

SHANGHAI COMMUNITY INTERNATIONAL SCHOOL

SUMMER 2023

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**Transitioning
for Tomorrow**

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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communitas

SUMMER 2023

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

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

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

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

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



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To See the Way Forward, Look Back



The end of the school year should be a time of review, reflection, and celebration. The end of any academic year is always a time for reflection, but the end of this year brings much more than that. There has never been a year like this one and the past few weeks have certainly provided an opportunity for reflection, celebration, and for looking ahead. We have all been through so much over the past ten months and it appears we may have finally turned a corner and are headed toward brighter, more normal, days ahead.

We need to be more intentional about creating opportunities for reflection. Questions to get your reflection process started may include:

- What did I learn about myself this year?
- What challenged me this year? How did I grow through these challenges?
- If I could write myself a letter at the beginning of this year, what would I say?
- What lessons do I want to take with me as I move to the next academic year?

With everything that is going on at the end of the academic year, it is difficult to remember to pause so that we can refocus and regain balance. Taking the time to pause creates an opportunity to hit the reset button on our minds, to be more present, to fully acknowledge the moments, thoughts, and emotions that are an important part of the end of the school year.

Creating, guiding, and nurturing a community of learners through a school year is an incredible accomplishment that we can sometimes forget is also worth celebrating. We need to take the time to celebrate our own successes and connect with colleagues to support the adult community. Think about your top ten successes and some of the challenges that yielded success. We move forward not by only looking to the future but learning from the past.

Most of us are negative when we reflect or review, we focus too much on what went wrong instead of what went right. It is important to start from a positive place by focusing on the strengths without neglecting the weaknesses. Check where you need to grow. Ensure you ask what went well and why and apply it to the places where you need to grow. Find a point of emphasis and build on it. Set some goals based on where looking back meets moving forward.

Remember whatever we do is to create an impact on our learners. The importance of each person in education is that their growth should lead to the improvement and development of the learners around them. This time of the year is perfect for reflecting on the learning and growth that took place throughout the school year. Teach students the difference between reflecting on growth and reflecting on grades. Encourage students to find growth in their actual work.



While the school year may not have exactly gone as planned, and the end of the year may feel very different from years past, the ability for educators to change the lives of their students for the better, and encourage their classes to aim for success, remains intact. It is vital to look back that we were in very odd circumstances, yet we were able to make meaning out of the years we have endured. We can say we made it through the school year. That is something worth honoring.



By Elena Tan,
*Digital Communications
Officer at SCIS*



PYP: Strengths Lies in Differences, Not Similarities

As the title of this article suggests, we are stronger by our differences contributed by our combined skills, talents, knowledge, backgrounds, cultures, and other amazing traits that make our community formidable and unique. As our school mission states, *"To develop inquiring, knowledgeable and caring learners who contribute positively to their communities"*, this echoes the same ethos as we prepare students to develop their potential and be who they are as different individuals who can offer their strengths to bring a community closer together.

According to Stephen Covey, the author of *7 Habits of Highly Effective People* and quoted the title, the beauty in honoring the differences in everyone brings out the best of what each person can offer because we live in the same world as the past and the present, hence evolving with time, place,

knowledge, current affairs, cultures, and identities, help shape our future generation who are becoming more globalized and knowledgeable as citizens of the world.

Aligning with our SCIS mission and vision, the students are encouraged every day to embrace the IB Learner Profiles and achieve their potential daily through positive affirmations, encouragement, agency, and participation in school. The IB Learner Profiles are Open-minded, Caring, Knowledgeable, Balanced, Communicator, Inquirer, Thinker, Risk-Taker, Principled and Reflective.

We encourage that these learner profiles transpire in all areas of learning as we value transdisciplinary sharing of knowledge from school to home and likewise in our community. Another amazing aspect that promotes

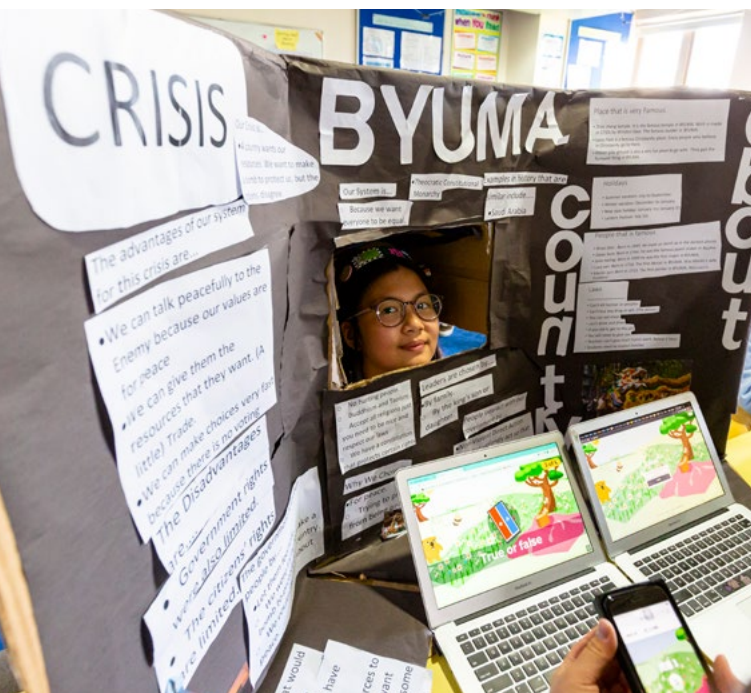


the strength in differences in our community is the partnership between home and school which is represented by our Parents and Friends Association (PAFA) groups, volunteers, and sponsorships through various activities throughout the year. This partnership not only elevates but promotes diversity, collaboration, tolerance, respect, synergy, and international mindedness amongst our members in our learning community which extends further into other communities in our city and beyond. Students are encouraged to be ambassadors of their own identities and share their skills, knowledge and, talents across grade levels and other communities in our school. This empowers our students to become more open-minded, caring, thoughtful, confident, and capable as they develop the necessary skills as the next future generation and global citizens.

With many Third Culture Kids (TCKs) and families from all over the world, representing different nationalities, cultures, skills, talents and, knowledge, the potential for greater synergy and collaboration can strengthen our SCIS community as a world-class educational provider. Together, we can grow, develop, and create a future with a greater and stronger community that will influence the world through education and values as life-long learners. Go Dragons!



Adika Kay Cremet, Kindergarten
Teacher at SCIS Pudong





Growing Independence in the MYP



As students transition from the Primary Years Programme (PYP) to the Middle Years Programme (MYP), they are expected to take on more responsibility for their learning, develop critical thinking skills, and become independent learners. The heart of the MYP is to prepare students for the Diploma Programme (DP) and life beyond high school, by fostering their growth as learners and individuals.

From the very beginning, MYP students are encouraged to take on increasing responsibility for their learning and development. They are expected to actively engage in the learning process and participate in class discussions. They learn to take risks, try new approaches, and reflect on their progress and learning.

One of the ways in which MYP teachers support the growth of independence is by providing opportunities for students to engage in inquiry-based learning. This involves posing questions, investigating, and exploring topics of interest, and drawing conclusions based on evidence and analysis. It requires students to take an active role in the learning process, develop their own questions and lines of inquiry, and seek out information and resources to support their learning.

Throughout the process of independence in the MYP, students develop to become lifelong learners through deep reflection. By putting the focus on mastery and



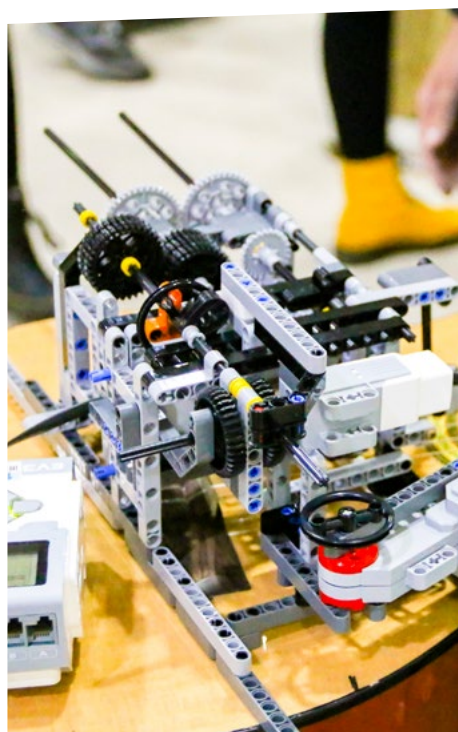
constant improvement, students realize that they can learn from every opportunity. This means that each student's academic journey and growth are unique, and students can reflect deeply about which learning strategies work best for them as individuals.

The independence students master throughout their MYP years is highlighted through their involvement in the Personal Project (PP) during Grade 10. The PP is a culminating project that allows students to pursue an area of interest in-depth, develop and apply skills, and

explore the process of self-directed learning. Throughout the PP, students work independently, with guidance and support from a supervisor to plan, research, and create a product or outcome that reflects their learning journey.

The PP provides an opportunity for students to take ownership of their learning, set goals, and make decisions about how they will approach their project. They learn to manage their time effectively, seek feedback and support, and persevere through challenges. By the end of the project, students have not only created a tangible outcome but have also developed a range of skills and competencies that are transferable to other areas of their academic and personal lives.

Parents and guardians can support a child's growth in independence by encouraging them to take ownership of their learning, seek out resources and support when needed, and reflect on their progress and learning. They can also celebrate their achievements, acknowledge their efforts and hard work, and provide them with the support and guidance they need to succeed. Together, we can help our students to grow in independence and prepare for success in the future.



Michael Kim,
MYP Coordinator
at SCIS Pudong

Finding Purpose through CAS

The International Baccalaureate (IB) Diploma Programme (DP) curriculum is comprised of six subject groups, along with Extended Essay (EE), Theory of Knowledge (TOK), and Creativity / Activity / Service (CAS). These latter elements are collectively known as “The Core”.

A dictionary definition of ‘core’ is the part of something that is central to its existence or character. It is clear throughout the programme’s standards and practices, as well as subject briefs, that the IB intends for these to be seamlessly integrated for students to ultimately fulfill the broader mission of “developing inquiring, knowledgeable, and caring learners who help to create a better and more peaceful world.”

At Shanghai Community International School (SCIS), CAS is the culmination of a student’s experiential learning journey through the growing and robust programs of Action (PYP) and Service as Action (MYP). These foundations include our approach of *Flexible Frameworks for Service Learning*.

The purpose of CAS runs deeper. While the IB provides overall guidance as to the “aims” and “nature” of the programme, each student ultimately develops their own “why”. Let’s look more closely as to how purpose is developed, paying close attention to how each of the seven intended outcomes may be achieved.

Reflective

As stated by John Dewey, “We don’t learn from experience. We learn from reflecting on experience”. Before the audible collective groan of uploading to a Learning Management System (LMS), or quantitative inquiries like “How many do I need?”, this is about personalizing the process. Knowing oneself as a person with clear areas of strength and progress is a critical beginning point in CAS. Ji Yun was not only conscious of her linguistic and artistic talents for her project that coincided with her interest in

Arts Therapy, but she also demonstrated openness and vulnerability in sharing her original or cover poetry and music with others. “As I developed my guitar and piano skills, I began to analyze lyrics and a range of prose. Eventually, I explored blending Korean and English into my creations, which led me to practice and improve, and overall had me deeply reflect on my identity and whether I live a life of ‘love’, the most important value for me.”



Empowered

During students’ formative years, adults in their lives may make the majority of day-to-day decisions. It’s also a time when their identities are malleable and fluid. Demonstrating the ability to initiate and plan a CAS experience comes with its own set of obstacles. For larger projects, being able to recognize the benefits of working collaboratively is a way to address these range of challenges. “Our CAS project involved directly working with World Champion Boxer Michele Aboro,” a group of students said. “It was incredible to arrange an event for our community centered on gender equality. We learned a lot about event planning, marketing, and communicating well with our team. Finally, it was about leaving room for spontaneity, as here is where memorable moments happen.”

Balanced

“CAS is about harmony,” says Noemie. That word, harmony, is profound and has multiple meanings across cultures and fields. The concept of various parts bringing wholeness can be considered as a significant revelation. However, one unifying goal is the ability to demonstrate commitment and perseverance in whatever experiences are undertaken. “Setting goals, tracking progress, and action planning required dedication. Managing my time became an area of growth as I worked on how to balance my passion project of developing a clothing brand, taking part in sports teams, and attending service-related conferences.”

Leadership

Trust the students. Building opportunities for their voices to be heard can instill confidence and strengthen the community. Sharing experiences of transition can be an opportunity for a collective reflection on how challenges have been undertaken, and new skills were developed in the process. *"Although we've only experienced one year in the DP, our CAS Project was to directly interact with the Grade 10's and share our personal stories",* Ashika and Yee Shin stated. *"We wanted it to be practical, but also give the message across that as students, we're always looking out for one another. Create that bond."*

Connection

Mental health is undeniably a global concern; nonetheless, one could wonder how we might connect with it in an honest and meaningful way. At the recent ACAMIS Spring Leadership Conference, keynote speaker Dr. Jane Larson (President of the Council of International Schools) underlined the importance of education for well-being and flourishing by citing substantial research. She also asked how schools include student voice.

"This topic has always been important, especially for young people. The pandemic brought the importance of this issue to the forefront even more", states Suhani C. *"It became clear that a network was vital, but what objectives would it serve? She continues by saying, "Triple A, a student mental health group initiative that not only connects with each other, but with ourselves."*



Positionality

In a recent TES Article, the IB Director General, Olli-Pekka Heinonen states, *"International schools can play a big role in solving global problems – but to wield this power they must embed themselves in their local culture... Acknowledge the value of each individual, and respect that we are all equal in our uniqueness... Learn the richness of different views in making better decisions."* One should also note that direct service, including volunteering, brings about a myriad of ethical choices and decisions. While mistakes may occur and are learning opportunities in and of themselves, we at SCIS take pride in modeling what this means in terms of reducing harm in international school service learning.

Creating a school culture of service and international-mindedness has been lengthy, incremental, and intentional. Before externalizing in the community, there is an emphasis on analyzing impact and action on campus. A recent community connection with a local Chinese school has placed cultural context in the center when carrying out a language exchange. *"Power and privilege are factors to consider if you're going to volunteer,"* the students concur. *"These are significant areas. Also, what drives you? Are you helping others out of a selfless motive?"*



This period in a high schooler's life can be stressful, to say the least. It cannot be overstated that CAS is also supposed to be fun. Catherine Price, a prominent lecturer and science journalist, defines fun as *"a feeling – not an activity... It is the junction of playfulness, connection, and flow... One must eliminate distractions, increase face-to-face human interaction, and make it a priority."*

CAS requires collective effort in supporting the individual's journey of becoming a well-rounded citizen of tomorrow.



By J. Haakon Gould, Service Learning Coach, DP CAS Coordinator, Head of Individuals & Societies Department, and DP Global Politics at SCIS Hongqiao

Developing ATL Skills in a Language Class



If we were asked to find out the most frequently practiced Approaches to Learning (ATL) skills in a language class, no one would doubt the fact that students are sharpening their interpreting skills, speaking skills, literacy skills and so many more under the Communication skills category. But if we look more closely at an International Baccalaureate (IB) language class, there is more than just communication. In lesson planning, language teachers follow the guideline to tick a bunch of mini square boxes that represent the targeted ATL skills during each learning cycle. In delivering lessons, these mini boxes serve the function of the core in a concept-driven curriculum. Under the four main ATL skills, there are essential subskills that are often overlooked in language classes that draw substantial connections between listed framework and actual practices.

Patterns (Compare and Contrast)

Chinese characters are famous for their complicated formation principles but there are patterns that can be observed and experimented with. When learning characters that have semantic parts and/or phonetic parts, looking for identical parts will be an easy way to memorize a whole group of words with that particular character. Also, finding the differences among similar characters will help remind students to pay attention to the varieties of semantic and/or phonetic parts. These steps entail perfect opportunities to practice students' critical thinking skills which are under the Thinking skills category.

What about you? (Interpersonal)

When we teach students how to answer questions related to their families, hobbies, daily lives, etc., it is almost universal that the expectation is to complete the Q&A cycle. Students are aiming at successfully answering all questions that are tossed at them with good preparation in advance. However, students deserve to know that in the real world, it is never a bad idea to ask, "What about you?" in the end to show that they care. Moreover, people might not be always ready for all questions, and it is okay to admit that they do not know the answer if they are smiling, looking into other's people eyes during talking, or simply put, being sincere and courteous to others during conversations. These silent skills under the Social skills category are crucial and need to be also practiced in a language class.

Happy! No, Ecstatic! (Persistence)

One famous learning barrier for all language learners is the fear of using newly acquired fancy words. But it is also true that without adequate and authentic exposure, these new words will fade away and eventually students will be stuck with the highly frequent but ordinary words. With the teacher's guidance to overcome this barrier, students can be trained to gradually gain their persistence. How to do it? With a clear goal for this skill, a pause-for-a-fancy-word reminder can be implemented in the class every time during a speaking workshop. A vocabulary spectrum can be posted on the wall to give students multiple alternatives for expressions. The idea list is endless but most of all, it is the language teachers' job to see the importance and relevance of the Self-Management skills to a language class and to create an environment that welcomes mistakes and nurtures persistence.

Homemade Dictionary (Note-taking)

"Hey teacher, how to say.... in Chinese?" As language teachers, we probably have heard this question too many times. In some other cases, the question might be about how to write a word in Chinese. Either way, what is our first reaction? As teachers, we feed students with answers to our best. In this scenario, we challenge students with Research skills. Research skills are seldom highlighted in a language class, if not in advanced courses. But there are many things related to research skills that can be practiced even in a novice class. One practice is for students to take notes on the acquired words and add their own illustrations to the words. After a few months of accumulation, each student has their personalized homemade dictionary to go back and find answers each time they ask teachers questions. Students become adept in collecting information, synthesizing, and many more advanced skills under this category.

There are more connections that can be testified effectively in a language class, but the exploration and actual practice is heavily dependent on teachers' buy-in for them to truly become meaningful and helpful to students' overall development.



*Yan Yan, Mandarin
Coordinator at
SCIS Pudong*



class of
2023

University Acceptances

Once a Dragon, Always a Dragon

"With great pride, our teachers send the SCIS Pudong Class of 2023 to embark across Europe, Australia, Asia, and the Americas. This resilient multicultural cohort is a collective of deep thinkers which include aspiring computer scientists, writers, psychologists, medical practitioners, and biologists. Already, they have persevered through many challenges. Without a doubt, they will contribute positively to their local communities- finding innovative solutions to global problems fueled by their passions, knowledge, and empathy for others. They will make their mark within their fields and in the world."

- Sarah Gloria Harkin, Upper School Counselor at SCIS Pudong

"Congratulations Class of 2023! The past four years have prepared you both academically and personally to be adaptable and courageous. Your tireless efforts have opened doors to exceptional institutions of higher education around the globe, and you should be proud of what you have achieved because your SCIS family is proud of you! Reflect on the strengths and values that have shaped you so far and continue to be curious and compassionate as you strive towards your next goals of being future policymakers, psychologists, lawyers, engineers, and illustrators. You are the author of your own story so go and make the next chapter a memorable one."

- Lynn Brown, Upper School Counselor at SCIS Hongqiao

Asia

The University of Hong Kong
The Chinese University of Hong Kong
The Hong Kong University of
Science and Technology
Nagoya University of
Commerce and Business
KAIST University
LASALLE College of the Arts

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Central Queensland University
Deakin University
Eynesbury College-Pathway
Griffith College
University of South Australia
University of Melbourne

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Concordia University
Emily Carr University of
Art and Design
Fraser International University
Huron at Western University
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Queens University
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Koc University

New Zealand

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 University of York

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 Auburn University SL
 Augustana University
 The College of Wooster
 California Lutheran University
 Colorado State University
 Concordia College

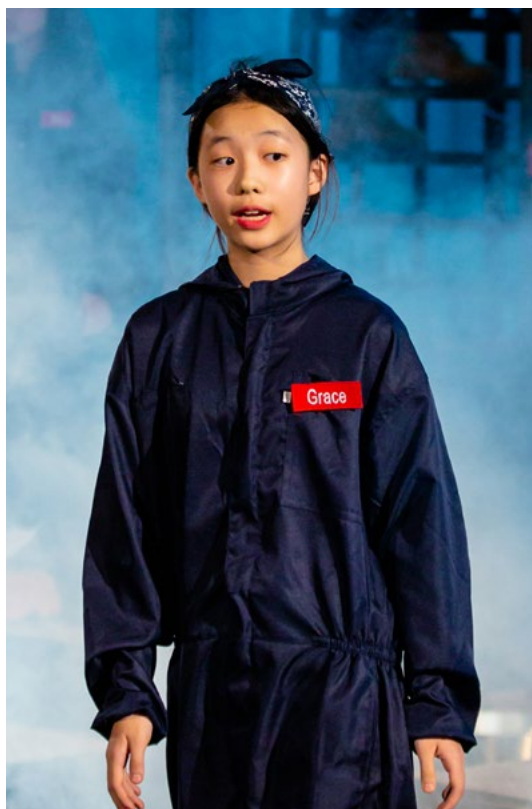
Concordia University
 Cornell College
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 Gonzaga University
 Goucher College
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 Houston Christian University
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 Quinnipiac University
 Ringling College of Art and Design
 Rhodes College
 Simpson College
 Southern Utah University
 Snow College

The State University of New York - Stony Brook
 Susquehanna University - Pennsylvania
 School of Visual Arts
 Union College
 University of California Irvine
 University of California San Diego
 University of South Dakota
 University of Denver
 University of Illinois Urbana-Champaign
 University of La Verne
 University of Missouri
 University of New Haven
 University of South Dakota
 The University of Southern Mississippi
 University of Saint Joseph
 The University of Utah
 University of Washington
 Wartburg College
 Whitman College
 York College of Pennsylvania

***Students are still applying to Sweden, South Korea, Singapore, Germany, Denmark, Finland, and Australia.*



Taking Center Stage:
*The Value of
Self-Expression*



How important is it for young people to cultivate their creativity? In today's fast-paced and highly competitive world, creativity is a highly valued asset. Yet, with the increasing focus on Science, Technology, Engineering, and Mathematics (STEM) subjects, there is a risk that creative pursuits such as the arts may be overlooked. This is a concern as creative expression not only enhances students' emotional and social well-being but also helps develop skills that are essential for success in all areas of life. From problem-solving and critical thinking to communication and collaboration, the benefits of creative expression cannot be overstated. So, the question is, are we doing enough to encourage and support young people in developing their creativity?

In the past several weeks, if you were to pass by the theatre on the Hongqiao campus of SCIS, you would see a group of students on stage rehearsing scenes from the play *Romeo, You Idiot*, by Tim Kochenderfer. The actors are working hard to bring the characters to life, but they are not the only ones involved in the production. The student stage manager is calling cues, the student directors are giving notes to the actors, and the student designers of set, costume, light, and sound are all contributing their own artistic vision to the production.

Through this collaborative process, students at SCIS are learning how to communicate effectively and work together towards a common goal. They are discovering the value of each other's ideas



and perspectives, and they are learning how to express themselves creatively in a supportive environment.

But the benefits of participating in a theatre production go beyond just learning how to express oneself creatively. Students also learn valuable skills that can help them in many areas of their lives. For example, acting in a play can help students become effective public speakers. They learn how to project their voices, use body language to convey emotion, and connect with an audience.

Furthermore, the creative process involved in putting on a play can be incredibly rewarding. Students learn how to work hard and persevere through challenges. They learn how to take constructive criticism and use it to improve their performance. And perhaps most



importantly, they form lifelong memories from the hard work of the creative process, and form bonds with one another that last years.

In a multicultural community like SCIS, the performing arts can be an especially valuable venue for students to express themselves. Through theatre, students can explore different cultures and perspectives, and learn to appreciate the diversity of their community. They can use their art to create a dialogue about important issues and to promote understanding and empathy.

As the great philosopher Aristotle once said, *"The aim of art is to represent not the outward appearance of things, but their inward significance."* The arts are not merely a form of entertainment or a leisure activity; they are a vital component of a well-rounded education. Through creative expression, students can learn to understand themselves and the world around them on a deeper level. They can develop important skills that will serve them well in all areas of life, and they can learn to appreciate the beauty and complexity of the human experience. So, let us continue to value and support the arts in education, and recognize the transformative power they have in shaping the minds and hearts of our future generations.



Aaron Hoose, MYP/DP Theatre and DP Theory of Knowledge Teacher at SCIS Hongqiao

Positive Discipline Parent Workshop



Have you ever felt frustrated as a parent, questioning whether or not you are doing the right thing? To no one's surprise, this feeling is all but universal.

There's no manual for what to do upon having a baby. Most people naturally bend towards raising or parenting their children as their parents and grandparents raised them. The cycles already in place continue to repeat themselves positively or negatively. However, throughout this course, one thing is strikingly common among the good and the bad: parents become caught up focusing on short-term versus long-term outcomes when helping their child develop lifelong skills and characteristics.

Two separate groups of parents (last year and this year) participated in a six-week-long course to learn the philosophy of "Positive Discipline".

In the course, parents learned to incorporate "Positive Discipline" strategies

they could use at home, role-playing scenarios, and how to support each other in discussions. By engaging in role-playing scenarios in which they took on both roles of parent and child, parents experienced ways to understand both their own emotions and those of their children.

This helped parents to shift focus away from real-time emotions by considering their children's holistic futures and these impacts by addressing how we discipline today. The desired outcome was an understanding that what we create and develop in the short-term is more successful when it acts as a set of building blocks for those larger, future-driven goals.

"Community" is the ideal word for describing the families at our school. These groups of parents that completed the "Positive Discipline" course displayed such vulnerability as they reflected on behaviors experienced in their home, as well as their feelings in the moment and afterward, that their genuine care and insatiable desire

for progress was evident to everyone present. Each time someone shared a meaningful and personal anecdote, other parents leaned forward to listen intently, offering feedback and comfort in these shared experiences.

Although Covid presented some challenges last year in how we participated and completed these kinds of courses at the SCIS Hongqiao ECE campus, this year allowed for a proper celebration. Parents of both cohorts collaborated in the final session of the course. The participants of parents and staff shared smiles, laughter, and reflection. Congratulations, parents, on a job well done for your impressive and continued effort in all our children's lives and wellbeing!



Meghan Hinds,
Preschool Teacher
at SCIS Hongqiao

Some testimonials from parents follow:

More than two years ago, I decided to participate in this training because I saw a long path to accompany my children, and I was unsure if I had the right mindset. Then I learned a lot with Ms. Meghan and the training group. Even though I'm still a learner on this path, I remind myself daily to use appreciation more than blaming. Most importantly, I pay attention to the difference between encouragement and bribing. I have never thought how much this training helped, but [our circumstances] improved a lot when I look back now. – Sandy Fu

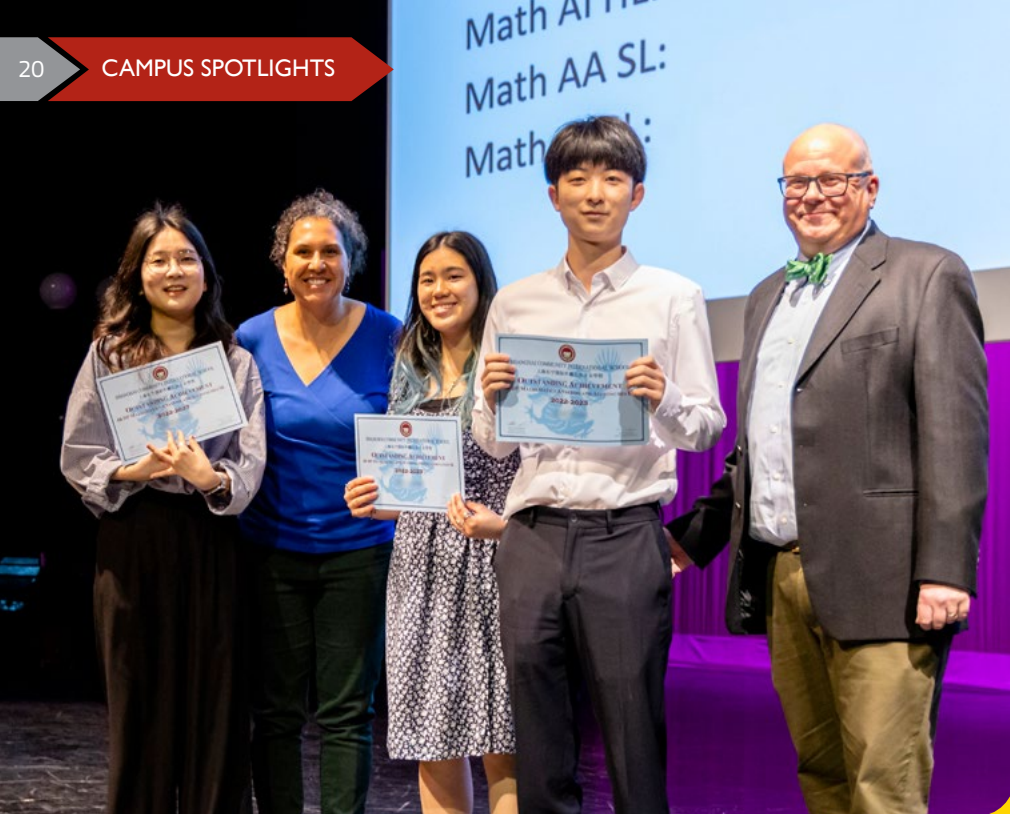


I joined the workshop because I wanted to learn a better way to interact with my child that is less frustrating and can lead to improvements in the behaviors I hope to see. Going through the discussions helped me solidify the book's concepts and apply them in my daily life. It's a long journey and will take more conscious effort to build into our daily interaction, but I'm so grateful for the opportunity to start on the path to better parenting! – Stan Chen

My initial reaction was, "I've done it all wrong!" However, I slowly started making progress with my daughter. While it takes a long time to shift bad habits around entirely, I'm seeing a positive trend and overall, more harmony in my family because of attending the workshop. It is definitely beneficial for building a healthy relationship between my daughter and us in the long run. – Jessica Dong



This week reminded me that I truly learned something and improved myself at parenting. I chose to take the session at first mainly because I found that my child behaves differently from home to school. Still, when I heard [the instructors] say that the different behaviors are because he feels safer at home, I may have misunderstood him sometimes and been too strict. After the session, I learned to listen to his feelings more, talk to him more, and let him decide some things. Also, we can have family meetings together, which is a good way to discuss some issues. – Lucky Le



Dear Class of 2023...



We are very excited to celebrate our Class of 2023. We have had the opportunity to celebrate their accomplishments at the Grade 12 Assembly, where students received numerous awards in their Diploma Programme (DP) classes and received recognition for all the activities and involvement they have had in our SCIS community for many years. Following the assembly, as tradition, Grades 1 – 11 students lined up to wish them well out of the theatre and through the Lower School. Posters, high-fives, and bubbles honored and celebrated the Grade 12's farewell.

Following the IBDP exams, we had a number of occasions to celebrate our Grade 12 students. Prom, Senior Dinner, and Senior Breakfast provided the students the opportunity to revisit their time at SCIS and prepare for the future.

Our strong SCIS community coupled with the valuable IB Programme that our students have been a part of for their time here means that they are ready and well-prepared to take the next steps, wherever in the world they head to. As they head off into their next big thing, we have a few tips for the talented and strong group of students, athletes, artists, musicians, scientists, and friends.

1) A key component of the IB MYP and DP programmes is being able to reflect on your successes and identify ways that can improve in the future. That ability to



reflect has served you well in your high school years and will continue to carry on as you move on from SCIS. Take the time to reflect on your actions and decisions – giving yourself praise when you have been successful is just as important as revisiting and thinking about ways to improve in the future. Do both!

2) Continue to surround yourself with people who can be in your community. As you meet new people, you are uniquely prepared to learn and understand people from all over the world and with very different backgrounds. The ability to engage and appreciate differences is a trait that will set you apart.

Our class historians share many reflections, ideas, and thoughts about where the class of 2023 has been and where they are



headed in the future. The third, and final, tip comes from one of our class historians.

3) *"Live in the moment"* was advice from Mert who shared about his growth over his 12 years at SCIS. Being able to recognize how important it is to value both where you are and who you are with will certainly benefit you as you move on to the next steps.

And...don't forget, Once a Dragon, Always a Dragon. Come back to visit when you can and be sure to keep us updated about your next plan.



Dr. Amy Valerio,
Upper School Principal
at SCIS Hongqiao





A Lookback at the 2022-2023 School Year

Summer holiday is coming. When we look back on the 2022-23 school year, everything seems like yesterday. How time flies! Due to the Covid pandemic, we have experienced a unique and challenging year; the SCIS Pudong Parents and Friends Association (PAFA) has worked tirelessly to organize activities to unite the community. Their dedication and passion have significantly impacted our SCIS Pudong community.

Last September, Pudong PAFA organized a bike excursion along the Pudong Riverside and a scavenger hunt, which sparked the participants' curiosity for exploration. The parents and children had a wonderful time enjoying the sunshine and breeze from nature and the stunning scenery of the riverside. This cycling activity also allowed members to connect and exercise together.

Throughout October to December, our Pudong PAFA board members and volunteers devoted their time and effort to decorating the campus for Halloween, Diwali, and Christmas. As an inclusive international school, we value and celebrate our diverse community, exposing our students to different cultures and perspectives. We appreciate Pudong PAFA for making our students' experience fantastic on campus.

Not only did Pudong PAFA decorate the campus for different festivals, but they



also joined SCIS Hongqiao PAFA to bring together the entire SCIS community for the Parents' Social Night at Paulaner on November 23rd. Parents and faculty members enjoyed a pleasant dinner with a beautiful view of the North Bund and spent the whole night chatting, laughing, savoring delicious delights, and dancing. Moreover, on December 3rd, Pudong PAFA participated in the SCIS Winter Fair and sold SCIS-branded souvenirs: water bottles, blankets, and scarves. Some of these items sold out quickly, proving the strong sense of belonging among the SCIS community members.

Pudong PAFA organized a Chinese New Year Brunch efficiently at Sheraton Pudong on January 18th to honor and share the culture of our host country. Participants dressed in red and bright colors to welcome the Year of the Rabbit. Some even wore the traditional Chinese Qipao and greeted others with "Gong Xi Fa Cai." The delicious Chinese food and exciting raffles were the two core elements that made the Chinese New Year brunch even more festive.

Although on-site campus events were still not possible in February, Pudong PAFA worked hard to organize the "Coffee Morning" on February 7th at The Cheesecake Factory in Taikoo Li. Some

of the newly joined parents shared their stories with those existing members. The current members also provided helpful advice on living in Shanghai and being a part of the SCIS community. It was an excellent chance to reinforce connections within our Pudong community.

The Bollywood Night Party at Jinqiao Bollywood Restaurant on March 10th was another successful PAFA event. We appreciate the great help of the Indian community. All the participants enjoyed the delicious traditional Indian cuisine. They dressed in traditional colorful Indian attire and danced joyfully throughout the event. The party was full of laughs, friendships, and cultural sharing.

One of our most beloved Pudong PAFA events: Bingo Night, returned to our campus on April 15th. Two hundred of our members attended the jungle-themed Bingo Night. We appreciate the PAFA board members and volunteers who worked endlessly before the event to organize the party and prepare prize baskets and decorations. They went above and beyond to create a stunning jungle-themed environment in our cafeteria with handcrafted trees, animals, and flowers. SCIS families enjoyed the Bingo games on Saturday night after a week of busy working. The night was filled with



happiness, fun, and exciting "Bingo" calls. Members left the event with cherished memories, friendships, and fantastic prizes.

The Summer Fair was held on May 13th, which was the final Pudong PAFA event of this school year. SCIS families and friends joined the event and had fun together before the end of the school year. This event was a chance to say goodbye to those embarking on new adventures. We will always treasure the memories we've made here at SCIS Pudong. Once a dragon, always a dragon! Let's Go Dragons!



Queenie Wong, School-Community Relations Officer at SCIS Pudong



Coding and Robotics



Coding and robotics have increasingly been of huge interest across schools around the world. This is because students are challenged to develop their analytical, critical, and creative thinking skills in a fun and exciting way. Students are introduced to a variety of activities that help them to understand the building blocks of coding and apply what they are learning to real life.

Coding and robotics are now accessible to students as young as Pre-Kindergarten and up. For younger years, the coding experience is very much based on simplified logical order and inputting basic pre-packaged instructions. As students get older, they are challenged to solve more complicated problems.

Students begin to link their understanding of logical order to real life and learn about pattern recognition. Being exposed at an early age to the fundamentals behind coding is exceptional for their growth, development, and confidence, not to mention the multitude of job prospects for their future.

At SCIS, students have been exposed to a variety of coding tools and products, which include Scratch, code.org, Lego

Education Spike, Lego EV3s, Dash robots, and much more. While students explore the wonderful world of coding, they are introduced to algorithms and logical thinking, pattern recognition, as well as the understanding behind creating a sequence of events. Students can explore objects, sound, motion, and events which gives the user a better experience, allowing them to manipulate the application created in many ways. Students are also introduced to controls such as if and else as well as repetition with looping to simplify coding scripts.

While working on computers, students can see a simulation of their output code on the screen. This is helpful for trial and error, which is a huge part of coding. Students may also want to make a fit-for-purpose game or application on the computer, which of course requires them to see the output of their creation in real-time on screen.

When students are working with robotics, they can see visually their coding outputs, but this time via a physical robot. This could either be built by the student i.e., Lego WeDo, Spike or EV3, or it could be fully constructed and ready to receive instructions i.e., Dash Robot. With this, students can

create their own paths for their robots to follow, missions for their robots to accomplish, and much more.

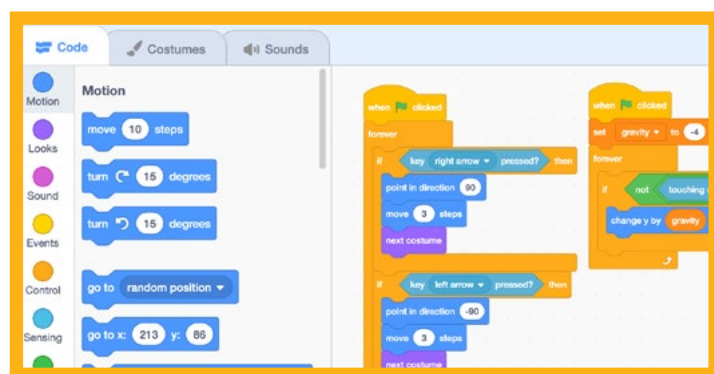
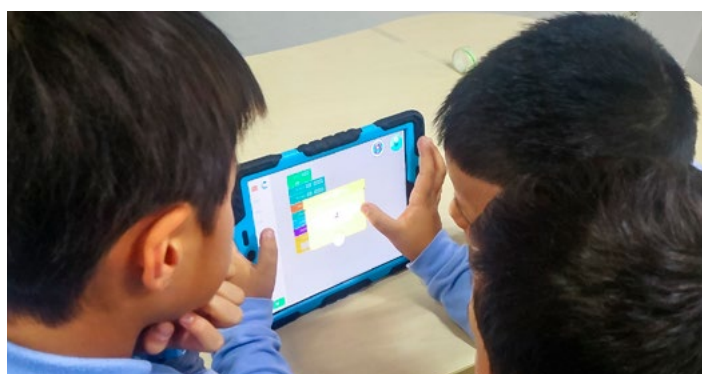
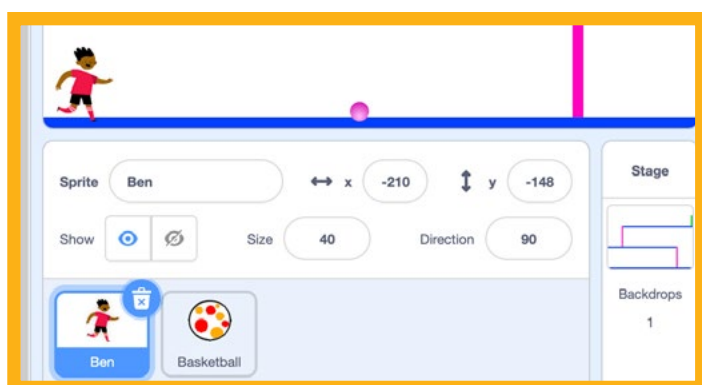
Students take charge of their learning, creating fit-for-purpose designs or products that suit their audience's needs. This provides a lot of room for creativity and exploration.

In Grade 5, a group of students focused on Robotics as their PYP Exhibition topic, which allowed them to transfer the skills that they have learned to a younger grade level, demonstrating their communication, thinking, and research skills.

If we can continue to promote transferable skills with our students in SCIS, then we have achieved our goal of developing enquiring, knowledgeable, and caring learners who contribute positively to their community.



Petra Akinsola,
Technology Integrator
at SCIS



Beyond the Accolades: **Athletics at SCIS Hongqiao**



When you participate on an athletic team you have the opportunity to share the joy of victory, the sorrow of defeat, the sense of growth, and the deep connection that team sports can provide. Regardless of the level of competition, teams have the power to bring out the best in people. Teams give athletes a place to build strong lifelong connections, memories, and life skills that they will take with them beyond their time in sports. They provide an opportunity to learn about perseverance, commitment, sportsmanship and to push ourselves beyond what we thought we were capable of on our own.

At SCIS, it is the connections, memories, and transferable skills that we want our student-athletes to walk away with. Over the years we have experienced a lot of success across all levels of athletics. However, success and achievements come as a byproduct of the hard work, commitment, and talents that our students put forward – winning is not our focus.

We asked a few of our current student-athletes and alumni to share some of their experiences of being a Dragon athlete.

What do you enjoy most about being on a SCIS team?

Ashika G. (Class of 2024): *I have played on many sports teams at other schools, but SCIS is unique. The community is very strong, and it really feels like everyone knows everyone. This makes being on a team here so much fun! Even across grade levels, the school is pretty tight-knit and that shows when you join a team.*

What is one of the best memories you have of participating in athletics at SCIS?

Oscar H. (Class of 2020): *One of my best memories is when we won ACAMIS Volleyball for the second straight year. We were playing against KAS on their home court for the championship game, filled with cheers for the home team. We won and it unleashed the stress and pressure we had during the whole game. I remember everyone on our team just started jumping and celebrating and it was a moment that I will never forget.*

What have you learned through being on teams at SCIS?

Didier C. (Class of 2025): *Participating in athletics at SCIS has taught me many valuable lessons that I continue to apply in*

my life today, such as effective ways to reach a goal, understanding how to perform well under pressure, and how a junior teammate can offer to the group. The discipline, hard work, and teamwork that I developed through sports at SCIS is something that I am proud to carry with me.

What have you learned through being on teams at SCIS?

Daisy Y. (Class of 2023): You don't have to take everything in life so seriously! You encounter so many challenges and defeats in sports that it teaches you not to take it personally, but instead use it as a chance to improve yourself both physically and mentally.

What is one of the best memories you have of participating in athletics at SCIS?

Bonni C. (Class of 2026): My best memory was the ACAMIS Badminton tournament in Shenzhen. Despite the team's difficulty getting to Shenzhen with the constant flight delays and cancellations, we kept an optimistic attitude. After leaving Shanghai very early in the morning and many hours of buses and airplanes, we walked into the gym just minutes before our first game - we played with all our hearts, gave it our all, and won that first game which I think is something I am very proud of and will stay in my memory for years to come.

What do you enjoy most about being on a team at SCIS?

Hikaru M. (Class of 2023): I enjoyed all the

practices and games but there were also a lot of fun moments outside of these set times. Eating pizza with teammates and coaches, student vs staff games, and the time spent together with teammates during tournaments. Even though I am graduating this year, I will not forget the moments I've spent with the SCIS athletic teams.

What is one of the best memories you have of participating in athletics at SCIS?

Ingrid Y. (Class of 2023): If I had to choose the "best" moment, it would have to be the ACAMIS Volleyball finals earlier this year. Although we started low, the team fought back and eventually took the win. This experience showed the team's determination and supportive attributes alongside a strong connection that we had built across the whole team. This ultimately led to a successful performance, showing perseverance and strong sportsmanship. This made me feel accomplished and proud of the growth that we have experienced over the past few years.

What did you enjoy most about being on a team at SCIS?

Cindy Chen (Class of 2020): My favorite part was the swimming relays at competitions. Swimming is mostly an individual sport, but in relays everybody gathers at the end of the lane to cheer each other on, so loud that you can hear it when you are underwater. I loved the camaraderie of being on a team and training together with my friends after school every day.



Athletics at SCIS provide a safe and nurturing space for students to further connect with their community while they explore and expand their passion for sports. It is our hope that through our program students discover a lifelong appreciation for team sports and the many rewards that come along with participation. It is never too early (or too late) to get active and get involved!

Go Dragons!



Justin Corvers,
Athletic Coordinator
at SCIS Hongqiao



Glowing Up



Throughout the Lower School (Grade 1 – Grade 5) learning journey in SCIS, our children have obtained a sturdy foundation of critical thinking skills and exploration skills (self and environment). Parents of our SCIS students have also shared with us how their children have become more curious about their surroundings and exploring 'how things work' by themselves. When they meet a problem or an "I wonder why?", whether socially or academically, they know where and how to obtain their answers by using the various tools they learned from school to solve their problems. We have almost come to the end of the school year where our children have continuously grown and are moving on to the next stage of their education and life journey. This stage is especially important for our Grade 5 students moving from the Primary Years Programme (PYP) to the Middle Years Programme (MYP) in SCIS. In celebration of our Grade 5 students moving on to the next level of the IB curriculum, PAFA has thrown a celebration party for our PYP Exhibition students. Playing on the pun "It's time to GROW UP", which is a quote that's mostly used by parents wishing their children to be more 'mature' and independent. PAFA would like to change that mindset for

parents, by saying "it's time to GLOW UP!". We celebrated their GLOWS and praised them for their hard work throughout the PYP curriculum. As you guessed it, there were lots of glow sticks and fluorescent materials on site. All Grade 5 families were fully in support of PAFA to hold this party, some parents came in person to volunteer and start decorating the room at 8 AM in the morning; some brought delicious treats for the Grade 5 children; and some even stayed to help chaperone the children and making sure they were having fun! This celebration party will help the Grade 5 students transition to the next level happily and confidently knowing that their parents, family, and friends will always be there to support them and celebrate their lows and GLOWS. Parents of SCIS Lower School students are especially proud of how their child/children have become such independent explorers and hope that their diversified 'learners' profile' will continue to accompany them throughout their life journey.

Congratulations PYPX students and teachers.

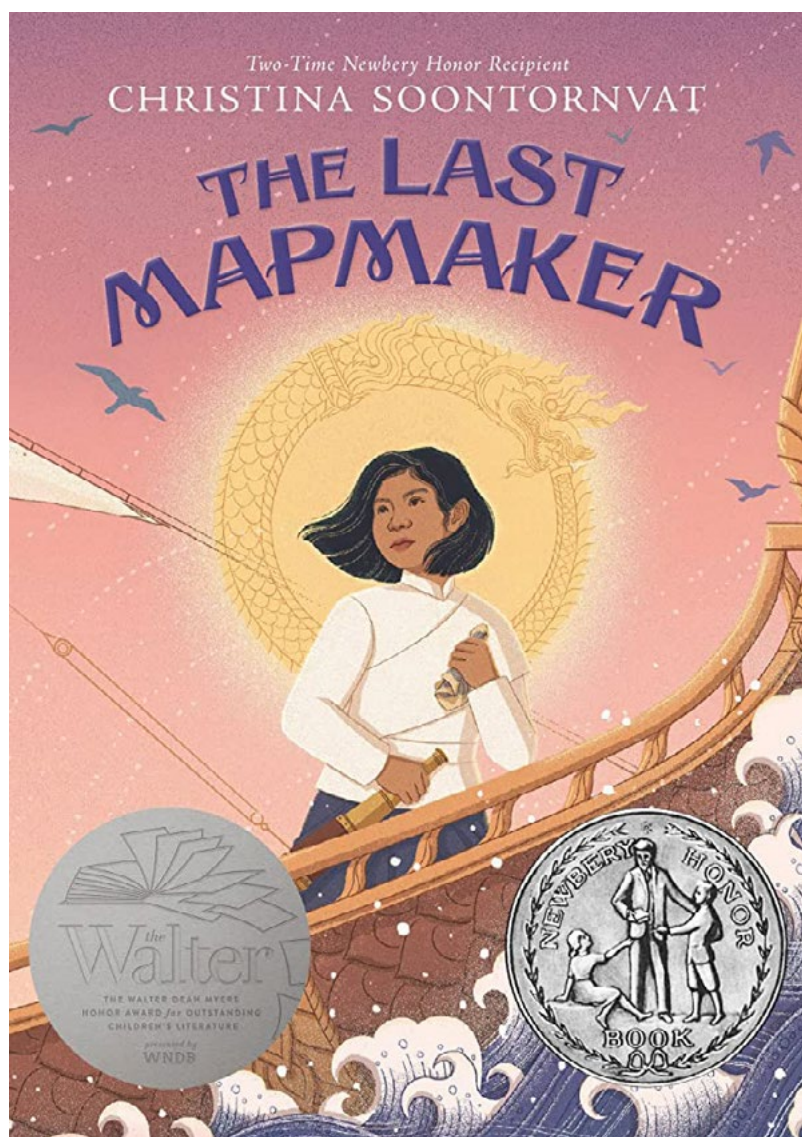
Fiona Tsai, Lower School PAFA Representative at SCIS Hongqiao



Book Recommendations for the Summer

Ashley Simmons, Upper School Librarian at SCIS Hongqiao

Summertime is so exciting! The potential of long days with no set schedules or deadlines leaves so much space for enjoying one of the things I love most...READING! Hopefully, these reading recommendations will spark some inspiration. You can find more reading recommendations and resources on the SCIS Library Summer Reading site: scis.libguides.com/hquslibrary/summer.



The Last Mapmaker

By Christina Soontornvat

Ages 8-12

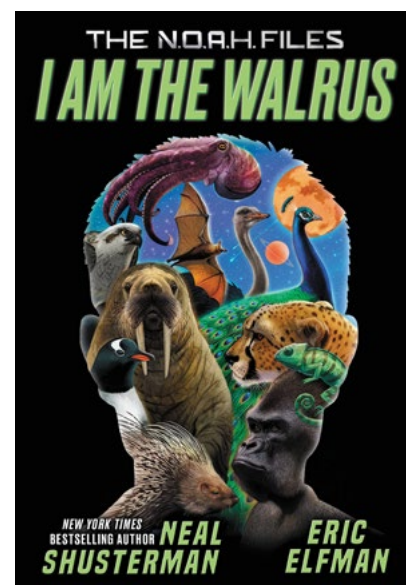
From the author of *A Wish in the Dark*, Christina Soontornvat becomes a captivating middle-grade novel that takes readers on a thrilling adventure through a magical world. *The Last Mapmaker* follows the journey of Panya, a young mapmaker tasked with creating a map of the entire kingdom before the magic map that guides its people disappears forever. Readers will discover that Panya's journey is one we must all take to find our roots and understand the world around us. Soontornvat's imaginative and detailed world-building makes this book a delight for the senses and immerses readers in a world of magic and wonder. It is a book perfect for inspiring a sense of curiosity and adventure, so well-suited to the possibilities of summer.

I Am the Walrus

By Neal Shusterman and Eric Elfman

Ages 10-14

If you are in a bookstore this summer, pick up the newest book co-written by one of my favorite authors. *I Am the Walrus*, by Neal Shusterman and Eric Elfman, is a unique and captivating middle-grade novel that blends mystery, adventure, and science fiction elements. The story follows the journey of a young boy named Caden, who discovers a strange radio that allows him to communicate with someone from another world. The book plays with genres and themes, from the eerie mystery of the radio's origins to the thrilling adventure of Caden's journey to another world. It keeps readers guessing and engaged from beginning to end. Readers who enjoy science fiction and adventure stories should consider this for their next read.



Stalking Jack the Ripper

By Kerri Maniscalco

Ages 15-17

Something about reading during a late summer night puts me in the mood for a good mystery. *Stalking Jack the Ripper* is a thrilling and slightly gruesome tale that does not disappoint. The story follows Audrey Rose Wadsworth, a young woman training alongside her uncle in a mortuary in the murky alleyways and public houses of 19th-century London. As a vicious murderer, known as "Jack the Ripper", begins to target women in the dead of night, Wadsworth is drawn into a perilous world of serial killers. With her friend Thomas, she begins a quest to stop the Ripper and bring him to justice. However, as she delves deeper into the enigmatic and shadowy corners of the city, Wadsworth realizes that the true identity of the savage killer might be closer to her than she ever imagined. This book will keep readers on the edge of their seats and is a perfect read for fans of the historical fiction and thriller genres.

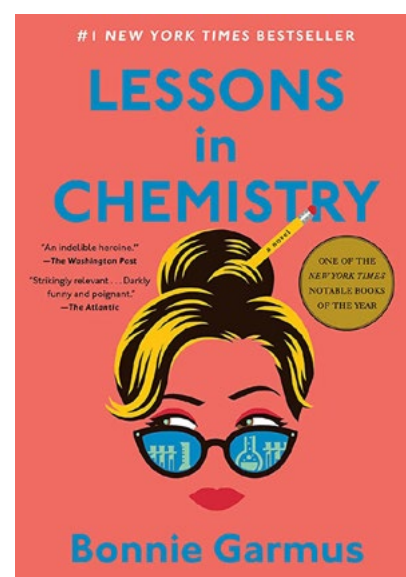


Lessons in Chemistry

By Bonnie Garmus

Ages 16-Adult

Lessons in Chemistry by Bonnie Garmus is a charming and engaging debut novel that follows the story of Elizabeth Zott, a young woman in the 1960s who dreams of becoming a chemist and having her work respected in a field where she faces persistent misogyny and skepticism about her abilities. Her life unexpectedly shifts when she falls in love with another scientist, Calvin. But life is unpredictable, and Elizabeth finds herself a single, unemployed mother. In an extraordinary twist of fate, she lands a gig as the host of a TV cooking show, *Supper at Six*, where she not only imparts the seriousness of cooking to her mostly female audience but also shares honest, often empowering advice. Overall, *Lessons in Chemistry* is a novel that combines science, humor, and heart to create an entertaining and thought-provoking story. The author's attention to detail and well-developed characters make it a book that stays with you beyond the final page. I highly recommend this book to anyone looking for a unique and engaging read.



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- [Heart 2 Heart](#)
- [Hands On Shanghai](#)
- [Renewal Center](#)
- [Bless Foundation](#)
- [Animal Welfare Organizations](#)
- [Empathy Museum](#)



Reading Recommendations:

Wish in the Dark by Christina Soontornvat
Last Cuentista by Donna Barba Higuera
Threads of Peace by Uma Krishnaswami

More found on

[Ms. Simmons](#)
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Questions?

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