

COMMUNITAS



Innovation and Creation

“By fostering collaboration and encouraging innovation, the PYP shapes students into compassionate leaders ready to make a positive impact.”

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“Our Grade 12 students have demonstrated what it truly means to be IB learners. They are inquirers, thinkers, communicators, and principled individuals.”

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 values 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:

HONGQIAO MAIN & ECE CAMPUSES

President

Alicia Ooi
pafa-hq-pres@scis-china.org

Vice President

Jamie Thibideau
Cindy Huang
pafa-hq-pres@scis-china.org

Events Team

April Wang You Jin Lee
Cindy Huang Jeongwon Kim
pafa-hq-events@scis-parent.org

Upper School Rep (11-12)

Silvana Kojongian
pafa-hq-us@scis-china.org

Upper School Rep (9-10)

Jamie Thibideau
Merry Yang
pafa-hq-us@scis-parent.org

Upper School Rep (6-8)

Nicole Roberts
pafa-hq-us@scis-parent.org

Communications Coordinator

May Botha
pafa-hq-communications@scis-china.org

Lower School Reps

Debbie Foster
Dani Trebbe
pafa-hq-ls@scis-parent.org

ECE Reps

Joey Wong
Lucky Le
pafa-hq-ece@scis-parent.org

Treasurer

Sherly Gao
pafa-hq-tres@scis-china.org

PUDONG CAMPUS

President

Silvia Gatti
silviagatti@scis-parent.org

Treasurer

Chelsea Cheung
chelseacheung@scis-parent.org

Events Coordinator

Maria Fernanda Espinosa
leonardotapia@scis-parent.org

Deergha Shah Chaudhary
deerghachaudhary@scis-parent.org

Communications Coordinator

Maria Jose Verduzco
mariaverduzco@scis-parent.org

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Editor: Shuting Zhang
Art Director: Mun Yee Choo
Designer: Alles Zheng

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 communications@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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Book Recommendations for All Ages



A Canvas of Creation and Innovation



As the sun sets on another remarkable year at SCIS, we reflect on a community where creativity is cultivated, inquiry is celebrated, and innovation is a shared pursuit. Across our Hongqiao and Pudong campuses, the spirit of innovation has filled classrooms, studios, laboratories, and stages, weaving together a vibrant tapestry of learning and growth.

In our science classrooms, students have become true inquirers — designing experiments, testing hypotheses, and sharing discoveries at our Science Fairs, where curiosity takes center stage. Equally, in the arts, our learners have embraced bold expression, transforming ideas into breathtaking visual art exhibitions and unforgettable

performances on stage. These creative journeys, captured in moments of concentration and bursts of applause, reflect the depth of passion that defines SCIS.

Yet the creative process at SCIS extends beyond individual disciplines. It is the foundation of how we learn. Across divisions, students and teachers alike engage in inquiry-driven approaches grounded in the IB philosophy, fostering interdisciplinary thinking and authentic connections to the world around us. Educators collaborate to ensure that learning is not only rigorous and reflective, but also globally relevant — preparing students to think critically, act ethically, and lead with purpose.

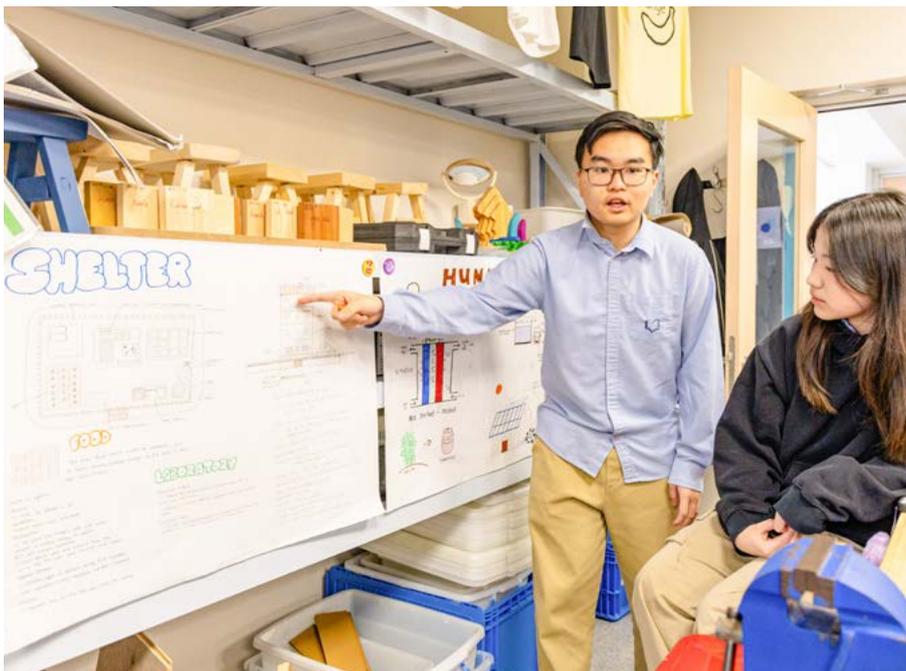
Supporting these endeavors, technology has been a catalyst for connection and creativity. We are pleased to be recognized as an Apple Distinguished School for 2024-2027 for inspiring, imagining, and impacting teaching and learning schoolwide through continuous innovation. Additionally, this year marked a significant shift with the introduction of Toddle, making learning, reflection, and family engagement more dynamic and interconnected.

Beyond the classroom, our Root & Wings program has flourished, nurturing student-led initiatives that reach beyond our campuses. This signature program reflects the essence of SCIS: nurturing grounded, compassionate individuals who are also bold enough to dream big and spread their wings.

As we celebrate the accomplishments of the Class of 2025, who now prepare to embark on new adventures at

universities across the globe, we are reminded that innovation and creation are not just values we uphold — they are the very essence of who we are. They carry with them not only knowledge but the mindset to design solutions, inspire change, and continue creating the future.

At SCIS, innovation is not a destination — it is the path we walk together, every day.



Cultivating Global Citizens: How the PYP Shapes Tomorrow's Leaders

In our interconnected world, nurturing global citizens is essential. The Primary Years Programme (PYP) plays a pivotal role in shaping tomorrow's leaders by fostering empathy, responsibility, and collaboration. Insights from student leaders reveal how the PYP cultivates these qualities. Miss Meidinger, the PYP Coordinator at SCIS Pudong, worked with students in Lower School Publications and the Student Leadership Team to explore leadership and global citizenship.

What is a Global Citizen?

A global citizen understands that we are all part of a larger world. Here are some key points to help kids grasp this concept:

1. Connected to the World

They know that people from different countries and cultures are interconnected, and that our actions can impact others far away.

2. Caring for Others

They care about people, animals, and the environment, not just in their own community, but everywhere.

3. Respecting Differences

They appreciate and respect diverse cultures, languages, and traditions, understanding that diversity enriches our world.

4. Taking Action

They take steps to make the world a better place, whether through volunteering, recycling, or standing up for what is right.

5. Learning and Growing

They remain curious and eager to learn, including how to solve problems that affect everyone.



Defining Leadership

When defining a leader, students emphasized the blend of organization, compassion, and support. Shaked, a Grade 5 student in both Lower School Publications and Student Leadership Team, described a leader as someone who "organizes stuff" while being attentive to others' needs, highlighting that effective leadership involves understanding and inclusivity. Luc, a Grade 2 student in Lower School Publications, added that a leader should "care about others" and "help them learn," showcasing leadership as rooted in encouragement.

Personal Connections and Roles

Student leaders shared their experiences within their school community. Shaked noted that organizing projects and focusing on teamwork are vital aspects of leadership. She also shared examples of being inclusive and how to support bringing everyone's voice into conversations, whether it is work or play. Luc echoed this by emphasizing the importance of collaboration, whether in school settings or during play. Their insights reflect the multifaceted nature of leadership in various contexts.

The PYP's Impact

The PYP significantly influences students' views on global citizenship. Shaked reflected on the Unit of Inquiry focused on "Sharing the Planet," where discussions around Sustainable



G5 Student Leader Helping NPS Student



G2 Students Debating Uniforms



G3 Students Working Together to Learn Choreography

Development Goals (SDGs) and cultural respect were pivotal. These experiences foster a deeper understanding of diversity and the importance of respecting different perspectives.

Innovation and Creativity

Innovation is a cornerstone of effective leadership. Shaked described it as bringing "new ideas" to life and being unafraid to try different approaches. This emphasis on creativity encourages students to think outside the box, preparing them to navigate a dynamic world with resilience and adaptability.

Collaborative Learning

Collaboration is key in project-based learning. Luc and Shaked highlighted the significance of sharing responsibilities in group tasks. Shaked pointed out that if one person does all the work, the experience becomes less enjoyable. This spirit of collaboration prepares students for real-world challenges, where teamwork is essential.

Advice for Aspiring Leaders

For those aspiring to leadership roles, Shaked advised, "Be helpful, not hurtful." Leadership is about uplifting others and being inclusive. Encouraging empathy and understanding among peers creates a supportive environment where everyone can thrive. She also noted we should understand that we can't always know what others are going through, so it's important to be mindful and presume positive intent.

The PYP effectively cultivates global citizens equipped with the skills and empathy necessary for leadership. By fostering collaboration and encouraging innovation, the PYP shapes students into compassionate leaders ready to make a positive impact. As we look to the future, these young leaders will play a crucial role in building a more inclusive global community.



By Malika Meidinger, PYP Coordinator,
Students Shaked (Grade 5), Luc
(Grade 2) at SCIS Pudong

Challenging Perceptions: The Intersection of Knowledge and Belief in TOK



In the IB classroom, Theory of Knowledge (TOK) serves as a powerful tool for developing critical thinkers who can distinguish between justified knowledge and mere belief. As teachers, our challenge lies in guiding students

to examine their own perceptions and recognize when their understanding is shaped by cultural assumptions rather than evidence-based reasoning.

TOK provides a structured framework through which students learn to question not just what they know, but how they know it. This metacognitive approach is essential in an era where information abundance often masks the fragility of knowledge foundations. By explicitly teaching students to identify knowledge claims and examine the ways of knowing that support them, we equip them with intellectual tools that transcend subject boundaries.

For example: When students encounter a historical narrative, students learnt to ask not just "What happened?" but also "How do we know this happened?" and "Whose perspective shapes this account?" This questioning process reveals how beliefs are often masked as knowledge.

The innovation in TOK pedagogy comes from its deliberate disruption of comfortable certainties. When a student confidently asserts, "This is true because science proves it," the TOK teacher responds not with affirmation but with exploration: "What makes scientific knowledge reliable? When has science been wrong? How do scientific paradigms shift?" These questions transform passive knowledge consumers into active knowledge constructors.

Effective TOK teaching creates classroom environments where beliefs can be respectfully challenged. For example, when discussing mathematical knowledge, students might initially believe that mathematics represents absolute truth. Through discussions, students discover how mathematical systems rest on axioms—essentially beliefs accepted without proof—revealing the constructed nature of even our most seemingly objective knowledge areas.



The real power of TOK emerges when students apply its methodology across disciplines:

- In Science, students learn to distinguish between observation and inference, recognizing how theoretical frameworks influence what scientists "see".
- In Literature, students examine how cultural beliefs shape interpretations of texts, revealing multiple valid readings.
- In Ethics, students explore how moral knowledge claims often rest on unstated value assumptions that vary across cultures and contexts

This cross-disciplinary application helps students recognize patterns in knowledge construction and validation, developing transferable critical thinking skills that serve them beyond the IB program.

Assessment becomes particularly powerful when students apply TOK concepts to their own knowledge-building processes. Having students document how their understanding of a concept evolved—identifying moments when beliefs were challenged and new knowledge constructed—makes metacognition visible and reinforces its value.

The ultimate goal of TOK education isn't skepticism but intellectual autonomy. Teaching students to challenge perceptions helps them develop the capacity to evaluate knowledge claims independently. This ability to navigate the complex relationship between belief and knowledge becomes increasingly valuable in a world where innovation requires both the courage to question established frameworks and the rigor to build new understanding on solid foundations.

As IB educators, our most important contribution may be teaching students that the path to knowledge begins with the willingness to challenge what we think we already know.



By Scott Carney, MYP/DP Mathematics, DP Theory of Knowledge Teacher at SCIS Hongqiao



University Acceptances

Once a Dragon, Always a Dragon

Asia

City University of Hong Kong
Sophia University
Sungkyunkwan University
The Chinese University of
Hong Kong
The Hong Kong
Polytechnic University
The Hong Kong University of
Science and Technology
The University of Hong Kong
Waseda University
Zhejiang University

Canada

Concordia University
Dalhousie University
McGill university
McMaster University
Mount Allison University
Queen's University
Saint Mary's University
University of Alberta
University of British Columbia
University of Ottawa
University of Toronto
University of Waterloo
Western University
York University

Europe

Eindhoven University of Technology
IED Istituto Europeo di Design
IE University
Esade University
Lappeenranta-Lahti
University of Technology

Leiden University
KU Leuven University
Tampere University
Tilburg University
University of Groningen
University of Twente
Vrije Universiteit Brussel

United Kingdom

Arts University Bournemouth
Bournemouth University
Coventry University
DeMontfort University
Imperial College London
King's College London
London School of Economics and
Political Science
Leeds Beckett University
Liverpool John Moores University
University of Bath
University of Birmingham
University of Buckingham
University College London
University of Edinburgh
University of Glasgow
University of Hertfordshire
University of Leeds
University of Leicester
University of Liverpool
University of Nottingham
University of Reading
University of St Andrews
University of Sunderland
University of Sussex
University of Warwick
University of Worcester

United States

Arizona State University
Brandeis University
Embry-Riddle Aeronautical
University
Emerson College
Loyola Marymount University
Marquette University
Michigan State University
New York University
Northeastern University
Purdue University
Rhode Island School of Design
Rochester Institute of Technology
Stevens Institute of Technology
The Pennsylvania State University
Texas A&M University
Texas College
University of California, Merced
University of California, Riverside
University of California, San Diego
University of Illinois
Urbana-Champaign
University of Colorado Boulder
University of Hawaii
University of Oregon
University of Suffolk
University of Tennessee
University of Vermont
University of Wisconsin-Milwaukee
University of Wisconsin-Whitewater
Western Michigan University

Australia

Griffith University
University of Sydney
University of Melbourne







SCIS Hongqiao

Class of 2025

Brimming with pride and excitement, SCIS students from the Class of 2025 have received university offers from institutions across the world—a clear reflection of their hard work, ambition, and global perspectives. These results speak not only to their academic strengths but also to their ability to adapt, persevere, and grow through every challenge.

This year’s graduates are heading into a variety of fields, including Business Management, Urban Studies, Design, Medicine, Engineering, Finance, Pharmaceutical Sciences, Education, and Film Production. These choices showcase a wide spectrum of passions and a shared determination to make a difference in their chosen disciplines.

The university outcomes this year are not just a reflection of the students’ efforts, but also of the guidance and support they received throughout their time at SCIS. Many students have expressed heartfelt gratitude for the school’s nurturing environment—a place where curiosity is encouraged, dreams are supported, and friendships are deeply rooted. Notably, 23 of the 47 graduates have been part of SCIS for more than eight years, underscoring the strong community bonds and impactful experiences they’ll carry forward.

As they step into the future, our graduates take with them not only a solid academic foundation but also the empathy, resilience, and drive to lead meaningful lives.

To the Class of 2025: We are proud beyond words. Go forward with courage, continue to learn with passion, and remember—you’ll always have a home at SCIS.



*By Lynn Brown,
Upper School Counselor
at SCIS Hongqiao*



Class of 2025

SCIS Pudong

WAY TO GO! 2025
☆ ☆ ☆ ☺ ☺ ☺ We will miss you!



In the dynamic landscape of university admissions, success is rarely linear—and at SCIS Pudong, we celebrate that fact. The Class of 2025 has achieved a remarkable milestone. But this achievement is not just about statistics. It is about the deeper narrative of innovation and creation—of students imagining, designing, and ultimately forging pathways that are deeply personal and profoundly meaningful.

This year’s admissions season has been a powerful reflection of our students’ ability to think creatively, act with intention, and remain rooted in their authentic selves. As counselors, we often speak of “fit” when guiding students toward higher education choices. For this cohort, however, “fit” wasn’t simply about checking boxes; it was about aligning their aspirations with opportunities that reflect their evolving identities and values.

In a world that often rewards conventional paths, our Class of 2025 dared to deviate. Some pursued highly specialized programs that matched their passions—from Astronomy to Public Relations—while others blended interests in liberal arts and entrepreneurship to seek out dual-

degree programs or interdisciplinary learning environments. What united all of them was their ability to create: not just in an artistic or academic sense, but in the way they approached decision-making, storytelling, and long-term visioning.

Innovation was present not only in their choices but in the process itself. Our students explored options beyond the well-worn paths, considering universities across the globe, alternative application routes, and scholarship opportunities that required them to advocate for themselves with clarity and courage. They crafted essays that told their stories with honesty and vulnerability, revealing not only their accomplishments but the values behind them.

As a counselor, I am incredibly proud of their outcomes, but more importantly, of how they got there. Success, in this context, is not just admission letters—it’s the personal growth our students experienced as they navigated uncertainty with resilience and creativity.

Our school community—small but mighty—has always emphasized personalized support and a culture of care. This year’s graduates are a

testament to what’s possible when students are empowered to take ownership of their futures. They have shown us that innovation is not limited to technological breakthroughs or artistic endeavors; it is alive in the daily decisions students make when they choose authenticity over conformity.

At SCIS Pudong, we celebrate our students for being creators of their own stories. The university destinations they’ve chosen are as diverse as their dreams, but each acceptance represents more than a new chapter. It marks the culmination of a journey defined by courage, creativity, and the quiet confidence that comes from knowing they are exactly where they are meant to be.

Congratulations, Class of 2025. You didn’t just get accepted—you created your future.



By Hamila Asil, Upper School/College Counselor at SCIS Pudong



To Begin, To Become: Celebrating the Class of 2025

As the 2024-2025 academic year draws to a close, with our Grade 12 students having successfully concluded their IB DP examinations, we proudly celebrate the graduating Class of 2025. The Class of 2025 has had a great impact on the SCIS community, and we are proud of them for their commitment to the International Baccalaureate (IB), each other, and the wider SCIS community.

Our Grade 12 students have demonstrated what it truly means to be IB learners. They are inquirers, thinkers, communicators, and principled individuals. They have approached learning with curiosity and compassion, challenged themselves with courage, and grown into balanced, reflective young adults prepared to make meaningful contributions to a complex and changing world. This began two traditions, including the first Women in STEM Club in Asia and the creation and regular production of an engaging Upper School Magazine.

This year, we are especially proud to recognize 23 members of the graduating class as Golden Dragons—students who have been part of our school community for over eight years. Their journey through the IB continuum, from the Primary Years Programme to the Diploma Programme, is a testament to their dedication, resilience, and personal growth. They have played a meaningful role in shaping the culture and spirit of





SCIS, and we are grateful for their involvement and initiatives. Memories from Lower School, including PYPX, and classes are often mentioned in conversations with our graduating seniors. Their China Trips throughout Upper School, Personal Project, athletics, and friends pepper their discussions when asked about their favorite memories.

We have also had a number of students join us in the last few years. This juxtaposition of long-standing students and recent arrivals speaks to the inclusive and welcoming nature of our SCIS Community. Whether here for one year or many, each student has brought their own story, strengths, and perspective to the Class of 2025.

The Class of 2025 reflects the very essence of diversity and unity. Students from a wide range of backgrounds, languages, and cultures have come together as a cohesive group, supporting one another, learning from one another, and forming bonds that will last far beyond graduation. Their ability to collaborate, celebrate differences, and create a shared identity has been inspiring.

As we look ahead, we know that each of our graduates will carry the SCIS Dragon Spirit to their next adventure. We are proud of all they have accomplished and excited to see where their talents, compassion, and curiosity will lead them.

Congratulations, Class of 2025.



*By Dr. Amy Valerio, Upper School
Principal at SCIS Hongqiao*

A group of five graduates in black gowns are celebrating on a green field. They are all looking upwards with their arms raised, and their black graduation caps are flying through the air. The background shows a large, multi-story building and a clear sky.

The Spirit of Graduation: **Connection, Pathways, and Pride for the Class of 2025**

*“This unity is fundamental to who we are,
and it powerfully expresses our Green Dragon
Spirit here on the Pudong Campus.”*



“The true essence of graduation often lies in moments less visible but deeply felt.”

Graduation. The word itself conjures images of caps tossed high, cheering families, and the proud culmination of years of hard work. Here at our Pudong Campus, our graduation ceremony is a grand public event, a vibrant celebration embraced by the entire community. Yet, this year feels particularly special as we honor a small cohort of five remarkable High School individuals. The warmth and significance of the occasion are amplified by the fact that the ceremony and its surrounding events are meticulously planned and brought to life through the collaborative spirit of these students, their parents, and dedicated staff working together. It's a day where applause echoes, acknowledging not just success, but the distinct perseverance each student has shown on their journey to this milestone.

At our campus, we take immense pride in being a community that caters to individual aspirations, and these graduates unquestionably exemplify this. While their academic journeys have been varied, all five have successfully earned the SCIS Diploma, a testament

to their diverse strengths and our personalized approach to education.

Yet, beyond the well-deserved fanfare and academic accolades, the true essence of graduation often lies in moments less visible but deeply felt. It resides in the quiet moments exchanged between students and the staff who guided them – perhaps even a spontaneous hand-clapping game shared while waiting out the serious business of exam supervision, a reminder that genuine connection and joy are vital parts of the journey. These interactions are threads in a rich tapestry woven from shared experiences: the collective triumphs that brought bursts of joy, the navigated challenges that built resilience, and the undeniable growth witnessed in every individual within this close-knit group.

This shared journey, especially within such an intimate cohort, has forged exceptional comradeship, a bond built on mutual support, shared laughter, and the simple act of 'being in it together'. This unity is fundamental to who we

are, and it powerfully expresses our Green Dragon Spirit here on the Pudong Campus—that blend of determination, adaptability, and community focus.

Ultimately, graduation is a day overflowing with pride: pride in the individual accomplishments forged on diverse paths, pride in the collective spirit of this remarkable class, and pride within our wider community for nurturing these bright futures. More than an ending, this ceremony marks a beginning, cementing the foundation for lifelong learning and sending our graduates forward equipped with knowledge and the enduring strength of character and connection fostered here. They carry the Green Dragon spirit into their next adventures, ready to innovate, create, and make their mark on the world.



**By Fritha Jameson,
Upper School Principal /
DP Coordinator
at SCIS Pudong**

“More than an ending, this ceremony marks a beginning, cementing the foundation for lifelong learning.”





The Power of Social-Emotional Skills in Growing Creative, Confident Thinkers

Social-emotional development is foundational in early childhood, not only for building healthy relationships but also for nurturing creativity, innovation, and a growth mindset. For children ages 2 to 7, developing these skills helps them become adaptable, curious, and confident learners—traits that are essential in a rapidly changing world.

Creativity isn't limited to artistic expression. It involves problem-solving, thinking, flexibly, and approaching challenges with courage and curiosity. These abilities develop when children feel emotionally safe and supported. Skills like emotional regulation, empathy, and collaboration give young learners the tools to navigate setbacks, connect with others, and try new ideas.

A growth mindset—believing that skills and intelligence can grow through effort—is key to this process. When children understand that mistakes are part of learning, they are more willing to take risks, ask questions, and persist. Encouraging phrases like “You’re still learning,” or “Let’s try a different way,” help children see challenges as opportunities, not roadblocks.

Play is one of the most powerful ways young children build both social-emotional and creative skills. Activities like block building, role-play, and storytelling allow children to express emotions, explore new ideas, and develop resilience. Open-ended play encourages them to think independently while learning how to collaborate and resolve conflict with peers.

Innovation often comes from teamwork. Children who develop empathy and communication skills are more prepared to listen to others, share ideas, and create together. Group play, storytelling circles, and shared problem-solving experiences help build these essential social skills.

Parents play a vital role in supporting social-emotional growth and fostering a growth mindset. Here are a few simple ways to help at home:

- Encourage self-expression through drawing, music, or storytelling.
- Talk about feelings regularly and practice calming strategies together.
- Celebrate effort, not just results—acknowledge persistence and creativity.
- Model resilience by sharing how you deal with challenges or mistakes.
- Explore new ideas together and ask open-ended questions like, “What do you think would happen if...?”
- Read stories about perseverance and discuss what characters learn.

By focusing on emotional growth, creativity, and mindset, children build the confidence to try, the courage to fail, and the resilience to try again. These early experiences lay the foundation for a lifetime of learning and innovation.



*By Heather Knight,
Principal at SCIS
Hongqiao ECE*



Experimentation and Developing Personal Creativity: *Telling Our Stories, Changing Our World through the Arts*



In a time of rapid change—technological, environmental, and social—it's natural for parents to wonder which parts of their child's education will best prepare them for the future. The answer, increasingly, points not only to technical knowledge but also to the ability to create, adapt, and connect with others through meaningful communication. At SCIS, our MYP and DP Arts programmes—encompassing Music, Theatre, Visual Arts, and Media and Film—give students the tools to do just that.

In the Arts, students learn to experiment. Not only with form and technique, but with ideas, stories, and identity. Whether composing original music, creating short films, designing theatrical performances, or developing personal visual art portfolios, students are encouraged to try new ideas and explore different ways of thinking. This process of experimentation lies at the heart of innovation. As creativity advocate Sir Ken Robinson stated, "If you're not prepared

to be wrong, you'll never come up with anything original" (Robinson, 2006). In our classrooms, failure is not a setback—it's a launchpad.

In Music, Grade 9 students have been developing core composition and arrangement skills by experimenting with melody, harmony, and structure. They applied these techniques to create original works inspired by a visual image of their choice, using music to express mood, narrative, and creative intent. In DP Music, Grade 11 students explored how music can evolve by reimagining a chosen piece through the lens of a contrasting genre—for instance, transforming a Baroque prelude using jazz, EDM, or world music influences. Both projects encourage students to take creative risks and develop their own musical voice through experimentation.

This kind of personal storytelling is central to the SCIS Arts experience. Adolescents are asking important questions—Who am I? What do I

believe? What matters to me? The Arts give them tools to explore and express those questions.

In Grade 7 Theatre, students explore how human nature and relationships can be understood through the stories we tell. In a unit titled *Tell Me a Story*, students work in groups to create original performances that offer different perspectives on a social issue. They experiment with devised theatre conventions such as tableaux, flashback, and split stage to bring characters to life and challenge stereotypical portrayals. Through this process, students not only develop dramatic techniques but also reflect on how storytelling can reveal the complexities of relationships and influence the way audiences see social themes.

During Visual Arts, Grade 11 students document their creative journeys through process portfolios, showing their exploration of themes, media, and artistic influences. These portfolios highlight personal ideas, experimentation with materials, and reflections on their own evolving work. One student used surrealist visual language to express a desire to break free from societal expectations, creating an imagined utopia that reflected an inner emotional world. This process shows how students use visual art to explore identity, emotion, and meaning through sustained creative inquiry.



In Media and Film, students experiment with genre, narrative, and stylistic choices to express their ideas visually. In Grade 9, students focused on experimenting with the visual and technical conventions of music videos, using genre as a framework to explore how costume, camera angles, editing, and performance can construct the identity of a featured artist. Our DP Film students developed short collaborative projects that placed strong emphasis on storytelling, exploring narrative structure, character development, and symbolic imagery to communicate key messages with emotional and thematic depth. Both experiences challenge students to think critically about how media can be used to engage audiences and express meaning.

This is what makes Arts education at SCIS so vital. It empowers students not just to reflect the world around them but to reshape it through creative inquiry. As UNESCO notes, “Arts education fosters cultural awareness and empathy, important skills for living in a diverse world. It empowers learners to participate in civic life and to engage meaningfully with the pressing social challenges of our time” (UNESCO, 2019).

An Arts education is also deeply collaborative. Whether working in an ensemble in Music, designing lighting and sound in Theatre, critiquing peer

artwork, or co-editing film projects, students learn how to communicate effectively, share ideas, and listen with understanding. These aren't just artistic skills—they're life skills.

Looking ahead, how do the Arts support future pathways? It's a fair question, especially for parents thinking about college admissions and careers. The good news is that the skills nurtured through an Arts education—creative thinking, collaboration, resilience, emotional awareness—are exactly what universities and employers are looking for. Howard Gardner, known for his work on multiple intelligences, puts it simply: “The arts are an indispensable way to understand the world, to give it shape and meaning” (Gardner, 1999, p. 142).

At SCIS, we've seen how Arts students develop a deep sense of confidence and purpose. Whether they go on to study architecture, science, business, or the arts themselves, they carry with them the ability to express ideas clearly, take initiative, and engage critically with the world. As Cathryn Berger Kaye writes, “When students tell their stories, they connect learning to life, making education a meaningful, personal journey” (Kaye, 2010, p. 45).

At its core, the Arts are about more than technique or aesthetics. They are about supporting young people to

think creatively, speak honestly, and express themselves confidently. Through experimentation, personal creativity, and engagement with real-world issues, SCIS MYP and DP Arts students are not only preparing for the future—they are already shaping it.

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By Glen Fleury,
MYP Arts Teacher
at SCIS Hongqiao





Our Learning Analytics Journey: From Data Insight to Improved Student Learning Outcomes

At SCIS, we believe that every student deserves an education tailored to their unique needs. This belief ignited our Learning Analytics journey over 4 years ago – a commitment to leveraging student data more intelligently to transform how we support learning across SCIS.

Imagine trying to guide a student's growth without a clear understanding of what all the student data and numbers signify and how they relate to each other. It's a significant challenge. We realized that while we had a wealth of student data – IB results, NWEA MAP scores, IB Levels of Achievement, teacher observations, attendance data, demographic details, social-emotional feedback, project outcomes – it all existed in data silos, fragmented and disconnected. The first step on our

Learning Analytics journey was to consolidate this diverse data into a unified, accessible whole. To ensure our analysis was based on reliable information, this also involved a thorough process of improving data accuracy and consistency.

The true value of student data emerges only when we analyze and interpret it. This led us to develop a cornerstone of our approach, a few years ago, our Data Dialog Protocol (Fig. 1). This structured framework guides our educators in conversations about student data. It's not simply about reviewing scores; it's about collaboratively uncovering the narrative behind the numbers. What does the data reveal about a student's or class's strengths? Where is targeted support needed? How can we adapt our teaching strategies for maximum impact? To facilitate this, we expanded our expertise by bringing on board a data scientist to help manage our data effectively. A significant step on our journey involved collaborating with our data scientist to design and build our own bespoke Learning Analytics Dashboards (Fig. 2) using Power BI. These custom visualizations transform complex data sets into clear visual dashboards, making it easier for teachers to see patterns, track progress, and understand the story behind the numbers. This integrated system of data, tools, and protocols defines our Learning Analytics program.



Figure 1: Our Data Dialog Protocol is used by teachers to analyze student data and plan for actions to improve learning outcomes.

A defining feature of our journey is how Learning Analytics manifests differently across our learning program and stages:

Early Childhood: Our youngest learners benefit from a blend of careful observational data captured during play and developmental milestones, combined with emerging data insights. This allows teachers to gently nurture individual curiosity and foundational skills.

Lower School: Here, teachers engage in quarterly reviews of a broad spectrum of data – from standardized assessments like NWEA MAP (reading & mathematics) to social-emotional well-being indicators. These regular check-ins enable precise tracking of growth and timely, appropriate interventions.

Upper School: For our older students, we delve deeply into assessment data to pinpoint specific skill gaps, such as refining reading comprehension,

mastering complex vocabulary, or enhancing mathematics proficiency. This allows teachers to design highly targeted lessons, leading to demonstrable, measurable progress.

Across our divisions, these data-informed conversations through our Data Dialog Protocol mean our educators move beyond intuition alone. They make pedagogical decisions grounded in data, meeting students precisely where they are – academically, socially, and emotionally – to truly personalize the learning experience.

Ultimately, the transformative power of our Learning Analytics journey isn't solely in the technology or the data itself. It resides in our dedicated community of educators who wield these insights with professional care and unwavering commitment. When students receive timely, specific feedback and understand that their teachers

recognize their individual needs, they become more engaged, empowered learners, actively participating in their own educational adventures.

At SCIS, our Learning Analytics journey has fundamentally transformed our approach, moving us far beyond a one-size-fits-all model. This powerful commitment enables us to continuously translate rich data insights, leveraged by dedicated teaching, into improved student learning outcomes. Our experience confirms that this journey—fusing Learning Analytics with pedagogical expertise—is the key to unlocking significantly enhanced achievement and growth for every single learner.



**By Gregory Read,
Director of Technology
and Innovation at SCIS**

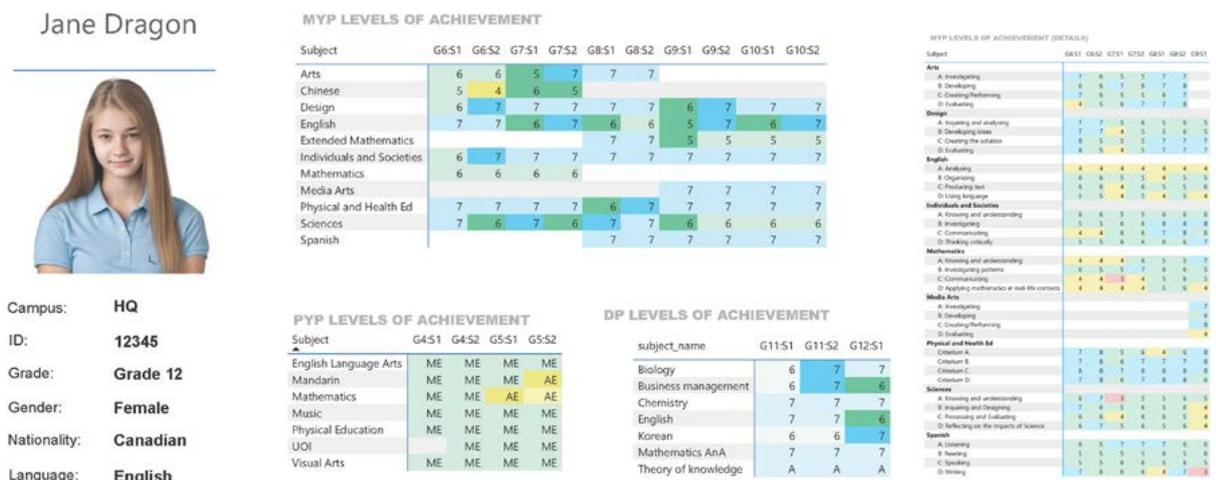


Figure 2: Example Learning Analytics Dashboard combining data from our various data platforms. Note: The example shown uses AI-generated data for a fictitious student.

Golden Dragon Leo

From Lego Sets to STEM Success



Your Path Starts Here.

At SCIS, we see growth not just as a journey, but it's something students shape over time, by making choices, trying new things, and learning from experience. As the Class of 2025 closes one chapter and steps into the next, we're taking a closer look at the dragons behind the caps and gowns.

This fall, one of our Golden Dragons, Leo, winner of the SCIS Renaissance Award and the SCIS Award for Academic Excellence, will head to Imperial College London to study civil engineering. His acceptance to one of the world's top engineering universities is a reflection of both his academic

commitment and the exploration that shaped his path.

A Path into Engineering: Built Piece by Piece

"I think I've always been interested in engineering in some way. I remember going to robotics competitions in Korea when I was really young, and I think that definitely sparked it."

What began as childhood play quickly evolved into something deeper. Leo recalls countless weekends spent building Lego structures. For Leo, Lego wasn't just a toy, but a thinking tool.

"I used to spend hours making my own Lego sets, not using any instructions.

It taught me to figure out how things fit together."

As his interests matured, so did his understanding of the field. He found himself drawn to engineering not only for its technical challenges but for its potential to solve real-world problems.

Throughout this process, the support from SCIS played an essential role. Through university fairs, career-focused workshops, and guided reflections that began well before Grade 12, Leo had opportunities to explore different fields, understand how his strengths aligned with certain disciplines, and narrow his focus. Rather than being rushed into decisions, he was encouraged to take the time to reflect and discover, building a direction gradually, not just choosing one.

"Civil engineering really stood out because it's directly connected to real-world issues, such as disaster prevention, accessibility, and sustainable design. I started to see how engineering could solve problems that affect whole communities."

Through the IB in Middle and High School: Managing What Matters

Leo's IB journey through middle and high school, as well as his IB subject choices (Math, Physics, Chemistry and Business) reflect his strength in analytical thinking. His steepest growth, however, wasn't just mastering the content; it came from learning how to learn.

"SCIS made me think more broadly. It wasn't just about solving problems, but about understanding what questions to ask. It also helped me manage time better."



One challenge that helped him put these skills into practice was the 2024 ACAMIS High School Math Olympiad. He and his teammates won first place overall, but for Leo, the experience was about more than just the outcome. In the weeks leading up to the competition, SCIS teachers helped the team organize regular practice sessions, analyze past problems, and refine their approach. “We had to divide tasks fast, trust each other, and solve complex problems on the spot.”

The experience not only strengthened his problem-solving skills but also taught him about the power of collaboration under pressure—something he now sees as essential to future engineering work.

Keeping Balance Through Creativity and Sports

Even with a demanding academic schedule, Leo has always made time to explore his interests beyond the classroom. He’s played guitar since Grade 5, and he says it’s something that helps him unwind and reset.

His creative expression also extended into the visual arts and theatre, where he appreciated the chance to work beyond structure and logic. Through theatre in particular, Leo found space to develop communication skills and emotional awareness in a different form.

In addition to his artistic interests, Leo swam competitively from Grade 4 through Grade 11 and played volleyball at both D2 and D1 levels. These activities brought rhythm and structure to his weekly life, especially during demanding academic phases.

Whether it was time in the pool, playing guitar, or being on stage, these experiences helped Leo stay grounded and enjoy the process.

A Community That Anchored His Growth

Leo’s SCIS journey began in Pre-K. After spending Grades 1 to 3 in Korea, he rejoined the community midway through Grade 4. One of his most vivid early memories was returning to campus with limited English, unsure of how to communicate. With the support of a close friend and a caring teacher,



he gradually regained confidence and felt reconnected.

Throughout the years, what stood out most to him was the sense of community, through school-wide celebrations and everyday interactions with classmates and older students. He continued to stay in touch with alumni, turning to them for advice as he prepared for the IB and university applications.

“The thing I’ll miss most isn’t just the school—it’s the people. This community is what shaped me.”

Leo also isn’t the first in his family to graduate from SCIS. Like his older sister, who graduated in 2023, Leo spent most

of his school life at SCIS, making it a place closely tied to his family’s journey.

As he graduates, Leo isn’t trying to have everything figured out. He knows he’s just at the beginning of something new. What matters most to him now is doing something meaningful, something that connects to people and the world around him. He’s drawn to learning environments that offer both structure and freedom, where he can dive deep into his field and keep growing beyond it; just like he had at SCIS.



SCIS Pudong Soccer Recap

Following a successful prior year, the high school boys' soccer team experienced a year of rebuilding. The newly formed team exhibited commendable depth across various grade levels, consisting of four ninth graders, three tenth graders, five eleventh graders, and one twelfth grader. The team enjoyed a successful season, achieving three wins, one draw, and a single loss. At the ACAMIS tournament held in Beijing, the boys secured second place in the group stage; however, due to formidable competition and some misfortune, they ultimately finished fourth overall. The ACAMIS tournament was conducted at an

accelerated pace due to the anticipated weather interruption. This increased pace resulted in the three group games being played on the first day and the playoff games on the second. Despite facing injuries and strong opposition, the team performed admirably and came back from a deficit on more than one occasion. Two players, Kyungho and Phiwa, were distinguished by being named to the all-ACAMIS team.

After the ACAMIS event, we redirected our focus to SISAC, where we progressed following a first-round penalty shootout against our brothers

from Hongqiao. A defeat in the semifinals placed us in contention for third place, which we ultimately achieved in another penalty shootout that we won with a score of 8-7.

We take great pride in the boys this season, as they endeavoured to refine their individual skills and team mentality. Given the diverse ages currently represented on the roster, we anticipate next year with optimism when we can capitalise on our collective efforts.

By Coach Cameron Lumsden



SCIS Hongqiao



DI Girls Soccer team

By Coach Chantelle Ho

The DI Girls' Soccer season was a rollercoaster of emotions, filled with incredible highs and challenging lows. Competing fiercely in the ACAMIS tournament, the team ultimately secured a commendable 2nd place, showcasing their tenacity and skill. Similarly, they battled their way to a solid 3rd place finish in the SISAC tournament.

Throughout the season, the team faced a myriad of challenges, including the absence of key players during crucial matches. Yet, these setbacks only served to strengthen their resolve. The girls demonstrated remarkable grit and determination,

consistently displaying a fighting spirit that inspired both their teammates and fans alike. Even when the odds were stacked against them, they never wavered, proving time and again that they could rise from adversity and fight every minute until the final whistle.

With a young squad full of promise, the foundation for future success has been laid. The resilience displayed this season is a testament to the team's potential, and as the girls reflect on their achievements and the lessons learned, one thing is certain: the future is bright for this team. With unwavering support and dedication, they are poised to soar to even greater heights in the seasons to come.

Soccer Recap



D1 Boys Soccer team

By Coach Rafael Navajas

This season has been defined by a strong sense of friendship and camaraderie within the team from the very start. D1 Boys Soccer is essentially a group of friends who also happen to play soccer, and play it very well! Most of the players spend their breaks playing together, which clearly translates into excellent chemistry and passion displayed during every training session.

On the technical side, this season revolved entirely around passing—the precise, purposeful pass being central to our philosophy. Developing confidence in our passing helped us significantly improve our build-up play from the back, enhance our quick counterattacks, and maintain comfortable possession. It wasn't easy, and it took several weeks to adjust. Fortunately, our consistent training and dedicated effort during matches eventually led us to click and showcase our best soccer at the ACAMIS tournament. Although we finished third, we played at a high level, making seemingly impossible passes and scoring spectacular goals.

Overall, it has been a fantastic soccer season during which we've enjoyed every moment of the journey, grown significantly as a team, and laid a solid foundation for future successes.



D2 Boys Soccer team

By Coach James Shave

The D2 team showed tremendous grit and determination throughout a challenging and rewarding season. From changing coaches and formations to playing in intense humidity and often with a limited number of substitutions, our athletes stepped up in every match, pushing through physical fatigue and showing impressive mental toughness.

What stood out most was the way the team came together—supporting each other on and off the pitch and communicating effectively. Every player had a role to play, and they embraced it fully, creating a strong sense of unity and shared purpose. Whether it was a last-minute defensive stand or a hard-earned goal, the team consistently rose to the occasion. Their effort, resilience, and sportsmanship made us proud every step of the way. This season was a true testament to what can be achieved through teamwork, commitment, and a shared love for the game.



“SCIS Made Me Who I Am”: Sasha’s Path from Shanghai to Madrid

For Sasha (Class of 2019, SCIS Pudong), each day at Universidad San Pablo CEU feels like a step closer to her dream. As one of Spain’s well-regarded private universities, San Pablo CEU offers Sasha the rigorous academic environment she was seeking. With afternoons packed with classes and mornings spent preparing, studying, Sasha balances her academic life with activities that help her recharge. “The pace is challenging, but it’s exactly what I was hoping for,” she says. “Being in an international environment, surrounded by passionate peers and expert faculty, keeps me motivated every day.”

Her current life might look laser-focused now, but getting here was the result of years of exploration, persistence, and support—much of which was nurtured during her time at SCIS.

Exploring Dentistry: From Interest to Commitment

Sasha always had an interest in science and healthcare, but it was her hands-on internship that made dentistry her clear choice. “I interned for almost a full summer at a dental clinic in Shanghai, five days a week, full time,” she recalls. “I was shadowing two Russian dentists, who were incredibly generous with their time. I got to observe procedures, learn about patient care, and even handle basic tasks like disinfecting equipment.

That experience gave me a real look at the day-to-day reality of the job—and confirmed that this was my path.”

She also credits SCIS with helping her find clarity. “SCIS made it really easy to explore different fields,” Sasha explains. “There were science fairs, career days, and chances to connect with alumni who shared their experiences in healthcare and other fields. That exposure helped me feel certain about my direction early on.”

Even now, Sasha continues the cycle of support. “I’ve been speaking with some SCIS students who are thinking about dentistry fields, giving them advice based on my own journey, just like others did for me back when I was still figuring things out.”

SCIS Roots: Building Confidence and Leadership

Sasha looks back on her SCIS years as a time of remarkable growth. One of the most defining aspects for her was the leadership opportunities she was encouraged to take on. Together with a friend, she co-founded a Mock Trials club at school, an experience that taught her initiative, persistence, and teamwork. With the strong support of teachers, they recruited members, planned activities, and eventually participated in competitions. She was also involved in launching the Clothesline Project on campus—a powerful mental health awareness initiative where students expressed messages of support and reflection by decorating and displaying T-shirts.

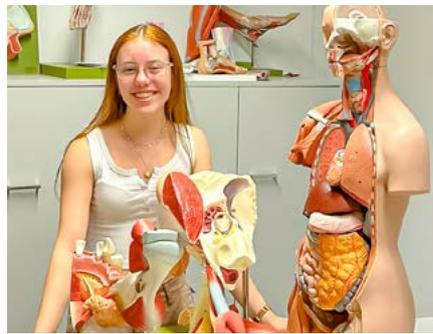


Beyond these, Sasha values how SCIS prepared her to handle challenges. "There were definitely moments when things didn't go smoothly, but those challenges taught me resilience and problem-solving, which have been essential in university life."

She also emphasizes how the school's global outlook and focus on student-led initiatives instilled a sense of independence that's helped her thrive in Spain. This mindset has shaped her approach, motivating her to not only overcome challenges but also create new opportunities. Sasha also highlights the SCIS community as a uniquely open-minded, accepting, and supportive environment. Growing up in such an international setting broadened her worldview and gave her the confidence to engage with diverse perspectives—a quality she now deeply values in her university life.

Life Beyond the Classroom

Despite a demanding course load, Sasha makes time to unwind and recharge. Boxing has become her favorite way to reset after long days, offering both a physical challenge and a mental break. More recently, she's taken up



sewing — what began as a hobby to tailor ill-fitting clothes has evolved into designing and creating her own pieces, giving her a new outlet for creativity and hands-on problem-solving.

As Sasha looks ahead, she is eager to build her experience as a dentist and deepen her expertise through future specialization. While she is still exploring

specific areas of interest, she remains focused on continuous learning and growth. What stands out is not just her ambition, but the sense of resilience, independence, and initiative that have guided her since her SCIS days — qualities that will continue to shape her professional journey and the impact she hopes to make in the years to come.



THE ALUMNI ASSOCIATION

Alumni Mission:

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. Its goal was, and continues to be, to link alumni with the School and with each other, and to support and maintain such forged relationships. It strives to provide ample avenues and opportunities to encourage alumni to participate actively in the SCIS community.

Alumni Requirements:

- 1. Graduated from a SCIS Campus

OR

- 2. Went to school here for at least one year AND be over 18

Social Media



Facebook site:
<https://www.facebook.com/alumniSCIS/>



LinkedIn site:
<https://www.linkedin.com/groups/4757677>

Alumni Contact:

alumni@scis-china.org



Turning Pages, Sparking Minds: The Innovation of the Picture Book Club

A quiet yet powerful movement of innovation has taken root within our parent community—through the simple, timeless magic of picture books. The SCIS Parent-led Picture Book Club, founded by Suyoung (Su) Choi and Fiona Tsai in October 2021, is a unique space where art, literature, and community come together in thoughtful and deeply creative ways.

Suyoung Choi, who currently leads the club, reflects on its origins: “Many people think picture books are only for kids, but they are also an effective medium for grown-ups. They’re short, but they pack powerful emotions, rich visuals, and layers of meaning that resonate across ages.” Inspired by a desire to connect with others and explore creative self-expression, Su and Fiona organized the first meeting over three years ago. Since then, the club has blossomed into a vibrant circle of 5 to 7 regular members who meet every three weeks to read, reflect, and create.



Visiting an Art Exhibition



*Picture Book Club Members,
Including the Founders Fiona and Su*

The club also reflects the school’s core ethics of innovation and personal growth. Su, inspired by the medium itself, took a bold step into authorship. With the guidance of a teacher and the support of her community, she published her own picture book. “It was a dream realized—transforming personal stories into art, and finding a new way to connect with others,” she shares. She’s now working on her second book, focused on the theme of gratitude.

Meetings begin with a communal reading of the selected picture book, followed by a free-flowing discussion. Each session is led by a different member, with thought-provoking questions guiding the conversation. “We don’t just read—we engage,” says Su. “Our post-reading activities often include writing a poem or letter, sketching, or making crafts inspired by the book.” The group’s creativity isn’t confined to the meeting room. Picture book picnics, art exhibition visits, and special workshops—such as a memorable self-portrait session following a Matisse exhibition—extend the experience into the wider world.





Su's Book Was Published in 2022.

The SCIS Picture Book Club exemplifies innovation not through grand gestures, but through the quiet courage to look deeply, create authentically, and connect meaningfully. In turning pages together, members are also turning inward, reflecting, imagining, and growing.

In a school community rich with cultural diversity and creative expression, this parent-led initiative stands as a beautiful reminder: innovation isn't always about the newest technology. Sometimes, it's about seeing with new eyes—and sharing those visions with others.

**By May Botha, PAFA Communications
at SCIS Hongqiao**

For Ayreen Irwin, who joined the club this year, the experience has been equally meaningful. A lifelong picture book enthusiast, she was drawn in by a friend's recommendation and stayed for the emotional depth. "Even the simplest stories can evoke a wide range of emotions depending on our experiences," she says. "It's beautiful to see how each book sparks different thoughts in each of us."

Fiona, now based elsewhere but still deeply connected to the club's spirit, recalls what drew her in: "Picture books are powerful conversation tools. Through colors, illustrations, and carefully chosen words, they allow adults to explore profound ideas and perspectives."



Su's Picture Book: My Story



Our SCIS Children:

Limitless Minded

Nowadays, our children have references for every topic through AI, the internet, social media, and applications. If they need to start any project, they search on different platforms and find endless information that guides their efforts. Sometimes those references become their framework; other times, they might become a limitation.

I remember that in previous generations we did not have that much information so easily accessible; we really needed to dig in the libraries, select some books, and choose the useful and pertinent information from them.

Today, information pops up with just one click; therefore, it is crucial to be challenged to use that information wisely as a reference, and to be creative and innovative.

Students at SCIS are daily challenged to stamp their own thoughts, reflections, and analysis based on evidence, in order to contribute to science and artistic expression. They are encouraged to be scientists and artists who go far beyond studying what has already been discovered. They are guided to understand science and become scientists themselves; to understand art and become artists themselves. They



own their knowledge and own their points of view as critical thinkers.

The fuel that allows them to start the engine in their brains to learn is curiosity, and the accelerator is the motivation to discover, solve, and innovate.

Our children are no longer learning with a traditional methodology and environment, where the teachers share available information, explain it, and give all the knowledge they can get. The current role is not that of “teacher”, but of a facilitator who provides the map that will show the spectrum to be observed and analyzed; however, the route that takes them to their destination will be chosen by them.

Therefore, our kids are observers and analysts of the world in the primary phases, but they quickly move towards the creation and innovation that shape society and the world.

Through their personal projects, STEM initiatives, art projects, artistic expressions, and innovative endeavors, SCIS students shape their own personalities and generate positive reactions from others. The passion and enthusiasm that they put into all those projects reflect their determination to transcend through their contributions;

each of which creates an impact that drives their own development, and that of others.

To cite an example that recently blew my mind, the art exhibitions in the gallery showed a limitless sensitivity, an impressive ability to express the deepest emotions, and project an artistic freedom without borders. The way in which the student artists evidenced the vision of their own lives, and of the world where they live, was a clear example of limitless minds, endowed with knowledge and techniques, but above all, with evolution, development, consciousness, and humanization.

In conclusion, our children are revolutionizing learning methods, owning their growth processes, and embodying their distinctive seal in each project they undertake. As a result, in their present and in their future, they will add knowledge to science, generate innovative projects that improve the world, and contribute to the arts with expressions that positively impact society.

**By Maria Jose Verduzco,
PAFA Communications at SCIS Pudong**



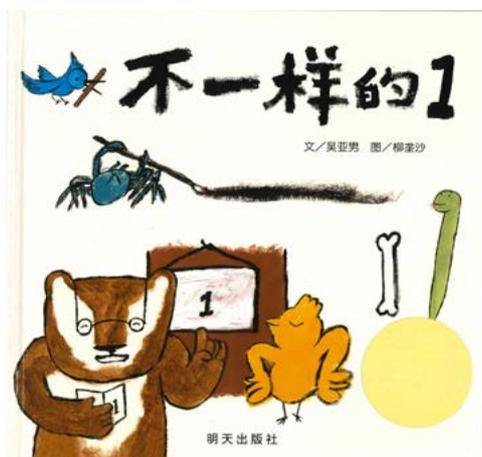
Book Recommendations for All Ages

Books are a handy resource packed with information, insights into a happy life, life lessons, love, fear, and lots of advantageous instruction. Books open doors to a world of ingenuity, creativity, and resourcefulness. And stories are an integral part of our lives. They talk about history, mythology, our beliefs, our inspirations, and the possibilities of our future, the list is endless. Read below the book recommendations for all ages from our very own SCIS libraries:

By William Henley & Anna Gu, SCIS Hongqiao ECE

Introduction:

We are excited to have new books in the ECE Library that were recognized by Feng Zikai Chinese Children's Picture Book Award (丰子恺儿童图画书奖). The Feng Zikai Award was created to recognize and honor authors who are writing high-quality Chinese picture books. Check out Ms. Anna's three favorite books from the 7th and 8th biennial awards.



Different "1"s 《不一样的1》

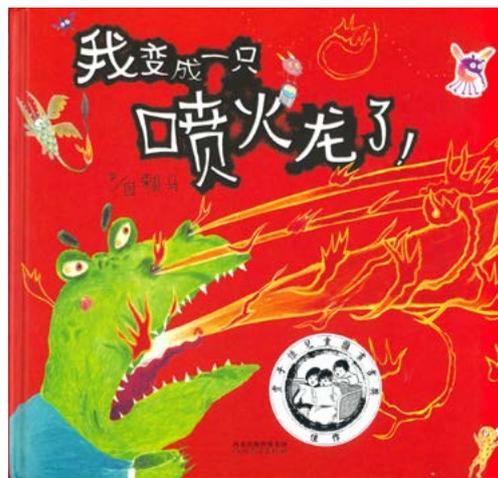
By Yanan Wu 吴亚男

As children, we were always taught to write numbers and letters neatly and uniformly. But in this book, the students in Teacher Brown Bear's class—each with their own unique personalities—write the number "1" in all kinds of different ways. This perfectly aligns with our transdisciplinary theme of "Who we are." We encourage students not to conform rigidly but to express their uniqueness, because being true to yourself is what truly matters.

I Become A Spitfire Dragon! 《我变成一只喷火龙了!》

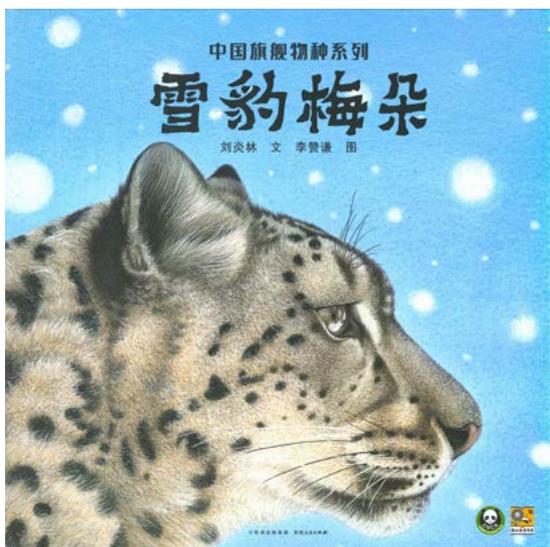
By Ma Lai 赖马

This is a book about managing our emotions. With a fresh and humorous approach, it teaches children why they shouldn't lose their temper—and what might happen if they do. The hilarious illustrations in the book will undoubtedly delight young readers.



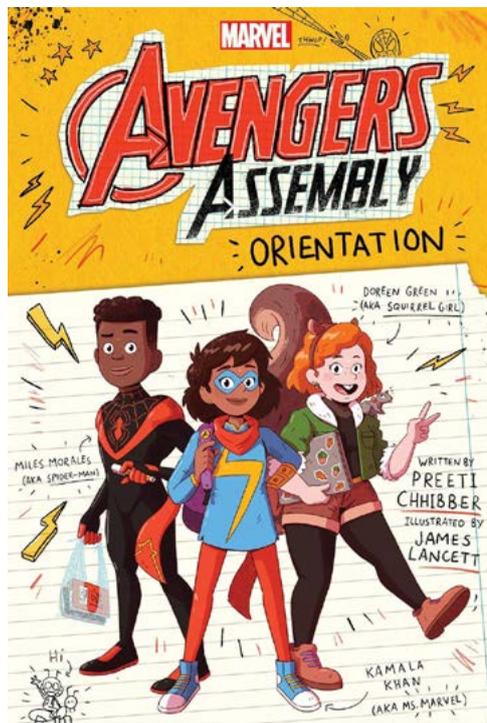
The Snow Leopard Meiduo 《雪豹梅朵》

By Yanlin Liu 刘炎林



This is the first nonfiction picture book we have encountered with breathtakingly beautiful illustrations. Told from the perspective of a young female snow leopard, it follows her journey through the four seasons. The final pages include scientific facts about snow leopards—their habitat, behavior, and relationships with other species. By learning about the lives of flagship species like this, students will be inspired to learn more about wildlife conservation.

By Malia Heil,
Library & Media Specialist
at SCIS Pudong



Avengers Assembly

Written by Preeti Chhibber

Illustrated by James Lancett

Age 8+

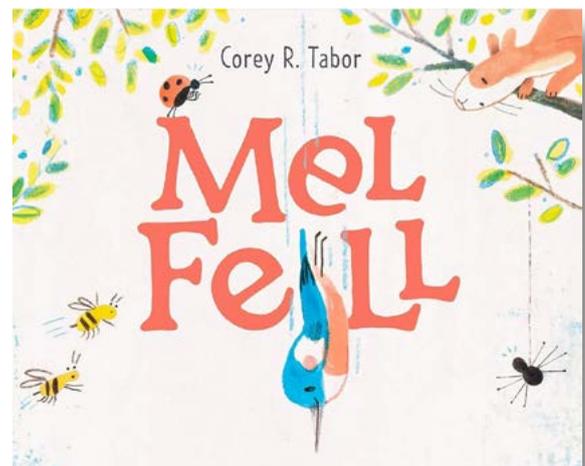
Marvel fans may grasp at anything superhero-related, but they're in for a surprise with this series. It's not a chapter book or graphic novel. Instead, it's a conglomerate of different formats most used by youth today: text messages, screenshots, headlines, jotted notes, etc. The reader is taken through the different media seamlessly, and the story unfolds in a most creative way.

Mel Fell

Written and Illustrated by Corey R. Tabor

Age 3+

It's a cute story about a bird learning to fly, but the real creative genius is in how the book functions as part of the storyline. Tabor uses the direction of the pages to enhance the flight of the bird, and the turning of the book (literally) surprises and delights young readers. Pick this one up, then flip it around as you read.



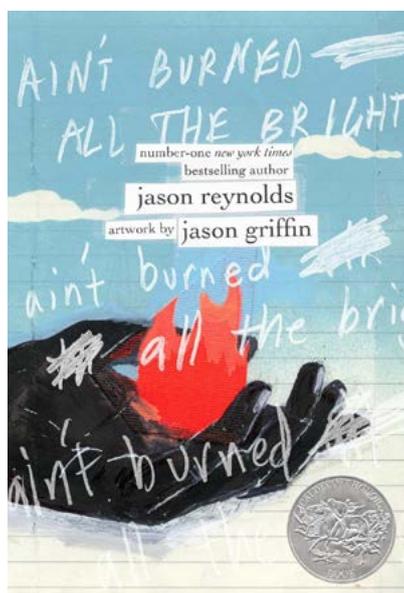
Ain't Burned All the Bright

Written by Jason Reynolds

Illustrated by Jason Griffin

Age 13+

Written in verse, this creative notebook gathers thoughts with hand-drawn illustrations, cut-out paper, and what seems to be a hodgepodge of color, angst, and grit. Reynolds's words cut through the pandemic platitudes, while Griffin's art shocks and sways readers with remembrance of those Covid years, plus an insightful dig into what remains "bright" when the world seems to turn off.



Why SCIS is the right fit for your child



With world-class facilities and a development-focused learning, SCIS ignites passion, cultivates essential skills, and fuels a discovery of the self. SCIS is more than academics, it's a launchpad for lifelong learning and success.

Middle Years Programme at SCIS lays the foundation to building core skills that allow kids to succeed academically, socially and emotionally.

Courses covered in the MYP

- Language and Literature
- Language Acquisition
- Mathematics
- Sciences
- Design
- Individuals and Societies
- Physical & Health Education
- The ARTS



"As an SCIS parent for over 10 years, I've found the Middle Years Program (MYP) invaluable. It encourages critical thinking, problem-solving, and independence—skills my daughters will carry for life. Through student council, clubs, and sports, they've developed confidence, teamwork, and leadership. SCIS nurtures not just academics but also self-discovery, helping students explore their passions in a welcoming environment. I've been continually inspired by how the MYP has shaped my children into confident, independent individuals."
- Cindy, Grade 6 Parent

MYP (Grades 6 to 10) at SCIS: A Strong Foundation for IBDP Success

Building a Strong Academic Foundation

- Strengthens critical thinking and research skills
- Encourages interdisciplinary connections for DP success

Fostering Inquiry-Based Learning

- Sparks curiosity and independent thinking
- Develops problem-solving skills

Developing Key Skills for DP and beyond

- Builds time management and multitasking abilities
- Enhances communication skills for academic success

Ensuring a Smooth Transition into the DP

- Familiarizes students with IB assessments
- Develops a global perspective and reflective thinking

A Holistic 360° Learning Experience

- Cultivates collaboration and teamwork
- Builds confidence and self-management skills



- Boston University
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