

# DragonNews

Winter 2023



## BUILDING OUR COMMUNITY

- HIS Celebrations and Events
- ACAMIS Champions and Sports Tournaments
- Learning and Literature
- FAME the Musical
- WestLake MUN
- PAFA Community Events

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**“A Journey of Community, Opportunity, and Excellence”**



A group of children in light blue school uniforms are climbing a large, complex rope structure made of blue metal poles and red ropes. The structure is a large, interconnected web of ropes. The children are at various heights, some near the top and others lower down. The background shows a lush green landscape with trees and mountains under a clear sky. The overall scene is bright and sunny.

# Building Our Community





## FROM THE SUPERINTENDENT

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Dear HIS Community and Friends,

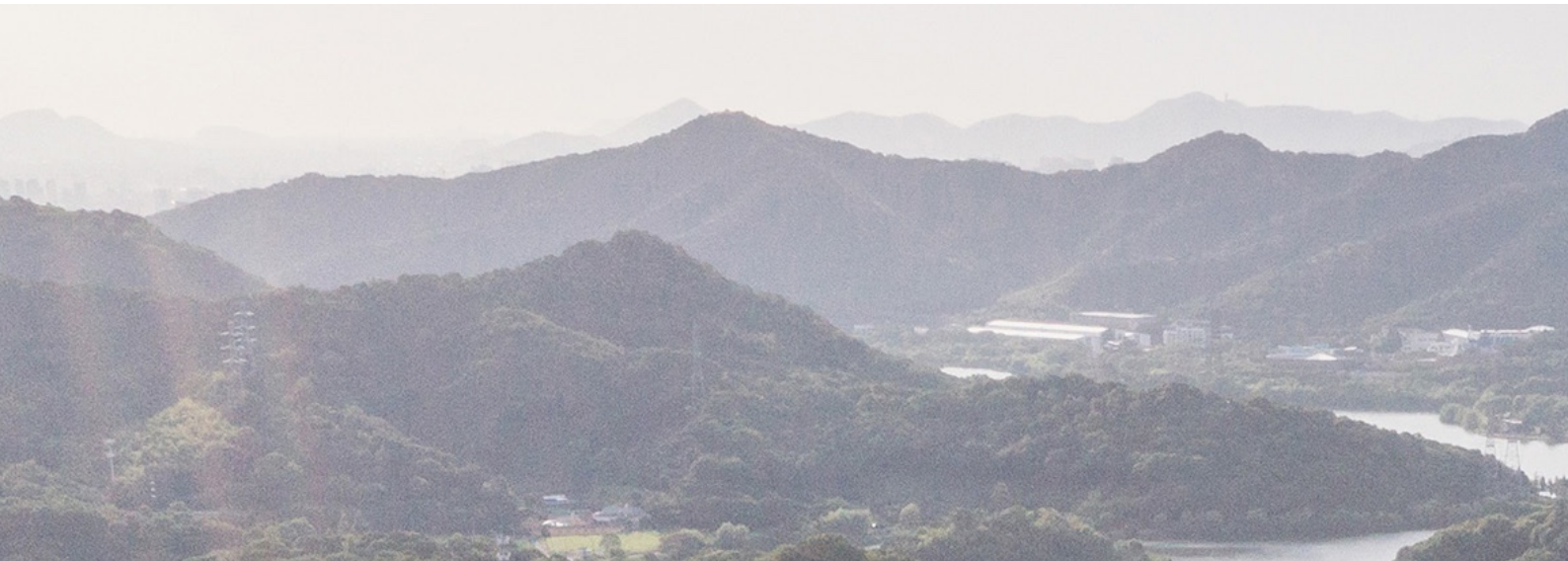
HIS has been bustling through the warm summer and fall months, and winter has finally arrived... brrrrr! It is truly amazing to be a part of a school where parents and faculty are so committed to providing students with outstanding opportunities to pursue personal and academic excellence. We take pride in this effort and so the theme for this edition of DragonNews is 'Building Our Community'.

Community, Opportunity, Excellence. These are words that truly describe the atmosphere, offerings, and student achievement at HIS. They are words clearly stated in our school vision and mission, and words that drive our strategic planning. At the core of our success in international schooling is a strong belief that it is simply better to involve the entire school community in the development of our students.

At the center of our HIS official seal you will see the word, 'Communitas', the Latin word for

'Community'. Communitas means 'together, a gift' and at HIS we believe in this spirit of working together with our students, teachers, administration, parents and external partners. Our school exudes this caring and familial vibe, which makes it easy to share with new families and visitors. Yet creating and maintaining a community school requires tremendous effort and commitment from all, so I would like to take this opportunity to thank all of you who have volunteered time, dedicated above and beyond, and helped nurture such wonderful environments for our learning community.

A major highlight of a true community school is the robust range of opportunities available to all. At HIS, we believe in providing students with opportunities that match their potential, interests and motivation with the future world they will live in. As a community school, we welcome the participation of our parent community and external partnerships, as this involvement only multiplies the diverse range of opportunities we can provide





to our students. And, as a community school, we believe everyone is, and will always be, a learner. To this value, we plan and facilitate those opportunities that help us serve our students better. Our school constantly looks to support families with information sessions, parenting forums, and strong guidance. We also look to provide our faculty with comprehensive professional growth options. All of these intentions ultimately are geared towards improving student learning and achieving excellence.

On 'excellence', Aristotle wrote, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." At HIS, we believe all students can reach their potential and achieve excellence if we work together as a community and provide opportunities that are just right for each student. We celebrate our successes, and we are there to support our students when they receive the 'gift' of making a mistake or failing to reach the next level. Before inventing the electric bulb, Thomas Edison is quoted as saying, "I have not failed. I have just found 10,000 ways that won't work". In order for our students to

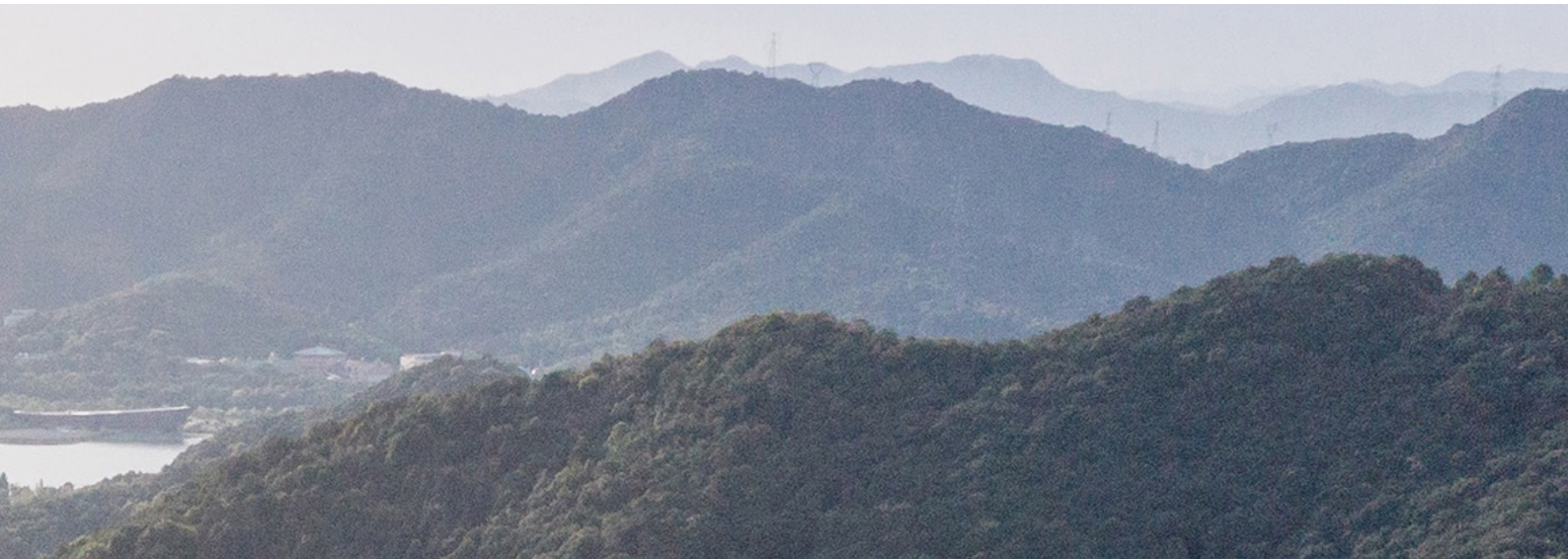
pursue and reach levels of excellence, we need to provide them with a safe and supportive learning environment and opportunities to develop a life-long positive learning attitude and resilient mindset. It is with this commitment that our students can obtain excellence now, and be seen as excellent leaders, artists, academics, and athletes of the present. And their future is only brighter!

I am sure you will agree that HIS believes in 'community'. We hope you enjoy the following pages, which intend to celebrate the image, color, and spirit of our commitment to community, opportunity and excellence.

As always, Goooooooo Dragons!!!



Jeffery R. Stubbs  
Superintendent of School





## Embracing Chinese Literature



**GABBY HE** | PR and Marketing Officer

At Hangzhou International School, we believe in fostering a deep appreciation for Chinese culture and heritage. That's why we were honored to host a very special guest: Mr. Tong Yan, a highly acclaimed Chinese children's literature author.

Lower School students had the chance to learn firsthand from Mr. Tong Yan as he shared some words of inspiration during an interactive presentation. The highlight of the day was when the author shared his diary notebook from when he was a young student. Our students were thrilled to read out an entry of their choice to the class, creating a powerful moment of inspiration.

Mr. Tong Yan gave invaluable advice to our students on how to write their own stories and improve their writing skills through daily reading. He encouraged them to be courageous with their storytelling,

*“Mr. Tong Yan gave invaluable advice to our students on how to write their own stories and improve their writing skills through daily reading.”*

embrace their imagination, and always look for inspiration in the world around them. Witnessing the enthusiasm of our students and the connection they formed with the author was truly amazing.

We thank Mr. Tong Yan for gracing us with his presence and for inspiring our students to explore the wonders of literature and storytelling. This is just one of the many ways HIS continues to nurture a global perspective and celebrate our cultural richness. We hope his words will resonate with our students for years to come!





## Connecting Art and Units of Inquiry

**JESSICA JOHNSON** | Vice Principal and PYP Coordinator  
**TARA TIDBURY** | Lower School Visual Arts Teacher



*“By interconnecting all of the links, we have constructed a magnificent collaborative artwork that vividly illustrates our interconnectedness. This creation exemplifies open-mindedness and contributes to a harmonious and inclusive community.” - Ms. Tara*

Our grade 4 students recently completed a unit of inquiry where they explored energy. In art class they made connections to their unit of inquiry and explored energy art.

Ms. Tara shared, “Artists looked at the energy art movement and could choose any genre and medium to explore. Students critiqued modern energy artists Galia Rude, Jaison Cianelli, and Kati Astraier. They then explored the principles observed such as movement and elements of art like color and line. The students took inspiration and inquired into creating their very own masterpieces. Monochromatic self-portraits were also created. Artists focused on principles of art balance and proportion. They created art using the portraiture genre to critique artists Pablo Picasso, Kehinde Wiley, Vincent Van Gogh, Judith Leyster, Chuck Close, and Frida Kahlo. Students studied the principles of art and how these artists used them.”

Our grade 1 artists explored self-identity and investigated different perspectives to express details of who they are. Ms. Tara said, “Through individual links, each student has artistically depicted personal elements, such as their favorite colors, beloved pets, and the number of family members they have. By interconnecting all of the links, we have constructed

a magnificent collaborative artwork that vividly illustrates our interconnectedness. This creation exemplifies open-mindedness and contributes to a harmonious and inclusive community.”

Finally, our Kindergarten students explored the element of shapes to see how they could use shapes to create a self-portrait. Ms. Tara shared that, “the students used a mirror to look closely and identify the shapes they could see and then used a pencil to draw what they observed. They discussed the importance of using our observational skills and proportion, specifically how big the face should be on the paper. Next, students used markers to trace their faces and cut them out. They then created their background using oil pastel lines to resist watercolor paint. After discussing different lines, the students used oil pastels to draw their own lines. They used warm colors and practiced the watercolor painting technique, learning how to use a paintbrush.”

The meaningful connections our students made between art and their units of inquiry help to strengthen their conceptual understanding as well as help them make real world connections. This is indeed the beauty of a transdisciplinary approach to learning within the framework of the PYP!





## Using the Outdoor Classroom in Kindergarten



**KIOMI YEOMAN** | Kindergarten Teacher



more, inquiry comes alive in the Outdoor Classroom! When learning about numbers, we used our playground to search for 'two feathers' and 'five stones' to compare and analyze the 'how much' of each number symbol. While learning about shapes and patterns, Kindergarten took a walk to the nearby pond to try to find symmetry, waves, tessellations, stripes, and spirals. We used leaves to create our own patterns from nature and learned that shapes and patterns are all around us all the time. With clipboards and worksheets in hand, our intrepid students had fun while practicing their problem-solving skills as well as their listening, reading, and speaking English language skills.

At HIS we truly believe that the outdoor classroom provides many opportunities for children to learn and grow. By incorporating it into our curriculum, we aim to help students reach their full potential and prepare them for a successful future.

***“Not all classrooms have four walls.”***  
- Margeret McMillan

Having put this statement to the test, I have come to believe that the outdoor classroom truly does enhance student learning, personal growth, and environmental awareness. Some of the ways in which it does this are improved learning outcomes, increased physical and mental well-being, enhanced environmental awareness, development of social skills, and fostering creativity and problem-solving skills.

Kindergarten has been 'out and about' regularly using the opportunities outside of our four walls to enhance every aspect of our learning. From Mathematics to Science, to Literacy, and so much





## The Power of Story Telling in Grade 3



COLIN GONZALEZ | Grade 3 Teacher

*“The storytelling experience not only fostered a love for writing but also nurtured essential skills such as collaboration, critical thinking, and self-expression.”*

Grade 3 students engaged in extraordinary storytelling to explore themes of imagination and collaboration. Armed with loose parts of pinecones, bamboo, blocks, animals, and magnetic tiles, they constructed intricate story worlds, piecing together characters, settings, and plots.

With enthusiasm and creativity, students collaborated with their peers, merging their ideas and weaving tales that were as diverse as the imaginations that crafted them. They embraced the power of teamwork, bouncing ideas off one another, and building upon the foundations laid by their classmates. It was a wonderful sight to witness their cooperation and the bonds forming between them. Once the story structures were in place, the students embarked on the next phase of their storytelling

adventure. This time, armed with pencils and paper, they took on the role of authors, individually penning their narratives. Their faces lit up with excitement and determination as they poured their thoughts onto the pages, bringing their stories to life.

As their teacher, I guided them through the essential elements of a well-crafted story. We explored the importance of a strong beginning that captivates the reader, a well-paced middle that builds tension or excitement, and a satisfying ending that leaves a lasting impression. We delved into the significance of vivid settings that transport the reader to new worlds and characters with depth and personality. Together, we revised and edited their work, honing their storytelling skills. The students absorbed feedback, revising to enhance their narratives. Their stories showcased their unique voices and the progress they had made in their writing skills.

Overall, it was an activity filled with creativity, imagination, and immense growth in writing skills. The storytelling experience not only fostered a love for writing but also nurtured essential skills such as collaboration, critical thinking, and self-expression.



## Learning Invasion Games | Interdependence and Community



**RACHEL FORD** | Lower School Physical Health and Education Teacher

In the exciting realm of physical education, Grade 5 students have delved into the world of invasion games. These games, including popular ones like football and basketball, not only teach students essential athletic skills but also foster an understanding of interdependence within a team. Moreover, the key theme of building a community is prominently featured throughout these lessons. By exploring different strengths, positions, and team dynamics, young learners are bound to experience the transformative power of interdependence and community building.

One of the fundamental lessons that students learn while engaging in invasion games is the concept of interdependence. These games emphasize the importance of working together collaboratively towards a common goal. Whether it is passing the ball in basketball or coordinating strategies on the football field, Grade 5 students quickly discovered that success hinges upon effective communication, cooperation, and reliance on each other's strengths. Learning the value of interdependence not only enhances their athletic abilities but also equips them with essential life skills necessary for future endeavors.

Invasion games allow for a diverse range of roles and positions, each contributing to the overall success of the team. Grade 5 students were exposed to the concept of attackers, defenders, midfielders, and goalkeepers. By understanding and valuing these diverse roles, students develop a deeper appreciation for the contributions of each team member. This realization encourages them to identify their individual strengths and passions, fostering a sense of self-awareness.

*“A key theme throughout these lessons is focused on building a community within Grade 5. Students discover the power of unity and collective effort, gaining a deeper appreciation for the overall team dynamic.”*

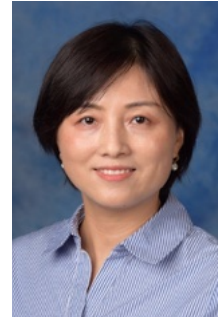
However, it is essential to note that these games also encourage students to step out of their comfort zones and explore new positions. By encouraging students to experience different roles, the curriculum promotes empathy, understanding, and respect for the challenges teammates face in their respective positions. This understanding builds a stronger bond among students, reinforcing the sense of community within the team.

A key theme throughout these lessons is focused on building a community within Grade 5. Students discover the power of unity and collective effort, gaining a deeper appreciation for the overall team dynamic. The games provide opportunities for students to recognize each other's strengths and support one another, both on and off the field.

Through group activities, team-building exercises, and friendly competition, the physical education curriculum emphasizes each of the IB learner profiles. These skills transcend the sports field and extend into their everyday lives, fostering a sense of belonging and camaraderie. As these young athletes embark on their journey, they will undoubtedly experience the transformative power of interdependence within a community, shaping them into well-rounded individuals.



# Chinese Poetry | A Field Trip to Su Dongpo's Artifact Exhibition



**JENNY WANG** | Upper School Chinese Teacher

This month our Year 11 Language class studied a series of poems by Su Shi, also known as Dong Po, a great Chinese literary figure of the Song Dynasty. Coincidentally, the Southern Song Dynasty Official Kiln Museum was presenting an artifact exhibition on Su Shi titled "Looking Up - Looking Back at Dongpo". As fans of Su Shi, we certainly didn't want to miss such a great opportunity!

On a crisp autumn afternoon, our students and teachers gathered for a field trip to see the exhibition in person. The exhibition was dedicated to Su Shi and was filled with exciting treasures of art and literature.

Each unit was divided by a specific theme, each representing a different stage of Su Shi's artistic journey. For example, the first unit looked back at Su Shi's open-minded experience at the Red Cliff Fugue. When the students entered the exhibition hall, the first thing that caught their eyes was a canoe on a river, representing the subject matter from the poem "Red Cliff Fu". It vividly replicated the situation the poet was in at that time. The "Red Cliff Fugue" was based on what the

poet saw, heard, thought, and felt at the time. The strong visual impact bridged the abyss of space and time. Thousands of years after Su Shi's time, audiences can still be deeply touched by his spirit, prompting us to further reflect on the profound meaning behind the poet's words.

In other units, such as Unit 2, students learned with interest that Su Shi turned out to be a great Song boomer as well. His calligraphy was unique; his paintings were creative and spontaneous; his poems were bold and unrestrained; and his optimistic temperament contributed to his unique aesthetic sensibilities. He was always known for his innovation and was one to lead in the forefront of the arts.

All in all, visiting the Su Shi-themed cultural relics exhibition was a great experience for our students to see, and experience poetry. By witnessing the artistic journey associated with the lyricist Su Shi, students explored the world of the poet, thus deepening their insightful understanding and appreciation of Chinese poetry.



## Grade 7 Science Class | The Sweetness of Honey and Maple Syrup

**ANNA GALUSZKA** | Upper School Science Teacher

Physics is the fascinating field of science that seeks to unravel the mysteries of how things happen around us. Recently, seventh-grade students embarked on a thrilling journey into the world of physics, with a focus on thermal energy. Through hands-on experience, they explored the fascinating phenomena of conduction, convection, and radiation, investigating heat transfer. To make the topic more relatable and accessible, students created their own honey and maple syrup “candies” in the lab. The students were then tasked with answering a research question: “If we heat the honey and maple syrup with the same amount of thermal (heat) energy, will they both have the same temperature change?” The

students worked in groups, displaying their excellent self-management and collaboration ATL skills as they adhered to lab safety rules and collected data through cooperation. After gathering their data and observing their candies, students conducted comprehensive research to validate their hypothesis: “If the same amount of heat energy is applied to the same amount (volume) of honey and maple syrup, then their change in temperature can be measured to show that honey and maple syrup reach the same temperatures at different times”. Students wrote a detailed lab report individually that reflected on heat transfer and dwelled into concepts such as specific heat capacity and thermal conductivity.





## Step Inside the HIS High School Biology Classroom

**JUSTINE KUSHNER** | Upper School Science Teacher



*“The skills they have mastered in DP Biology are invaluable to life. Their future as caring and inquiring young adults is promising!”*

Integral to the student experience of a biology course is the learning that takes place through scientific inquiry within the classroom. Students at HIS experience the full depth and breadth of the course, developing scientific skills, adapting previous understanding, and making connections between prior and new knowledge.

Our Grade 11 students have been introduced to the rigor of the new Biology 2023-2025 Curriculum. This semester they completed Theme A, on 'Unity & Diversity'. Fascinating topics were covered, including studying the origins of water on Earth; extracting their own DNA; microscopy studies; classification techniques; evolution, and biodiversity.

This semester our Grade 12 students have been working tirelessly to complete their final topics on Human and Animal Physiology, as they prepare for their mock examinations in March. They have enjoyed lab investigations in plant biology; ecology; the greenhouse effect; digestion and a full heart dissection. The seniors completed their biology internal assessments on November 20th and are congratulated on their positive work ethic, enthusiasm, and interest in the subject. Even though they may not all be studying biology further after high school, the skills they have mastered in DP Biology are invaluable to life. Their future as caring and inquiring young adults is promising!



## Embracing the Future | VEX Robotics Continuum



**EMLYN MAJOOS** | Lower School Design Technology Teacher

In an era where technology dictates the rhythm of our lives, HIS is paving a way forward for futuristic education, exemplifying this through our comprehensive VEX Robotics program. Spanning from Kindergarten to Grade 10, this program is an embodiment of our commitment to nurturing the innovators and problem-solvers of tomorrow.

### WHY ROBOTICS?

Incorporating VEX Robotics into our curriculum is more than teaching technology; it's about preparing our students for a future where digital literacy is paramount. The continuity in using VEX systems ensures that our students are not just learning; they are evolving with technology. Familiarity with both hardware and software components of the VEX system enhances their adaptability and readiness for higher technological challenges.

### KINDERGARTEN TO GRADE 2: THE FOUNDATION WITH VEX I23

The journey begins in the colorful, imaginative world of our youngest learners. Using Vex I23, these budding minds engage in basic coding and robotics, learning through play. This stage is crucial as it lays the groundwork for computational thinking and problem-solving skills, fostering a love for technology from an early age.

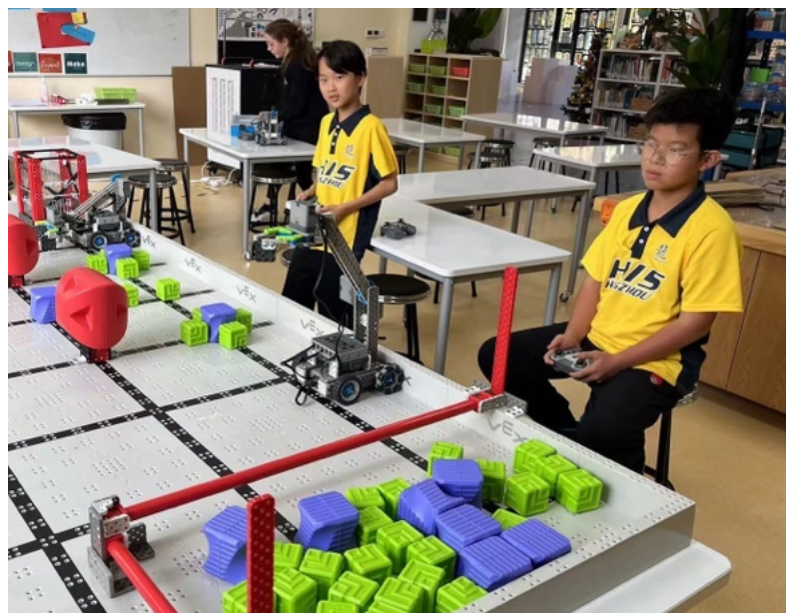
### GRADE 3-4: BUILDING SKILLS AND COMPETITIVE SPIRIT WITH VEX GO

As students advance to Grades 3 and 4, the Vex Go kits provide a more structured approach to robotics. Here, students start actualizing concepts, building simple machines and robots, an early introduction to mechanical engineering and

software management. It's a significant leap that nurtures critical thinking and creativity. Vex Go also serves as the first opportunity for our students to try their hand at competitive robotics. Students can build robots and compete with their peers in internal competitions and hopefully with other schools in the future.

### GRADES 5-8: COMPLEX LEARNING WITH VEX IQ

Under the guidance of coaches Mr. Brady Retallick (Middle School) and Mr. Emlyn Majoos (Lower School), the Vex IQ kits for Grades 5 to 8 mark a pivotal point in our robotics program. Here, students delve into more complex robotics, integrating sensors and advanced coding. This phase not only enhances their technical skills but also cultivates teamwork, as they collaborate on intricate projects, a precursor to real-world engineering challenges.





### GRADE 9-12: MASTERY WITH VEX V5

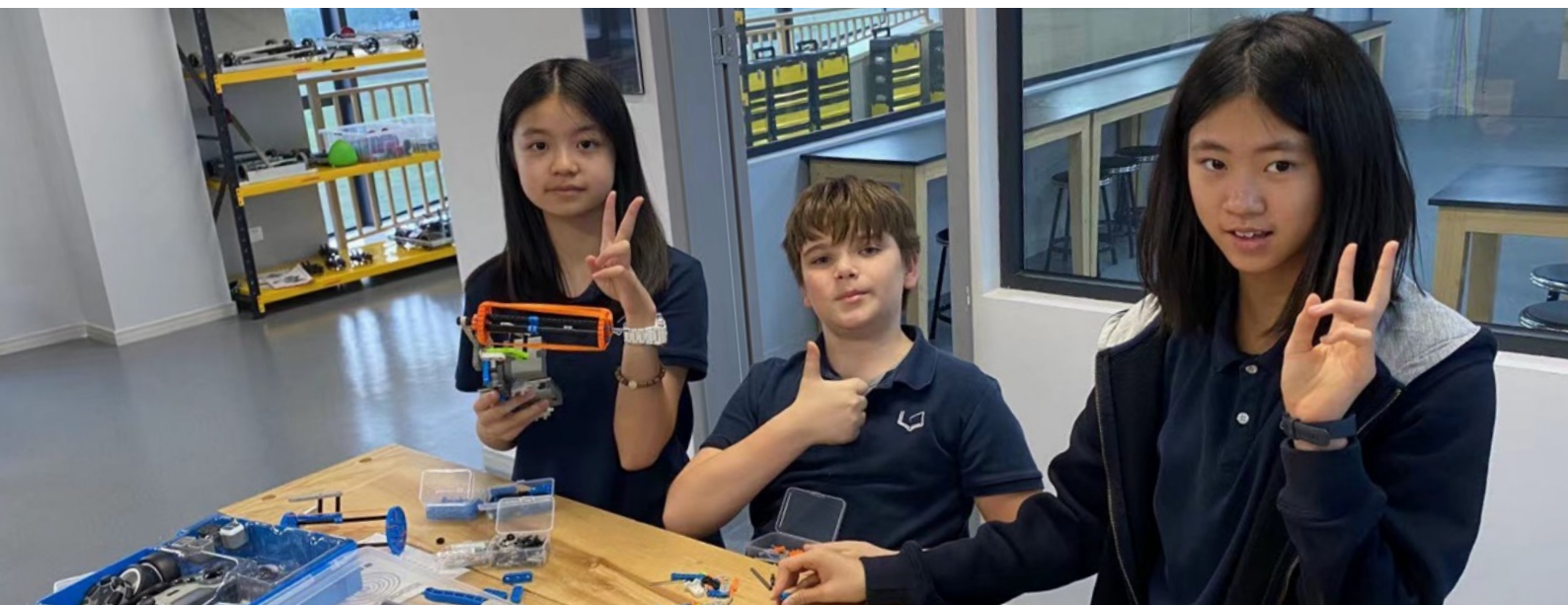
In Grades 9 to 12, under the guidance of Mr. Ian Malloy, the Vex V5 kits take center stage. This system offers students the opportunity to engage with near-professional-level robotics. This advanced phase equips students with profound knowledge in robotics, coding, and AI, preparing them for future academic and career pursuits in STEM fields.

### BEYOND ROBOTICS: COMPETITIONS AND WORKSHOPS

Our commitment extends beyond the classroom. Starting from Grade 3, students can participate in robotics competitions, fostering a spirit of healthy competition and collaboration. This year, we aim to host an internal competition, offering a platform for students to showcase their skills and learn from each other. Additionally, we plan to invite our fellow HISAC schools for on-site robotics workshops, promoting a broader community of tech enthusiasts.

### A FUTURE-READY GENERATION

By the time our students complete Grade 12, they are not just proficient in robotics; they are equipped with a mindset to innovate, adapt, and excel in any technological endeavor they undertake. Our robotics continuum is more than an educational program; it's a journey of continuous growth, creativity, and empowerment, shaping the leaders and innovators of tomorrow.



## A College Fair to Remember



**MARK DONAGHER** | Head of Guidance and University Counseling

It was a real thrill for me to host our annual HIS College Fair, the first one of this scale since the pandemic! I'd forgotten just how impactful it can be to have a gym full of university admission officers who are ready to connect to parents and students to let them know just what their great educational institutions can offer.

With over 50 universities from 11 different countries, the College Fair showcased an impressive range of global universities. Students of all ages at HIS are empowered to be self-aware about their education and personal growth to foster a sense of agency. At this event, along with their parents, they had the exciting opportunity to meet Admissions

Officers and gather information about university programs and requirements.

A tremendous amount of work was put behind the scenes to make this happen, a shout out to our amazing Counseling team, Admissions and Marketing, and all who helped on the day. I feel grateful to be working in such a caring and giving community.

The College Fair served as a great platform for students to gain valuable insights into the endless possibilities and pathways available to them after high school. I cannot wait to start working to prepare for the 2024 College Fair, which will be even bigger and better!

***"We were delighted to participate in the HIS University Fair. Your team's dedication and the warm welcome from your school community made our visit truly special." - SCAD***

***"We met many interested students/families and they all asked very detailed questions, from academics to English entry requirements, career opportunities, and more!" - Brock University***

***"This was a great opportunity to connect, and your careful planning and generosity are much appreciated!" - Denison University***





## Read Alouds | Building Our Community Through Stories



INGRID MAJOOS | Lower School Librarian

**WHAT IS HIS READ ALOUDS?**

Every week a new story is read aloud, and you can watch the video and follow along with the story! This initiative was first started when our previous lower school librarian, Ms. Dierker, was at HIS. Back then it was called Bedtime Stories. Fast forward to now and we have the fantastic HIS Read Alouds which is in its third year! The stories read are mainly picture books but range from fiction, imagination to exploring feelings, non-fiction, and being able to learn interesting new facts. By watching the videos, it is also a great way to discover the different books and stories that our wonderful library contains. You may ask for which ages are the stories? They are for everyone, young and old.

**WHERE CAN YOU FIND THESE VIDEOS?**

A story is posted each week on Moments 365. All of lower school is connected to Moments 365 and the stories should pop up when you open

your Moments 365 link on your phone. Watching the stories with your child is a great way to spark conversation and to make connections to each other and the wider community.

**WANT TO READ A STORY FOR THE COMMUNITY?**

We have been very fortunate to have students, for example Lekai and Ivy from Grade 3, and parents, like Ms. Yoyo who is the mother of Kyson in Grade 1, reading stories for HIS Read Alouds. The stories read can be in English, but the story can also be in your home language which showcases our diverse community. If you would like to submit a story, simply record yourself reading a book or telling a story and send Mrs. Majoos the video on Moments 365. We look forward to many more amazing stories to share with the HIS community.

Happy Reading!





*“We were thrilled to witness our students excel as they embraced their roles as delegates, fostering a supportive and enriching atmosphere for everyone involved.”*





## West Lake MUN | Creating Change, Solving World Issues



**CHELSEA WOOD** | Speech Therapy and EAL Specialist

HIS proudly hosted the highly anticipated West Lake Model United Nations (WLMUN) conference over the weekend. This year's event marked a full return since the pandemic, bringing together students from CIS, BASIS, and our own school. WLMUN has been a well-respected achievement for Hangzhou schools for over a decade.

West Lake MUN empowers students to make a difference in the world. Under this year's theme "Safe and Secure," our delegates engaged in discussions, debates, and creative problem-solving to address pressing global issues. Our mission was to offer effective and positive solutions that would drive change.

The conference provided a platform for students to demonstrate leadership, seek mentorship, and thrive in a collaborative environment. We were thrilled to witness our students excel as they embraced their roles as delegates, fostering a supportive and enriching atmosphere for everyone involved.

Our students meticulously planned committees and topics aligned with this year's theme, reflecting the diverse interpretations and experiences associated with "Safe and Secure." With over 50 upper school HIS students from Grades 8 to 12 participating as delegates, the conference welcomed students of all experience levels and personalities.

A wide array of topics was discussed at West Lake MUN 2023 including:

- Addressing the ongoing Geopolitical in the Sahel
- Addressing ethnic conflict in South Sudan
- Addressing the effective assimilation and relocation of refugees in Italy
- Developing sustainable fishing practices to address overfishing in the Mediterranean
- Establishing methods for controlling cyber-enabled financial crimes

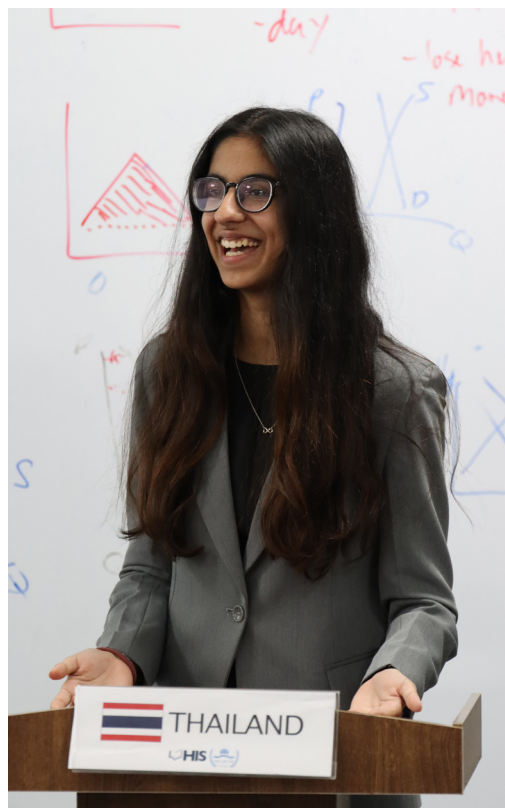
The chosen topics fostered fantastic debates, points of discussion, and cultural learning among students. The successful execution of the conference was made possible by the collaboration between the Secretariat and Yale MUN Korea groups. Their dedication ensured a smooth and enjoyable experience for all students.

I'd like to thank the West Lake MUN committee, along with my colleagues, Joel Bastedo, Terry Strombeck, and Jake Barningham, for their efforts. Initiatives like West Lake MUN enable students to develop valuable skills while recognizing their roles and responsibilities as global citizens. It was a truly enriching experience that aligns with the HIS commitment to international-mindedness and empowering students to become active participants in our global community.

Hats off to the students who shone at West Lake MUN 2023, exemplifying the spirit of collaboration, critical thinking, and a passion for creating positive change in the world!

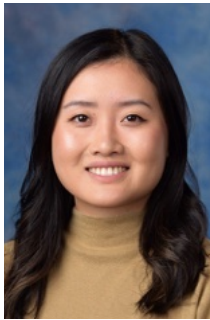








## A Cultural Staff Excursion to Waitongwu Art Village



**CHANTELLE NGUYEN** | Marketing Manager

The HIS faculty embarked on an enriching day trip to the Waitongwu Art Village, located on the outskirts of Hangzhou. The village proved to be a charming destination, offering a variety of interesting places to explore. From art galleries to cozy coffee shops and tea houses, pottery-making rooms, and botanical spaces, there was something for everyone.

Our faculty and families had the incredible opportunity to opt-in for traditional crafts activities on the day, giving us a firsthand experience of the local culture. Divided into small groups, many of us participated in activities including tie-dyeing with beautiful indigo ink, learning the art of incense making, picking tea leaves in the lush tea fields, or even creating our own essential oils.

We gathered as a group to explore the village, marveling at its unique charm and afterward shared a delightful lunch together. Although the weather was a bit cool and wet, it did little to dampen our spirits and only added to the charm of our misty surroundings. Rain or shine, we were determined to make the most of this fantastic team-bonding experience.

Our deepest appreciation goes to Lily Zhou and the remarkable Mandarin team for organizing and supporting this wonderful cultural trip for our faculty and families. Their tireless efforts ensured that every aspect of the outing was planned meticulously, providing a memorable experience for all involved.







*"It was a great experience. I'm keen to introduce Zha-Ran technique to my students. It is so much fun!"*  
- Ms. McGifford

*"What a great day out, our family loved it! So grateful to the Mandarin team for organizing this for us and everyone else who was involved."* - Ms. Kearns

*"Lily and all the Chinese teachers and staff, thank you for organizing such a wonderful trip. We had a beautiful day, also with our little ones."* - Ms. Molina





## PAFA Community Events



**ANDREA STUBBS** | Director of Admissions and  
Community Relations



The past few weeks have been busy with numerous activities for the whole community, many of which would not have been possible without the invaluable support of the parent liaisons and the HIS parent community.

When you hear, "Everyone is PAFA", it's true! Here at HIS, everyone contributes to our community utilizing their skills, expertise, and availability, always in a positive, helpful, and respectful manner.

While taking part in the many activities, as organizers, volunteers, or participants, we are a collaborative team that supports each other, serves as positive role models to the children, develops skills and interests, and fosters long-lasting friendships with people across many cultural backgrounds!

I feel lucky to be surrounded by encouraging, caring, and cooperative parents. It is one of the reasons why I love my job. I am truly thankful!

I am looking forward to upcoming activities. In the meantime, here are some photos from our most recent events:

***PAFA Autumn Walk and Lunch  
Parents Be Fit!***

***PAFA Kitchen Session***

***Parent Cheer Squad***

***Lower School Bake and Share  
Halloween Spooktacular***









## Halloween Spooktacular!

Lower school students rocked incredible costumes and made unforgettable memories at our family-friendly event, the sensational Spooktacular! From spooky-themed fun to delicious food, music, and interactive games, it was a blast for everyone! The parade was a highlight, displaying the creativity and vibrant spirit of our students.

A special thanks to Admissions and Community Relations for organizing this event, PAFA Liaisons Rubina Hiranandani, Maria Alejandra Jahn, and Jing Rebecca Zhang, our dedicated volunteers, school admin, and facilities teams for their hard work and enthusiasm in making this community event a joyous success!



Scan the QR  
code to view all  
the Spooktacular  
fun!

















## GIN Club | Sharing our Planet



**JUSTINE KUSHNER** | Upper School Science Teacher

*“By engaging in rich discussions, developing hands-on composting skills; conducting lab investigations, and studying visual interpretations, students examine the role plants, microorganisms, and humans play in regenerating this rich resource.”*

This year, the GIN Club is continuing to focus its projects on the global issue of ‘sharing our planet’ and sustainability.

The club is now also managed by Ms. Jodi Fulwood and Ms. Marcela Rojas, who are bringing their wealth of knowledge from Environmental Systems and Societies (ESS) in the DP Program and personal experiences in the field, from abroad, to enrich our club.

It has been a busy semester, with a Coffee Morning GIN presentation from Grade 7 student, Daisy Zhang in October; and her presenting our GIN projects at a Middle School assembly in November.

The GIN Club has purchased some more gardening equipment and is continuing the process of making their own liquid fertilizer using fruit and vegetable waste and making their own healthy composting soil. Each CCA has been focused on rebuilding healthy soil to restore a carbon cycle balance. We are utilizing the ‘The Soil Story Curricular Guide’ which was created through a collaborative partnership between

Kiss the Ground (KTG) and Life Lab. It serves as supplemental material for teaching middle school students Next Generation Science Standards. KTG is a nonprofit with a mission to inspire participation in the regeneration of the planet, beginning with soil. It assists the GIN CLUB in raising awareness and empowering individuals to purchase food that supports healthy soils and a balanced climate.

Students have been learning about the importance of the soil biome and rebuilding healthy soil on the planet. By engaging in rich discussions, developing hands-on composting skills; conducting lab investigations, and studying visual interpretations, students examine the role plants, microorganisms, and humans play in regenerating this rich resource. All of which was showcased at our Winter Bazaar.

Further projects this semester have included growing our own seeds, developing a wormery and testing biodegradable plastic bags.





## Baking Club | A Voyage Around the World



PAULO MIGUEL | Grade 5 Learning Support Teacher



*“HIS Baking CCA will continue focusing on supporting the development of a strong, inclusive, and shared community.”*

Baking together is a fun and relaxing way to build relationships and develop independence and life skills. One of the main goals of the Baking Club Co-Curricular Activity (CCA) is to highlight the importance of teamwork. Students from different grades work together towards the same goal, utilizing each other's strengths and experiences. They communicate their ideas, reflect on others' suggestions, take risks, and, above all, they care for and help each other.

This exchange of knowledge starts with the reading of the different recipes. Students share cooking experiences with their relatives during important festivities or family events, and cultural exchange and comparisons start. We are magically transported to different countries, to someone's family home, to a house in the countryside, or by the sea. Unexpected scents of cinnamon mixed with anis and sweet herbs suddenly occupy our kitchen.

This term, we have chosen baking recipes from different countries around the world. Students have learned the history of cakes and pastries from the Portuguese Cream Tart to the popular Scottish Short Bread Biscuits.

The spirit of a strong, caring, and sharing community is a constant presence in our CCA. Students often invite some of their friends to pop in and bake with them. When cooking time allows it, we all sit at the table, taste the quality of our great work, and share our personal memories, dreams, and aspirations.

HIS' Baking CCA will continue focusing on supporting the development of a strong, inclusive, and shared community. New culinary adventures will continue throughout the academic year should anyone wish to join and be part of our 'voyages'.



## From The Wave | HISAC Swim Meet



**NATALIO LIARES** | Aquatics Coordinator

The Hangzhou International School Athletics Conference (HISAC) Swim Meet Round 1 event was a resounding success, and we congratulate our HIS Gold Dragons Swimmers on their remarkable performance. The event was a testament to our school's commitment to excellence, and we are confident that our students will continue to excel in sports and other endeavors.

The event kicked off at our climate-controlled facility, "The Wave" Swimming Pool, with eight participating schools: Basis International School (BISH), Wellington College International School (WCIH), Huili School Hangzhou (HSH), Wycombe Abbey School (WASHZ), Wahaha International School (WIS), Wahaha Bilingual School (WNBS), and Hangzhou International School (HIS). The HIS Gold Dragons Swimmers emerged as the champions and took home the HISAC Swim Meet 1 Overall Champions Trophy Cup.

The HISAC Swim Meet was met with an overwhelming response from participants and spectators alike, and it was a proud moment for all the HIS Dragons. The competition was intense, and all the teams demonstrated their skills and talent, but our team stood out with their exceptional performance. Our swimmers' hard work and dedication paid off with 115 Personal Best times, 82 Medals (36 Gold, 24 Silver, and 22 Bronze), and numerous accolades.

The event was not only a platform for competitive swimming but also an opportunity for participants to improve, bond, and interact with each other, fostering sportsmanship and teamwork, values that we hold at Hangzhou International School.

The event's success would not have been possible without the combined efforts of our swimmers, coaches, over 80 volunteers, parents, and staff who worked tirelessly to make it a success. Their dedication and hard work are commendable.

We are proud of our team's achievement in this event and look forward to hosting the HISAC Swim Meet in the future. We are committed to promoting a love for swimming and healthy competition among our students and the community.

*"The event was not only a platform for competitive swimming but also an opportunity for participants to improve, bond, and interact with each other, fostering sportsmanship and teamwork, values that we hold at Hangzhou International School."*







Scan QR code  
for more Swim  
Meet photos!





## ACAMIS Volleyball Success for our Gold Dragons!



**FILIFE NOGUEIRA** | Director of Athletics and Activities

This season HIS had the pleasure of hosting the 2023 ACAMIS Green Division Volleyball Tournament. 5 schools from throughout China and Hong Kong SAR competed over 3 days of exciting action. These multi-day events are physically and mentally challenging and offer our students opportunities to develop their volleyball skills and knowledge, while also building friendships, self-confidence, and resilience.

Both our teams played 7 matches in 3 days with the HIS Girls volleyball team achieving their goal of winning the Championship for the 2nd consecutive time- 2021 & 2023. (\*2022 tournament was cancelled). They went through the tournament undefeated, including 3 victories coming back from a 1 set deficit to win. One of

these comeback wins was the Championship Match, played on Saturday afternoon in front of our fanatical Cheer Squad. The girls faced Shanghai Community International School-Hongqiao Campus in the deciding match, the nail-biting finish saw the team lead 14-7, lose 8 consecutive points, and then prevail 17-15 in the 3rd set. Mayhem followed as players, coaches, parents and the HIS Cheer Squad rushed the court to celebrate what was a fantastic performance by our Gold Dragon Girls. They finished the season with 17 wins from their 18 matches and were Champions in both ACAMIS and Jeju Tournaments. Congratulations to all players and coaches for this outstanding season.

The HIS Boys volleyball team entered the tournament full of confidence following their



Scan the QR code to view our ACAMIS Volleyball photos





SISAC Tournament win the previous week and had shown steady improvement since their reality-check in Jeju against some strong Korea teams. They finished the round-robin phase in third place with 3 wins and 2 losses and entered the final day's semi-finals with a great chance at the Championship. They suffered a narrow semi-final loss to SCIS-HQ despite playing some of their best volleyball of the season but bounced back to win their final match and finish in a very commendable 3rd place. With no seniors on the team, this will be one team to watch next year!!

Congratulations to the following players who were nominated to the All-Tournament teams: Madita von den Hoff, Tonya Liu, Lucia Wang, James Lee, Ronan McErlean.

Special thanks to our coaches who have put so much time and energy into our student athletes this season – Girls – Ms. Nichola Hollingsworth, Ms. Mary Powers, Ms. Ellen McMahon; Boys Coaches – Mr. Jamie Cattran, Mr. Pat Hendricks, Mr. Daniel Kirk.

A massive thank you to our HIS community for coming out in such great numbers throughout the tournament to support our teams. It was amazing to have students from our Early Years program to our Seniors showing such enthusiasm on the sidelines. Special mention to the members of our HIS Parent Cheer Squad and PAFA for helping promote our teams and building a great Gold Dragon spirit over the 3 days of the tournament.

### WHAT IS ACAMIS? - ASSOCIATION OF CHINA AND MONGOLIA INTERNATIONAL SCHOOLS

This association includes over 80 International Schools from throughout China, Hong Kong SAR, Macau SAR, Province of Taiwan, and Mongolia and HIS has been a member for many years. ACAMIS provides many opportunities to member schools in the areas including Athletics, Arts, and Faculty Development. For our student athletes, the season-ending ACAMIS tournament is the highlight of their season and the trophy they most want to bring back to HIS. ACAMIS tournaments will normally involve a 3–4-day tournament and provide our students with an opportunity to travel as a team and develop great friendships together and with students from the other schools.

HIS is part of the ACAMIS Green Division this year, which means our Volleyball, Basketball, and Football (Soccer) teams will compete against 5 other schools in the division during the 2023-24 school year. These schools are:

- Yew Chung International School, Shanghai - Puxi (YCIS-PX)
- Discovery College, Hong Kong (DCHK)
- Shanghai Community International School, Hongqiao (SCIS-HQ)
- QSI International School of Shenzhen (QSI-SZ)
- Keystone Academy, Beijing (KEY)









## SISAC & ACAMIS Table Tennis Tournaments



**GABBY HE** | PR and Marketing Officer

### SISAC TOURNAMENT

On November 11th, thirteen students and two coaches (Ms. Lily Zhou and Gabby He) from HIS Gold Dragon Table Tennis Team hopped on an early morning bus to Shanghai for the 2023 SISAC table tennis tournament. Motivation and enthusiasm coursed through the team as they were ready to compete against some of the best players from the region.

Throughout the tournament, our Boys' team demonstrated remarkable strength, talent, and teamwork as they fought hard to secure third place. Meanwhile, Grade 5 Alice Lou was crowned the champion for single matches. Not to be outdone, Grade 7 Vidor Han also earned a close second-place victory in a nail-biting match. Our team and coaches were immensely proud of the players and showed their support with loud cheers and applause from the sidelines.

The SISAC tournament was an invaluable experience for our players. Not only did they get to showcase their table tennis skills, but they also gained valuable insight into how to approach future tournaments. With the confidence gained from the SISAC tournament, our players were ready to strive for yet another successful run in the ACAMIS tournament in Beijing from November 17- 18.

### ACAMIS TOURNAMENT

For the two-day ACAMIS tournament, a total of 14 schools were represented at the competition and the format included team, doubles, and singles events. Our Team 1 boys comprising Micah Lu, Vidor Han, and Tyrone Zhao pushed hard in a close match and secured fourth place in the team competition, while the girls' team (Alice Lou, Yolanda Liu, Linda Zhou) won bronze.

Micah Lu and Aditya Sharma advanced to the quarter-final in doubles, however, they were outplayed by the Keystone team. Vidor Han made it to the semi-finals in boys' singles. Meanwhile, in the girls' singles, our youngest player Alice Lou (Grade 5) put up a great performance against a high school student from AISG and proudly took home a silver medal. She showed no fear of playing against girls who were both taller and older than her!

This tournament trip to Beijing was a real test of our student athletes' physical and mental strength. We are incredibly proud of their hard work, commitment, and dedication to playing table tennis. Our younger players have so much potential and many more years of victories ahead of them! We are truly proud of all our Dragon players, and it warms our hearts as coaches to see them having fun and playing sports, honing their skills, building new friendships with students from other international schools, and forming strong connections with their own teammates.

All in all, the 2023 table tennis season was a great success for the HIS Gold Dragon Table Tennis Team. We are so proud of our players and the accomplishments they have achieved!





## PRODUCTION TEAM

TIA MOEN.....DIRECTOR  
GABRIELLA ZIMANYI.....CHOREOGRAPHER  
ELLIE CAVEN.....TECH DIRECTOR  
EMER CORDOBA.....MUSIC DIRECTOR  
CHANMI JOO.....VOCAL COACH  
ZOE ZHOU.....MUSIC ASSISTANT  
RHIANNON JOHNSON.....VISUAL ARTS  
VANESSA TANG.....TECH ASSISTANT  
JEREMY MOEN.....LIGHTING/TECH ASSISTANT  
LUCIE LOOSOVÁ.....TECH ASSISTANT  
IRENE PAN.....STAGE MANAGER  
KARLENE WONG.....STAGE ASSISTANT  
TEIA VINCENT.....STAGE ASSISTANT

## STUDENT CAST

NICK PIAZZA.....ZITENG (WILLIAM) XU  
SERENA KATZ.....BONNIE WANG  
JOE VEGAS.....CAMILLE YULZARI  
TYRONE JACKSON.....YUSHI (DANIEL) LIU  
CARMEN DIAZ.....SHAUNA MCERLEAN  
IRIS KELLY.....BRYONY KEARNS  
MABEL WASHINGTON.....NETANYA CHAURASIA  
MABEL SINGER.....YVONNE ZHANG  
SCHLOMO METZENBAUM.....HENRY TANG  
GRACE (LAMBCHOPS) LAMB.....TONYA LIU  
GOODMAN KING.....CHENG-JIE (JEFFERY) ZHENG  
MS. SHERMAN (ENGLISH).....SAMAIRA CHADHA  
MS. MYERS (DRAMA).....SHIHANG (CELIA) GUO  
MS. BELL (DANCE).....NAOMI XIA  
MR. SHEINKORF (MUSIC).....DEREK (WEIRAN) XU

## DANCE STUDENTS

EMMA CAI  
LUUPEETA DHAWAN  
XING-CHEN DONG  
YI-LIN (ELAINE) HAN  
XIN-YI (LUNA) JIANG  
SUM YIN (AMBER) LAM  
CHUK SUM (IKKI) MA  
LIANLIANG (ANNA) YANG  
JUNWEN ZHOU

## DRAMA STUDENTS

HYEJUN (ELLY) HWANG  
CATHERINE LEE  
PING (GABRIEL) LU  
PEI-YAN (MABLE) LU  
MAKAI (MAXIM) WU  
YOUEN (JOANNA) YAN  
YU-ZHOU (KRIS) ZHAO

## TECH CREW

MARGOT CABOCHE  
LI-LIAN HUANG  
AH-NAM (KIMBERLY) JIN  
ANDREA LORETTA JUAREZ  
TONGNING (KIKI) KANG  
BEATRICE KELLY  
ISABELLA KELLY  
BETSI KIBBLE  
JUNHWAN (JOON) LEE  
XIAOYUCHEN (ELSA) LI  
QING (AKEELAH) LYU  
EVELYN (EVIE) MAZZEO  
HAEUN RYU  
HON-YU (DAISY) ZHANG

## MUSIC STUDENTS

LE-HSUAN (JONATHAN) CHANG  
CHEN YU (ANDY) LI  
HAMIN RYU  
ALLISON QILIN WANG  
ETHAN WANG  
KEXIN (ELVIA) WU



FALL  
2023



## FAME The Musical



TIA MOEN | Upper School Performing Arts Teacher

*Ladies and gentleman, the year is 1980.*

*Students are praying that they will be admitted to New York's High School of the Performing Arts.*

*For the next four years, they will have the privilege of working hard at something they love.*

What can we do at HIS to bring in 50 kids to sing, dance, act, and design? We can produce the musical, FAME!

FAME was an opportunity to visit the New York Performing Arts School through the eyes of students navigating the tough competition of surviving and excelling in the Fine Arts. This, in turn, helped us spotlight the acting, music, and dance programs here at HIS and then, finally, to showcase their talents on November 18 in front of a live audience.

Both students and directors made many memories through this magical musical theatre that will last them a lifetime.

We are proud of the HARD WORK every student contributed and we can't wait to see where next year will take them.

**DIRECTOR | TIA MOEN**  
**MUSIC DIRECTOR | EMER CÓRDOBA**  
**TECH DIRECTOR | ELLIE CAVEN**  
**CHOREOGRAPHER | GABRIELLA ZIMANYI**



Scan the QR  
code to view  
more FAME  
photos













## Giving Back to the Community



**SAANVI TYAGI** | Grade 11 Student

This year's Blood Drive at Hangzhou International School once again gave everyone the chance to give back to their community and to society. It was the perfect opportunity for all of us to express our gratitude for our community and to make a positive difference in someone else's life.

It was not only the adults who donated blood but even the children at HIS got a chance to give back to the community by helping raise money for the blood drive organization. "A chance to make your parents a superhero," was the motto that motivated every child at HIS to learn about giving back to society. This concept was introduced for young students to not only learn the benefits of blood donation but also for them to encourage their parents to become a

part of this good deed. In order to achieve this goal, I visited some of the Lower School classes and gave them a short presentation regarding the importance of donating blood, and why they should convince their parents to do so.

Growing up in a multicultural and diverse environment, I got to witness the privileges of living in a community which supports each other, regardless of their background. Therefore, I realized it was important to give back as a form of gratitude towards the community we belong to. The annual blood drive was the perfect opportunity for not only me, but for everyone at HIS to do the same. As a result, I decided to continue this project, which was originally initiated by Manya Jain, an alumna from HIS.





To make this event happen, I first had to connect with the Zhejiang Blood Center to plan the blood drive on the day of Parent Teacher Conferences (October 24), so that we could reach out to as many parents as possible. On the day of the event, a group of student volunteers, including myself, tried to encourage as many parents and teachers as we could to donate their blood. Under the professional expertise of the Zhejiang Blood Center, and with the immense support from the HIS administration, parents, faculty and students, we were proudly able to collect 17,000 mL of blood during the 2023 Blood Drive at HIS.

In the future, I wish for this project to expand to several other international schools in our area, to inspire and encourage an even wider community to give back to society.

*“The project highlights the message that humans have the same blood irrespective of culture, nationality, or race. Giving back is the universal act of expressing our common humanity.”*





## Lit Lounge | A New Era for Literacy at HIS



**RUHI GIANCHANDANI** | Grade 11 Student  
**SANYUKTA SHEWAKRAMANI** | Grade 10 Student  
**ANGEL LI** | Grade 9 Student

From October 13th to 15th, 2023, middle and high school students, including us three from HIS, attended a literacy lab workshop at the International School of Tianjin (IST). We learned cognitive coaching techniques and had the opportunity to try them out as both coaches and students. Before the workshop, we were asked to bring a current assignment, project, or assessment. We were pleasantly surprised to discover that we would learn various techniques to improve our assignments. We also met friendly people who were part of the literacy lab at IST. These individuals taught us the four core beliefs of cognitive coaching and how to ask probing questions to guide students without giving them answers or advice. We also discussed the principles of implementing a similar concept and used the "3 P's" technique (pause, paraphrase, probe) to assist students.

Through one-on-one and group coaching, we found the beauty of it all as we got to learn and improve by ourselves instead of being tutored. We were guided to find our own answers and solutions, which we could apply in different scenarios. Practicing these techniques with other students helped us understand the student thinking process and become better cognitive coaches. We realized that cognitive coaching doesn't require expertise in a specific subject and can be applied to a variety of subjects. The goal is for students to improve themselves and their work, with student coaches providing guidance and motivation. We are excited to use our new knowledge at HIS to help teachers, parents, and students in need, and to encourage students to learn these techniques to help themselves.

We plan to implement this cognitive coaching method at HIS in our own student-led literacy lab, with the aim of guiding students to identify and solve their own problems without directly providing answers. We believe this approach will be beneficial for the growth of students at HIS. We are passionate about bringing this vision to life and are grateful to IST for hosting the workshop and inspiring us.

*"The goal is for students to improve themselves and their work, with student coaches providing guidance and motivation."*





## HIS Book Fair | A Celebration of Reading



**ELLEN MCMAHON** | Classroom Teacher

This year, we had the pleasure of partnering with an external provider called Obido for our HIS Book Fair, who brought a wide selection of diverse novels and picture books to cater to different audiences. The Book Fair not only provided an opportunity for our students to explore new literary treasures but also allowed us to strengthen our connections within the community.

The Upper School Library was transformed into a haven for book lovers, with tables adorned with captivating novels and colorful picture books. The wide range of genres and themes ensured that there was something for everyone, sparking the curiosity and imagination of our young readers. We are grateful to Obido for their dedication in curating such a diverse and engaging collection.

On the first day of the Book Fair, our students eagerly attended to create their wishlists, carefully selecting the books they hoped to add to their personal libraries.

***“The Book Fair not only provided an opportunity for our students to explore new literary treasures but also allowed us to strengthen our connections within the community.”***

It was heartwarming to see their enthusiasm as they explored the different titles and engaged in conversations about their favorite authors and genres. This initial visit set the stage for the excitement that would follow.

The second day of the Book Fair coincided with our parent-teacher conferences, providing a wonderful opportunity for parents and families to join us in the library. We were delighted to see so many parents taking the time to browse through the books, engage in conversations with their children about their reading interests, and build a shared passion for literature. The presence of parents not only enriched the Book Fair experience but also highlighted the importance of a strong home-school connection in nurturing a love for reading.

We would like to extend our heartfelt gratitude to all the parents who attended the Book Fair. It was a joy to witness students, parents, and staff coming together to celebrate the written word and the joy of reading. Your presence and support made the event truly special. Your engagement in your child's reading journey is invaluable and plays a vital role in building a lifelong love for books.

We also want to acknowledge the tremendous effort put forth by our dedicated librarians and staff in organizing and coordinating the Book Fair. Their commitment to promoting literacy and creating a vibrant reading culture within our school community is truly commendable. Their passion and hard work were evident in the seamless execution of the event.

As we reflect on the success of the Book Fair, let us continue to nurture a love for reading within our children. Encourage them to explore new genres, discover new authors, and embark on literary adventures. Together, we can build a community of lifelong readers who are curious, empathetic, and eager to learn.





## Coffee Mornings | Approaches to LIFE Skills



**LIAM O'SHEA** | Vice Principal and MYP Coordinator

In a recent Coffee Mornings session, parents learned more about the Approaches to Learning skills that students of all ages and stages learn as they go through their 'Dragon Journey' at HIS.

As experienced and long-term IB educators, Jessica Johnson (Vice Principal and PYP Coordinator) and I hosted a workshop that included information about what type of skills a future workplace will demand of our students, how these skills are embedded into the curriculum at all grade levels at HIS, and ways in which these skills can be both developed and applied.

**There are five main categories of Approaches to Learning Skills: Self-Management, Thinking, Research, Social, and Communication.**

These are further subdivided into ten 'Clusters' of skills, and dozens of skills 'strands', or 'indicators'.

- ATL skills support the IB belief that a large influence on a student's education is not only what you learn but also how you learn.
- The ATLs consist of five categories of interrelated skills and associated sub-skills that support students of all ages to become self-regulated learners.
- ATLs complement inquiry, conceptual understanding, knowledge, and the learner profile.
- They support student agency.
- Teachers must collaboratively plan for implicit and explicit opportunities using a variety of strategies to develop ATL skills.

Parents learned that students are introduced to these skills by caring and experienced educators as soon as they start their education, at age-appropriate levels. As students move through the Early Childhood Education (ECE) program and Primary Years Programme (PYP), the skills are the same, have increased sophistication, are both vertical and horizontal across all grades and subjects, and are mapped and connected.

### APPROACHES TO LEARNING (ATLs) IN MYP

Give and receive meaningful feedback (Communication)

Ready critically and for comprehension (Communication)

Help others to succeed (Social - Collaboration)

Parents then enjoyed a divergent-thinking activity to create a tower using spaghetti, tape, pipe cleaners, and marshmallows – putting all five thinking skills into practice! It was a great day to improve our knowledge of Approaches to Learning Skills at Hangzhou International School.

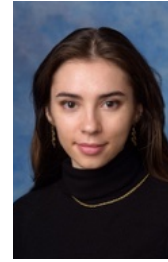
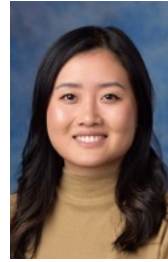
***You're invited to join us at Coffee Mornings!***

*Parents and the community are welcome to join us for Coffee Mornings on Thursday at 10 am. Each session runs for 60 minutes and occurs every second week in the Upper School Library.*



## Reach Out to Us

**CHANTELLE NGUYEN** | Marketing Manager  
**SHAIA N GUTIÉRREZ** | PR & Marketing Specialist  
**GABBY HE** | PR & Marketing Officer



The DragonNews Magazine is published each term and is catered to the HIS parents and the Hangzhou community. The HIS team works diligently to bring exciting and interesting content to our readers. We are always open to suggestions and greatly welcome submissions from members of our community to include in future issues.

Should you wish to submit an article or inquire as to ways to collaborate, please reach out to the DragonNews editor, Chantelle Nguyen at [chantellenguyen@hisdragon.org.cn](mailto:chantellenguyen@hisdragon.org.cn).

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Editor: **Chantelle Nguyen**, with collaboration from **Sara Freeman and Ingrid Majoos**

Articles and photographs are provided by the HIS administration, faculty, students, and parents.

## WE ARE SOCIAL

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## 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!

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