social skills are used daily in school, and it is wonderful to see students gaining confidence and exercising their agency in such ways!

## Grade I Loves Literacy!



*Michael Bosley  
Lower School  
Grade 1  
Teacher*

Of course, reading is essential no matter your age, but one of the most important things for lower primary teachers is imparting a love for literacy to their students.

So far this year in G1C, we have devoured more than 70 titles. We have read books about the first days of school, including one, "Don't Eat the Teacher!" that I have shared with each group I have taught in my 22 years as an educator. We have also studied ABC and number storybooks and publications about shapes and colors.



Our class has perused works to help us understand the first two Units of Inquiry, starting on "Who We Are" through the lens of "How We Learn" and moving into "How We Organize Ourselves," with a focus on forces and motion. We also explored books that inspired us to write our class's essential agreement.

We are currently reading many titles about fall, October, pumpkins, and Halloween. In addition to our daily story read-aloud, we revisit 'Old Favorites' on Fridays.

This routine affords the children chances to choose storybooks already heard that they would like to read another time. It also allows us to enjoy books again while digging deeper into fluency and tone, new vocabulary words, and overlooked details in the pictures.

If you want to hear a good story, please stop by G1C sometime; we would thoroughly enjoy sharing our love of literacy with everyone!



## Nursery Rhyme Time : Speech, Language and Literacy Development



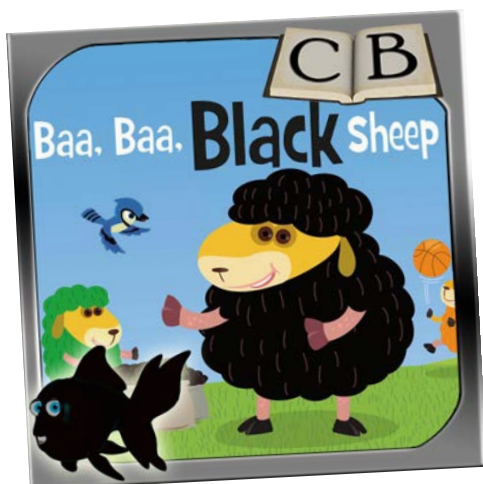
Kylie Willoughby  
Speech and Language  
Therapist  
EAL

*“Research reveals that there is a link between nursery rhyme knowledge and future success in reading, writing, and spelling” - Nursery Rhymes Knowledge and Phonological awareness in Preschool Children, Laurie J. Harper.*

If you ask the students who participated in the nursery rhyme CCA what they learned, you may get answers such as “made a sheep”, “I had fun”, “we sang songs”, “I colored in”. But there is so much more deep language and literacy learning occurring for our enthusiastic group! Nursery rhymes are traditional songs for young children that are used throughout many English-speaking countries.

There are multiple ways in which nursery rhymes can foster language and foundational literacy skills for English language learners. Let's explore some of these now using the 'Baa Baa Black Sheep' rhyme as our example:

- **Rhyming words:** The students noticed that the words “wool” and “full” sounded the same at the end even though they are spelt differently. On the other hand, “dame” and “lane” nearly sound the same at the end. The children were ‘sound detectives’ using their listening skills to notice these patterns. Being able to identify rhyming patterns in words is an important sound awareness skill that along with other skills is linked with literacy success. Using nursery rhymes, students can ‘hear’ that the words sound the same at the end, and ‘see’ how this can be represented in the written form e.g. spout/out, diddle/fiddle, hickory/dickory, Jill/hill, hog/jog.



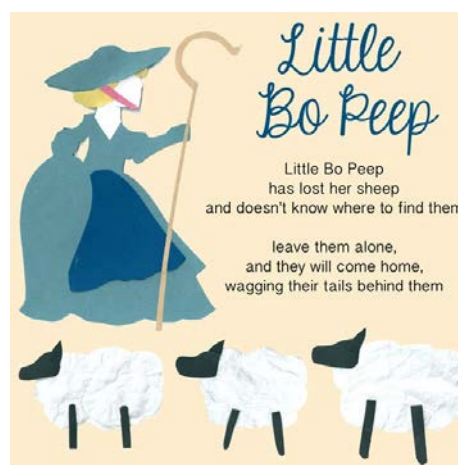
- **Visualizing:** Let's think what ‘three bags full of wool looks like’ – can you draw that. Nursery rhymes lend themselves to ‘visualization’ and being able to form a picture in the young learner’s mind of what this might look like to them. This skill is also considered important for reading comprehension and nursery rhymes is a great place to develop this ability.
- **Repetition:** The lines within nursery rhymes are repetitive, this isn't a co-incidence. The repetitive nature of nursery rhymes is what allows children to build their auditory memory for the words and build patterns of language. In this lesson the children listened to the song multiple times, they sang the song themselves, we read the book, we saw the words written on the whiteboard – repetition, repetition, repetition!
- **Alliteration:** Baa Baa Black sheep is an example of alliteration, where the /b/ sound is repeated. This skill and others like it known as sound awareness / phonological awareness are linked with later literacy success.
- **Sentence completion:** Children have the opportunity to add the word to complete the line in the song e.g. “Baa Baa Black.....” (sheep), “Have you any .....” (wool). This allows them to formulate sentences, use vocabulary, and focus on word order (syntax) and grammar, while supporting the ‘language load’ of the activity for those in the learning stages of knowing all the lyrics.
- **Speech Sound Development:** Nursery rhymes include multiple opportunities for early speech sound development. This allows the child to practice the sounds of English. Children are learning how to make these sounds - where their lips, teeth, tongue need to be physically. Children are also learning what air flow is required and the ‘voice on’ vs. ‘voice off’ qualities required to create these sounds. Did you know there are 42-44 sounds in English (researchers can't quite agree which number is correct). Nursery rhymes provide a wonderful and fun opportunity to practice making speech sounds!



## backed by Evidence-Based Research.



- **Vocabulary Booster:** Nursery rhymes are perfect for building vocabulary. The children can learn many words: sheep, wool, bags and boost their existing vocabulary e.g., lane is like a small road/pathway. Some vocabulary in nursery rhymes is now considered 'old fashioned', however exploring these terms and replacing them with today's modern language e.g., "fleece" (wool), "dame" (lady), "pail" (bucket) is yet another vocabulary learning opportunity.
- **Links to the Child's Own Experiences:** "Have you ever seen or patted a sheep?" – there were an array of answers with some students having patted a sheep on holiday, others had seen a sheep at the mall, others had seen a sheep in a picture book or on the computer. Linking the nursery rhyme lyrics to the learners' own experiences bridges the gap between the nursery rhyme and the learner's own world. Making connections in this way supports understanding and is a skill good readers use so they can build a mental picture of the events in the story.
- **Creativity:** Towards the end of the Baa Baa Black Sheep lesson some students started using the language patterns to make up 'silly' versions, and make their peers laugh! There were lots of examples including: "Baa Baa Sick Sheep" and "Baa Baa Black Duck". The children are using the language pattern to explore other possibilities while maintaining the syntax or word order.
- **Social Opportunities:** The children are able to practice the skills of taking-turns, shared enjoyment, humor, sharing resources, listening, and responding to others. These are age-appropriate examples of communication skills that link with the communication aspects of the IB learner profile.
- **Voice:** Students are practicing skills such as prosody, volume, intonation – these are all key skills used in communicating where we use variations in loudness, syllable stress, pause and rhythm and melody to present information. These skills form part of being an effective communicator.
- **Links to Print:** Modelling which way up to hold a book, that print is read from left to right, that words hold meaning, that words and print are organized in a certain way, drawing our attention to certain letters and linking these to their corresponding sounds e.g. 'sh' makes the "shhhh" sound in the word 'sheep'. Again, these skills are linked to literacy as these are the book handling skills, directionality skills, print awareness and phonemic skills we need learners to develop in order to become competent in literacy.
- **Act it Out:** Many nursery rhymes lend themselves to being 'acted out'. Take for example 'Incy wincy spider' where hands can be used to perform the actions of the spider. These opportunities link language to movement, reinforcing the language learning experience with fine and gross motor movement opportunities. It also enhances opportunities for comprehension, oral language, sequencing the events in the lyrics, and building meaning through re-telling the story both physically and verbally.



While on the surface it may just look like 'fun and games', when we dig deeper, this is language and literacy learning in action. Nursery rhymes have been in known existence for the past 700 years and now we know why!

## Battle of the Books



*Ingrid Majoos  
Lower School  
Library and Media*

The Lower School Library is always a hub of activity. Each class from Grade 1 through Grade 5 has a weekly checkout time, where students can check out up to 3 books. In addition, students are encouraged to visit the library as frequently as desired to exchange books, even on days when they do not have scheduled library time. We check in and out over a thousand books per week. Checking out of books is part of our daily routine, but one of our most fun activities, which has been hosted in the library for a couple of years now, is the Battle of the Books initiative for grade 3-5 students!



Have you ever heard of March Madness? That is a college basketball event that sees different teams compete against each other. Battle of the Books follows a similar system. First, 12 books were selected from the list of Panda Award Nominees with differing cultural perspectives. Second, students are encouraged to read the books; once they have finished reading, they need to complete a quiz about the book. They love this because they get to scan the quiz QR code and fill in a form. The students must answer a certain number of questions correctly to pass, and they need to read at least 5 of the books to progress to the next stage of the program. They also get their photo on the Battle of the Books wall of fame for the completed five books.



**Battle of the Books 1<sup>st</sup> Semester 2022-2023**

**Grade 3-5**

How many books have you read? Don't forget to do the quiz!		Starts now. Prediction week is end of November! GOOD LUCK!! 	

Read at least **5 books**, do the **5 quizzes** (get 3 out of 5 questions correct for each quiz) and then you can join the voting rounds!

Once the reading weeks are over, the students who have read at least five books can enter the prediction week, where they need to guess which books will ultimately outshine others and which book they think will come out on top! The students enjoy the prediction process and then get to vote each week as the competition progresses.

We have had significant participation again this year and hope to build on the initiative every year. Students can win prizes for reading all the books and, of course, if they predict the winners correctly. The program gets students talking about books, they use their tech skills to complete the quizzes, and they need to reflect and think carefully about which book they think will win the competition. Keep an eye out for another round of Battle of the Books in semester 2!

## Grade 5 Mandarin Poetry Reading Performances



Lily Zhou  
Lower School  
Mandarin Language  
Teacher

This quarter the grade 5 Mandarin students learned about poetry. After learning classic poetry from ancient times to the present and from west-to-east styles, we studied:

- *How to read poetry?*
- *How to understand poetry?*
- *What are the different ways people recite poetry?*
- *How to write poetry?*
- *How to express your feelings and thoughts with written words?*

Then, students started to create their own poetry collections and prepared their poetry pieces performances. They used music to accompany the pieces, practice reading aloud with their project partners, showed enthusiasm and commitment, and sometimes practiced after school hours.

On the day of the final performance at The Black Box, they showed up well-prepared, wore traditional Chinese outfits or formal attire, had big smiles and confidence, and read their poems with emotion.

You can watch the performances by following this link:  
<https://his-china.school365.org.cn/live/watch?id=93&status=1>





## Teaching Approaches in Grade 7



*Anna Galuszka*  
*Upper School*  
*Science and Mathematics*  
*Teacher*



Building a lesson on comprehension is the key element for students to learn new concepts and language. According to Krashen's comprehensible input theory, teachers must create conditions in which students can understand the learning content (Peregoy & Boyle, 2013). Teachers can support the comprehension of the new language through meaningful contexts, such as using pictures and models. Additionally, hands-on, experimental learning in which students interact and manipulate their environment, connecting to student life and experiences, will build on understanding and previous knowledge (Walqui, 2006). Finally, the research emphasizes the crucial role of group discussion in promoting students' conceptual understanding and learning (Peregoy & Boyle, 2013).

Teaching in Grade 7 Science has been based on these approaches. To develop their explanations of the phenomena of photosynthesis and the flow of energy and matter, students made their own ecospheres. The ecospheres model triggered students to ask questions such as: "Can organisms in the sealed environment survive? How is it possible? How does an ecosphere work?" To answer these questions, students conducted macro and micro-observations of their models. They analyzed water samples from ecospheres using microscopes. Students were excited to see Paramecium, Chlorella, worms, and snails thriving in the ecospheres. While observing, students participated in the discussions to develop their conclusions.



When studying interdependent relationships in ecosystems, the students worked in pairs to build food webs based on the descriptions and pictures. Students were given the Yangtze River food web, an example from China where students have been living and studying was chosen to tap into students' prior knowledge. Students happily discovered that their new topic, the relationship among organisms in the ecosystem, was easy to understand because they were already familiar with Yangtze River species, such as the Chinese Grass Carp, Yangtze River Dolphin, or Mud crab. Therefore, engaging, meaningful, and purposeful pair or group tasks foster communication that triggers students' language and learning development.



Peregoy, S. & Boyle, O. (2013). *Reading, writing, & learning in ESL: A resource book for K-12 Teachers* (6th edition). New York: Pearson Education, Inc.  
Walqui, A. (2006). *Scaffolding Instruction for English Language Learners: A Conceptual Framework*. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.

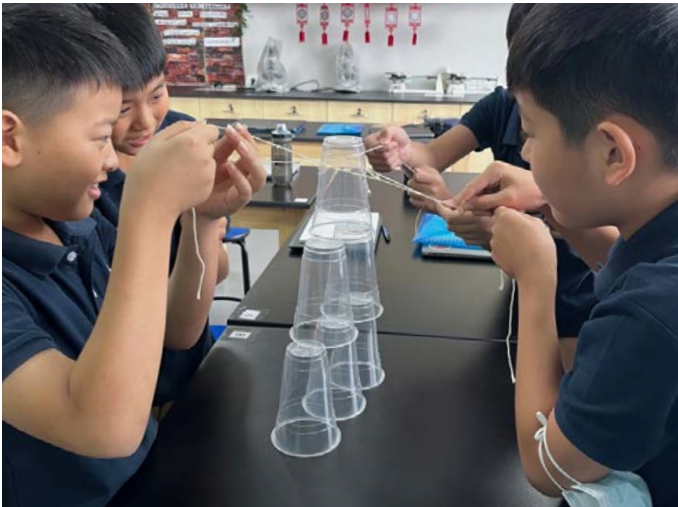
## The Process of Science in Grade 6



### The Scientific Method



*Yu-Han (Allie) Chiu*  
Upper School  
MYP Grade 6  
Student

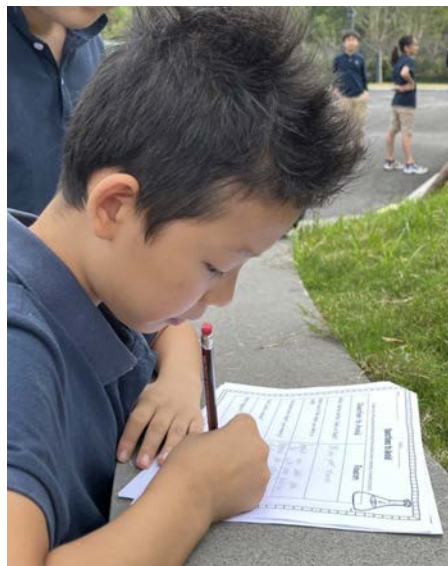
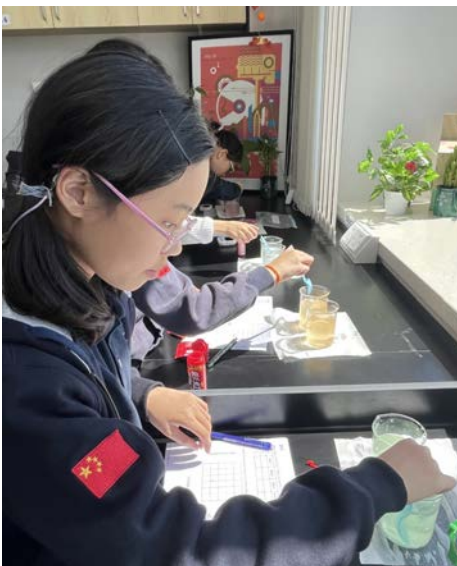


Throughout our first Science unit: "The Process of Science," we have been studying the scientific method (our research question, hypothesis, experiment procedure, data analysis, and conclusions) and used our results from an experiment we conducted about how various surfaces absorb sunlight. We laughed throughout the trials outdoors.

We learned how to utilize numerous tools and lab safety basics correctly. In addition, skills such as self-management and communication will assist us through the current Science unit. However, cooperation means just as much to scientists as knowledge does, so we conducted a "Cup Challenge" during class to help us understand how scientists need to cooperate.



At the end of the unit, we will be graded on Criteria B (inquiring and designing a lab) and C (processing and evaluating a lab) for our Summative assessment, which is the "Skittle candy" lab. We are dissolving Skittles in different water temperatures and individually collecting data to accomplish an independent experiment. We all enjoyed the experiment and had a lot of fun while the sweet smell of Skittles filled the room.





## Design Highlights (Criteria B ) Design Ideas

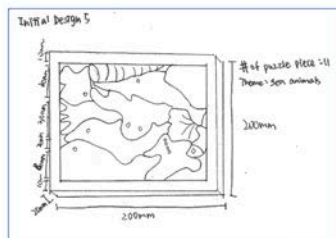


Jonathan Kelly  
Upper School  
Design  
Teacher

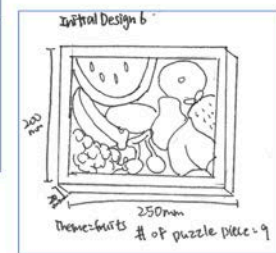
In Criteria B, Design Ideas, students are encouraged to show Creative Ideas, including specifications/design ideas, finalized products, and technical drawings.

Highlights below have been provided by YangSunny Weng, a student in Grade 9.

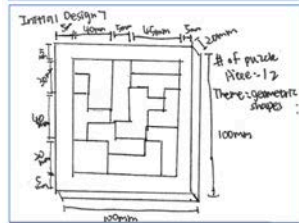
Puzzles can be spined to form different shapes. It incorporates the theme of geography. Use real-life color



Initial design 5: The design displays a puzzle board (rectangular prism) with puzzles in the theme of sea animals. Use real-life color



6: The design Initial theme of fruits. Use real-life color

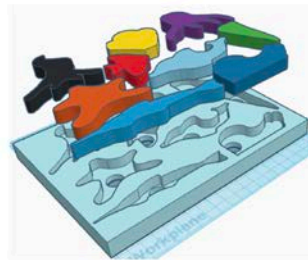
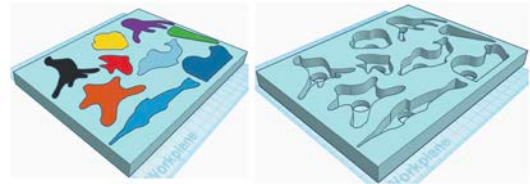


7:

The design displays a puzzle board (rectangular prism) with puzzles in irregular geometric shapes. Use bright attracting colors.

Initial design 8: The design displays a standing puzzle board (triangular prism) with puzzle pieces on a standing stick connected to an oval base. The puzzles can be spined to form different shapes on 3 sides.

II Presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification

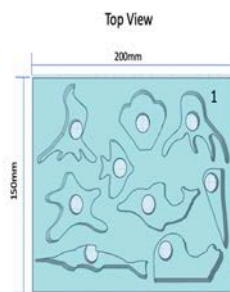


### Justification of the chosen design:

After comparing all my designs Appendix 2 through different aspects (function, safety, environmentally friendliness, aesthetics, target audience), I have decided on this design over the others to promote learning development of children at the age of 6-7. This design was enhanced after recognizing the disadvantages. I have chosen this design because it meets the success criteria for this project. This could be looked through these aspects.

### Planning Diagram:

Part No	Description	Finish	Material	Dimension
1	Puzzle Board	Polish	PLA Filament	200x250x15mm
2	Squid	Natural	PLA Filament	60x60.2x10mm
3	Shell	Natural	PLA Filament	60x60x10mm
4	Octopus	Natural	PLA Filament	54x60x10mm
5	Seahorse	Natural	PLA Filament	50.2x73.2x10mm
6	Fish	Natural	PLA Filament	48.6x48x10mm
7	Dolphin	Natural	PLA Filament	42.8x60x10mm
8	Shark	Natural	PLA Filament	29.6x113.2x10mm
9	Whale	Natural	PLA Filament	43.8x60x10mm
10	Conch	Natural	PLA Filament	70.6x37.4x10mm



Top View

200mm

150mm

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## HIS Volleyball Dragon Nation



*Jamie Cattran*  
*Upper School*  
*Physical Education*  
*and Health*  
*Teacher*

As coaches, we could not be prouder of the commitment and dedication of our student-athletes. The Boy's and Girl's teams have had high attendance in all our practices, with students showing up with a positive mindset and great attitude.

Many students are coming in for extra sessions to focus on improving their technical skills. The Varsity teams started the season with two wins over CIS and Kings College. All the support of the parents, teachers, and students at the games has contributed to the Friday Night Lights atmosphere, and we are grateful to have such a rocking cheering section. The varsity teams are peaking at the right time, with the HISAC tournament and ACAMIS Invitational in Nanjing around the corner. The Junior Varsity players are also integral to the future success of our program. They have shown passion and significant improvements throughout their practices and are preparing for their upcoming match. Their perseverance exemplifies what it means to be a Dragon.





## News from “The Wave”



*Natalio Liares  
Aquatics Coordinator  
and Aquatics Teacher*

Hangzhou International School is delighted to have over 160 Golden Dragons swim team members this semester. This year, the team comprises five squads (Gold, Pre-Gold, Silver, Bronze, Blue) and the addition of the Tadpoles Squad, a learn-to-swim Program.

Practice varies from a morning swim to an afternoon swim practice or dryland training session. The focus is to provide the student-athlete with the proper skills and fundamentals to develop them for the next level of participation.

This year the team will participate in Hangzhou International School Athletics Conference (HISAC) against Hangzhou-based international schools, Shanghai Swim League (SSL), Association of China and Mongolia International School (ACAMIS) Junior/Senior Championships.



The HIS Golden Dragons swim team's training facility, The Wave, is a brand new 25-meter indoor swimming pool equipped with high-quality training and competition facilities and spectator viewing areas. The facility is climate-controlled and is intended to provide enhanced comfort conditions at all times of the year for the swimmers, with well-maintained water chemistry for optimal water quality. In addition, by creating a learn-to-swim space with platforms, the instructors and coaches will have better swim lesson delivery and confidence in Early Years.



HIS partnered with Jeff Ellis Swimming (JES) this year for the swim lesson program. The swim coaches and instructors are in the process of getting JES-certified swim instructors who are also lifeguards who will teach children the swimming skills that build self-confidence in and out of the water. HIS is also an authorized International Lifeguard Training Program (ILTP) training center and provider for Jeff Ellis and Associates (E&A) Safety and Health courses.

The Aquatics department is working hard on building a swimming community at HIS and believes swimming is a lifelong sport. Rest assured that the children's safety is the priority during every swim lesson. Therefore, all the swim lesson instructors have been trained and certified in every child's specific swim lesson level. The swim coaches and instructors recognize the importance of this task and will work diligently with every child to help them succeed.





As a new Aquatics Coordinator, I will lead the aquatics program with a team of three full-time and three part-time coaches. The program has been designed with one mission in mind, keeping the students safe, engaged, and active. The Aquatics department is pleased to have assembled a wide array of opportunities to provide balance to the Academic day. More swim opportunities are spaced across the year to give access to all age groups.

Aquatics program offered at HIS:

- Swim Team
- Gold, Pre-Gold, Silver, Bronze, and Blue Squad
- PE Curriculum – From the Early Years to Grade 10, 732 students will go through the swim PE curriculum
- Water Awareness and Safety (Early Years)
- Stroke Development and Water Safety (Lower School)
- Stroke Refinement with Snorkeling, Kayaking/ SUP, Water Sports (Middle School)
- Skill Proficiency with Jr. Lifeguarding and Lifeguarding Certification (High School)



After School

- Swim Team
- Tadpoles - Learn to Swim Program
- Water polo
- Discover Snorkeling
- Bubble Maker - Scuba diving
- Lifeguarding Training
- Safety and Health Courses

In-service Training:

- Safety Training for Swim Coaches
- Faculty and Staff First-aid/CPR/AED Training





## Activities After School

The first CCA (Co-Curricular Activities) session started last week!

After School Activities at HIS are Dragon Fun Time! From Monday to Friday students explore and enjoy diverse activities inside and outside the campus.

Hangzhou International School offers a range of athletic, creative, and performing arts activities. Students from Kinder to Grade 12 can discover and grow passions while developing skills, making new friends, and learning how to organize their time to have a well-balanced life.



With a passionate faculty always eager to share their skills, knowledge, experience, and passions with the students, and a third-party professional, well-known, and experienced team, the students look forward to every day "Dragon Fun Time"!





# Dragon Players Are Alive in the Upper School Performing Arts!

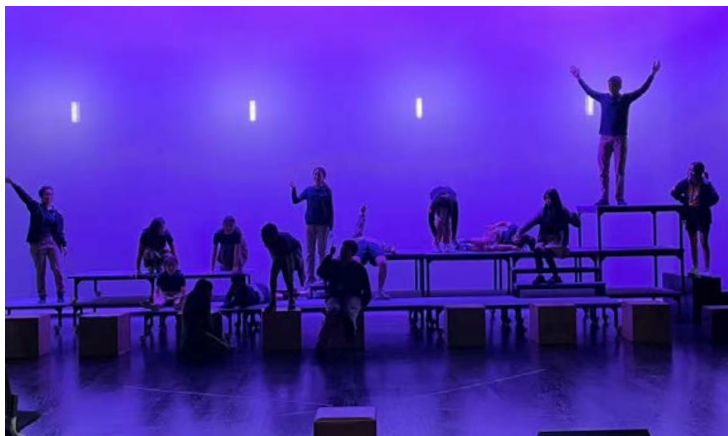
## THE ORPHAN TRAIN



*Tia Moen  
Upper School  
Drama  
Teacher*

Since the school year began, drama classes have focused on tableaux, telling stories through pictures. After-school drama has focused on bringing those skills to life in HIS's beautiful new theatre.

We are excited to use the new theatre as we bring to life our Fall production, *The Orphan Train*, written by Aurand Harris. The production will stage on November 11 and 12. The story is based on a collection of short historical pieces dating back to 1914 America. It was a time when the streets and orphanages of New York City were overcrowded with homeless children. These children were swept up off the streets and put onto trains to venture across the country in hopes of finding a new home. Some did, and some did not. 40 students in grades 6-10 have come together to tell their stories.



We will showcase the actors and technicians through costumes, lights, and sound. Students will have an opportunity to be a part of this live production as they prepare to bring a musical to life in the spring.

Don't forget to save the dates! November 11 and 12!!





## Overnight Workshop - Getting Ready for Seussical the Musical!



*Abbey Ehling  
Lower School  
Performing Arts  
Teacher*

Grade 3-5 students had an unforgettable time at the Seussical Musical Overnight Workshop. We were able to spend time rehearsing and creating pieces for our musical while also developing our performing arts skills. We bonded as a cast and crew, deepening our understanding during this productive time together singing, dancing, acting and creating!



### Rehearsal

Working hard and playing hard! The children are all worked well together, enjoyed a big dinner, and were able to spend some choice time relaxing and playing together in the lower school field!

### Vocal Warm Up

An important part of performing is learning to warm up our bodies and voices to prepare for singing and dancing. Our vocal warmup today allowed us to practice breathing strategies for supported singing. This allowed us to not only warm up our voices and practice pitches but also listen to each other and sing in 3 part harmony!



### "A person's a person no matter how small"

For our last activity of the night, we watched "Horton hears a Who!" While watching it, some of our students decided to join our backstage magic group in the making of props for the Seussical. Amazing teamwork!



# Seussical The Musical!

## Sleep Over!

After dinner, cake, and a movie, students snuggled up with their blankets, pillows, books, and friends for a good night sleep. They brushed their teeth and washed their faces. Teachers played soft music and had nightlights for each room of students as they slowly drifted off to dream land.



## Good morning!

After morning yoga and packing up their belongings, students went down to the cafeteria for breakfast. Students enjoyed egg sandwiches, croissants, sausage bread, banana, apples, yogurt, and juice for their breakfast. After eating their fill, student separated into their three divisions for another productive session preparing for the musical.





## IB Diploma Programme TOK Retreat 2022



*Terry Strombeck  
Upper School  
Social Studies  
Teacher*



On October 21 to 23, the Grades 11 and 12 students went on a TOK retreat to the Qiandaohu resort area. The retreat's purpose was to focus on reinforcing and applying skills and theories learned in the Theory of Knowledge (TOK) classes. TOK is a 2-year course that centers around questions about what knowledge is, how knowledge is gained and what problems there might be with claiming to 'know.' With this concept in mind, students explored various knowledge topics through multiple activities. These activities included finding truths and lies, a speed-sharing event, analyzing cartoons, finding patterns in objects, and experimenting with 'magic milk.'

Most of the learning activities gave the opportunity to mix the two grades to share experiences and insights. Other activities allowed each grade to share their own TOK experiences since they are on different learning timelines. For example, Grade 12 students took time to work on organizing their final exam essay responses and then shared their ideas with the entire group. Grade 11 students then demonstrated analytical skills by exploring knowledge issues found in cartoons and presenting their ideas through short skits.

TOK is often thought of as a class that is easy to attend but a subject that is difficult to understand fully. Knowledge can often be complicated. However, once there is a deeper understanding of TOK ideas and how subject skills can be used, students find that TOK is one class that seems to have universal daily application. This retreat allowed students to focus on and appreciate the ideas learned in this exciting course by taking time away from campus.









## GLASS English Corner Project



Lydia Yichen Yu  
Grade 7  
MYP Student

Since our new dog awareness foundation started last Spring 2022, we have conducted various activities to raise money and to raise awareness to help the dogs in need, particularly dogs in the Anji Dog Shelter.



To be able to fundraise to donate food and medicines last January and last October, we started the project "Community English Corner".

The Community English Corner was a program to help children improve their English Language skills while raising money and awareness to help stray dogs. It took place from Monday-Friday, from 3:00 PM to 4:00 PM for two weeks last summer.

We did activities such as spelling bee, trivia, bingo, and charades. Each day there was a different leader, who made the games and oversaw everything. The captains lead a team of members to participate in the games, and if they win, they earned prizes. We charged 30 RMB per child per day. The program was very welcomed in the community. After the two weeks, we reflected and shared our thoughts.

*"I feel like the English Corner sessions went well, but certain children who were not as good at English as others were sometimes left out. Also, the organization was a little bit confusing, and we often kept doing the same activities, and many people did not do much planning. I think it could have gone better, especially for our second time doing this, and I also believe that the whole thing was a bit expensive, at 150 yuan for five days".*

- Leshan Gordon Zhang, Grade 6, MYP Student



*"As my classmates all know, I am a lover of dogs. I believe that dogs should have the opportunity to find a safe place to live and survive. During this summer, my friends and I decided to help the stray dog foundation. I've been there before and what I saw shocked me. The dogs were outside in a small concrete yard with fences to separate each group. Because of the lack of money, the dogs didn't have a proper meal. They were fed half rice and half dog food; it was not entirely good for the dogs to eat rice but there was no other choice. The shelter director told stories about how the dogs were found on the streets and how they got adopted but were not fed for months. As the GLASS dog savers team, Shirley Gordon, Andy, Catherine, and I all participated in order to raise money and awareness. As we hope, we succeed and keep this project going on and on to the rest of the world".*

- Lydia Yichen Yu, Grade 7, MYP Student

## Supporting The Anji Dog Shelter



"I volunteered as the bookkeeper of the program. I would like to share my experiences here. The bookkeeper of "English Corner" needs to know how many people are in attendance each day, and more importantly, how much money the members are required to pay in full. It is important to understand that everyone is expected to pay fees before attending. There are several fees that must be paid; a program T-shirt costs 40 RMB and is paid only once, in addition, there is a fee for each day which is 30 RMB. However, if someone attends for four days, they will receive a refund for the 40 RMB they paid for the T-shirt. If people pay in excess of what is required, a refund will be issued for the extra amount that they have paid. Therefore, we need to keep a very detailed record including name, days in attendance, total attendance to date, outstanding fees, fees paid, refund owing, and finally the method of payment (whether the member is using a phone payment or a cash payment)".

- Ze-Ren Andy Li, Grade 5, PYP Student

"From this program, a lot of feelings came to me including pride and excitement, and sadness. I saw all the dogs that are out there dead, sick, and homeless it makes me think of they are getting heat stroke in the summer or getting too cold in the winter, but we keep earning money for these dogs we can't help all of them. But at least it was still a push of helping the dogs to have food for the winter and summer. This is what we can help for the dogs outside the world".

- Chen-Yu Shirley Lin, Grade 5, PYP Student

"To be honest, I've only been to the program briefly, so I don't really know a lot about this fundraiser. However, I really like the idea of raising money for dogs. (Especially because I have a dog myself) When I did my PYP exhibition in fifth grade, my friends and I had the same idea. We raised 628 yuan and donated it to an animal shelter. I think we did a good job on this event, but I think we could have done more activities when we were teaching English. I had a lot of fun doing this event, (even though I didn't show up for most of it) it was a great experience for me".

- Catherine Lee, Grade 6, MYP Student

It was a successful start. As the GLASS dog saver team, we hope this initiative can reach the HIS community and the Hangzhou community. Together we can make a difference.

This winter, we invite you to donate used blankets or quilts. You can bring them to HIS and leave them at the designated boxes.





## PAFA (Parents and Friends Association)



*Andrea Stubbs*  
*Director of Admissions*  
*Community Relations*



We started the school year with the first PAFA (Parents and Friends Association) Coffee Morning at the new HIS Home of the Dragons.

At HIS, parental involvement is essential and valued. We had our first PAFA Coffee Morning at the Upper School Library and ARC Center. Parents were able to get to know about our team of administrators, counselors, and all the school activities throughout the year that unites our diversity and fosters a positive community.

Followed by this activity, the Luncheon Committee organized the Welcome Lunch at Le Meridien Hotel. With delicious food, games, and great company, the HIS parent community met each other to embrace, learn, and celebrate our cultural backgrounds, shared passions, and activities, and create life-long relationships while having a good time together.

Thank you to the HIS PAFA Luncheon Committee 2022-2023 and all the HIS parents for attending such a lovely event at Le Meridien. The “ice-breaker” activity allowed us to meet at least two new parents and, after lunch, meet even more new parents and catch up with our old friends while connecting.

We are all members of PAFA, and we all play a role in the HIS community. Remember that everyone can help through the year in their time capacity, and you all will have many opportunities. Your ideas are always welcome, and we love to hear from you.





Stronger Together!





## The Development of Technology in Education



*Danie de Beer*  
*Director of Technology*

In the history of human education, technology has always been at the fore. Technology has advanced educational skills from the days when people carved images into rock walls, and it continues to do so today when most of students carry around multiple portable electronic gadgets at any given time. Technology's relevance in the classroom is more apparent than ever when comparing where educational tools and approaches have come from to where they are heading in the future.

### The Primitive Classroom: A History of Classroom Technology

When studying verses was still a challenge for students during the colonial era, wooden paddles with printed lessons were utilized. A slide projector that projected images from glass plates was invented in 1870, more than 200 years after its invention of the slide projector. It was called the Magic Lantern. Around 8,000 lantern slides had been distributed across the Chicago public school system by the time World War I was over. By the time the chalkboard and pencil were invented in 1890 and 1900, respectively, it was obvious that pupils were thirsty for more sophisticated instructional tools.



During the 1920s, on-air classes started to appear for any student within listening range, ushering in a completely new era of education.

Then, in 1930, the overhead projector, then the ballpoint pen in 1940, and finally, in 1950, headphones.

In 1951, the introduction of videotapes ushered in a brand-new, innovative approach to education.

The introduction of the photocopier (1959) and the handheld calculator (1972) allowed for the on-the-fly mass production of material and rapid mathematical calculations.



Michael Sokolski's introduction of the Scantron testing technology in 1972 made it possible for teachers to evaluate exams more swiftly and effectively.

### Personal computers: Their Development and Importance

In 1981, the first portable computer cost \$1,795 and weighed 24 pounds. In 1981, IBM unveiled the first personal computer, and the educational community could already see its future potential. In 1982, Time magazine named The Computer "Man of the Year," and it was a fitting honor given that the groundwork for instantaneous learning had already been established.



## # WORLD'S FIRST LAPTOP 1981.



When a British researcher created HyperText Markup Language, or HTML, in 1990, The World Wide Web came into existence. In 1993, the National Science Foundation (NSF) removed restrictions on the commercial use of the Internet, which caused an explosion in the development of new research and communication techniques.

Computers became a part of every day, if not every instant after Apple Computer Inc. introduced the first Personal Digital Assistants (PDAs) in 1993. 97% of classrooms had one or more computers by 2009, and 93% of

those PCs had a connection to the Internet. The ratio of computers to students was one per five. Teachers said that in addition to interactive whiteboards and digital cameras, 40% of students frequently used computers in their lesson plans. Nowadays, it's difficult to find a college student without computer technology: 83% of them have a laptop, and more than 90% have

a smartphone.



## Teachers and the Change in Classroom Technology

The capacities of education are expanding and changing daily as a result of technological advancement. A mouse click can lead to both research and instruction on the Internet, which is a sizable electronic library of knowledge. A Master of Science in Education in Learning Design and Technology is more valuable as a result of these advancements because they come with additional duties for the educator. An teacher has a good probability of falling behind if they are unaware of the changes and capabilities brought about by technological advancements in education.



A career in education demands effort and commitment, but it can be tremendously rewarding for a dedicated teacher. Keeping up with new and developing technology is crucial for individuals who are serious about succeeding in the educational sector. The learning environment will advance as technology advances, both on-campus and online, and there will be an increasing demand for educators with training in technology and design.





# Hangzhou International School



## CLASS OF 2022

5.39

Average HIS  
subject grade

35

Average IB Diploma score for the cohort  
(IBDP global average score 32)

100%

IB Diploma pass rate  
for the cohort



## CONGRATULATIONS TO THE CLASS OF 2022

We are happy to celebrate the University Acceptances







Hangzhou International School will continue

*Green Initiatives*

Thanks to the Generous Solar Panels Donations  
in the HIS New Campus from:

*Platinum Dragon*

Michael and Mark Lin  
Nina, Amy and Craig Sui  
Anonymous

*Gold Dragon*

Fiona and Andrew's Family  
Helen, Melanie and Delun Shou  
Anonymous  
Anonymous  
The Dragon's Plate PAFA project

*Bronze Dragon*

Angel Qian  
Ophelia Wu's Family  
Wendy Deng  
Anonymous  
Kristy Dewi and Budiyan Seng  
August and Yuki  
Stubbs' Family  
HIS GIN Club

*Let's go Solar and  
Brighten Hangzhou!*





## The HIS Mission

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

# Once a Dragon, Always a Dragon!

### Hangzhou International School

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