

COMMUNITAS



Defining What's Next

As the Class of 2026 begins shaping its next chapter, and students across every grade continue to create, question, and lead.

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!

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communitas

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Defining What's Next



What does it mean to define what comes next? In a world transformed by rapid innovation, emerging technologies, and challenges that demand new ways of thinking, the future is no longer something to wait for; it is something to shape. At SCIS, across our campuses, students, educators, and families are actively shaping that future every day.

Defining what's next begins with how we learn. Rooted in the IB philosophy, learning at SCIS is built on inquiry, reflection, and meaningful application. Across mathematics, science, languages, humanities, and the arts, students are challenged not only to build knowledge, but to ask deeper questions, make meaningful connections, and apply learning in authentic contexts. Whether investigating global issues, designing experiments, crafting original writing, or presenting ideas with confidence, our learners are developing the habits of mind that matter most in a changing world.

This spirit of innovation becomes visible through student-driven projects that transform ideas into outcomes. Through the PYP Exhibition and the MYP Personal Project, students pursue passions, conduct sustained research, and create work that reflects both curiosity and discipline. Science fairs, interdisciplinary showcases, and classroom exhibitions further demonstrate that learning is most powerful when students are empowered to test, refine, and share their thinking.



Creativity, too, plays a central role in defining what comes next. This year, across our campuses, students brought imagination to life through performances and productions, including *Seussical*, *Anything Goes*, *One Spotlight*, and *Radium Girls*. In Lower School, *The Little Witch* offered a particularly meaningful example of student voice in action. Written by Athena (Class of 2027, SCIS Pudong), the project was recognized with a 2026 ACAMIS Service Learning Grant—showing how ideas nurtured within school can grow into impact beyond it. These experiences develop far more than performance skills; they cultivate confidence, empathy, collaboration, and the courage to be heard.

Just as importantly, what comes next is shaped by how learning is supported. Through initiatives such as WIN (What



I Need) Time, students benefit from targeted support, enrichment, and opportunities for deeper exploration—recognizing that growth does not follow a single path. The schoolwide implementation of Toddle has further strengthened connections between students, teachers, and families, making learning more visible, reflective, and collaborative across every division.

As new technologies continue to reshape society, SCIS is committed to engaging with them thoughtfully. Conversations around artificial intelligence are helping students consider not only how tools can increase efficiency and creativity, but also how ethics, judgment, and human insight remain essential.

This commitment to growth is reflected across the wider school community as

well. This year's synchronized WASC and IB accreditation visit provided an important opportunity to reflect on our programs, celebrate our strengths, and identify areas for continued growth. It also reaffirmed that defining what's next requires schools to evolve with the same curiosity, rigor, and purpose we seek to cultivate in our students.

As the Class of 2026 begins shaping its next chapter, and students across every grade continue to create, question, and lead. It is being defined now: in classrooms alive with curiosity, on stages filled with expression, and through a community bold enough to imagine more. At SCIS, the future is not simply something we await. It is something we create together.



From Passion to Purpose: How the MYP Personal Project Shapes Independent Learning

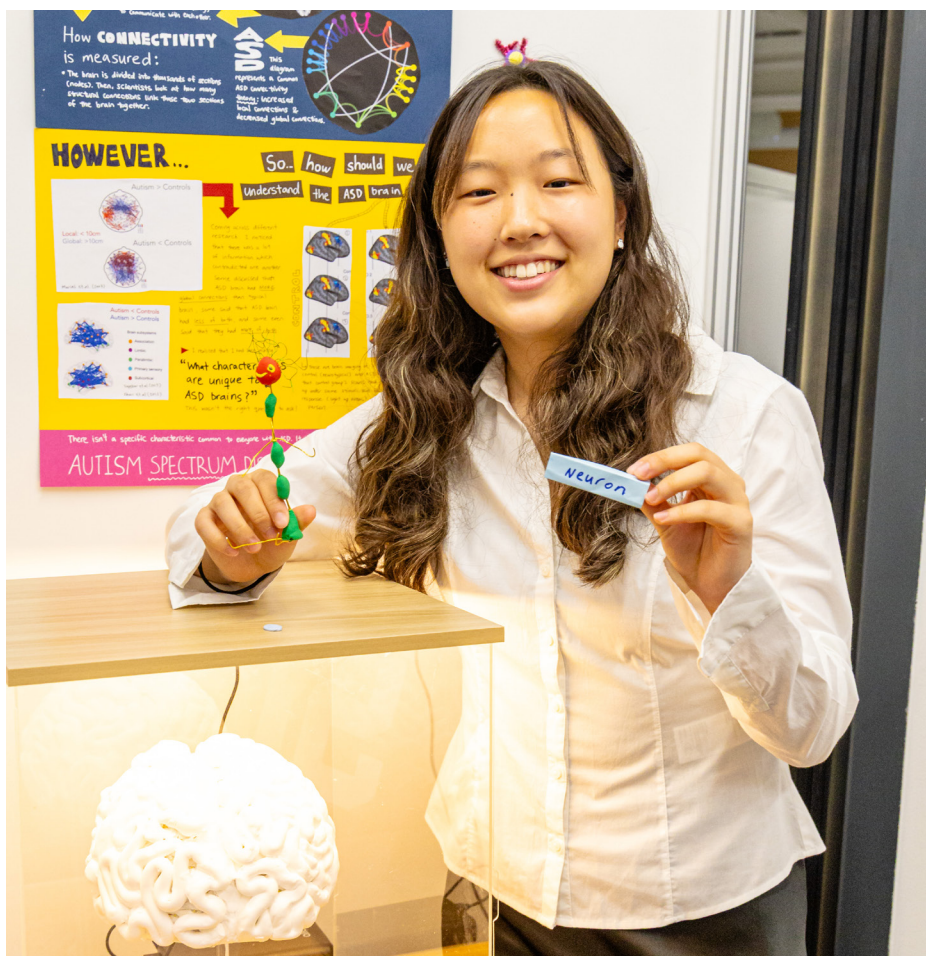
“For many students, choosing a topic is both exciting and daunting. What becomes clear is that the project is not just about the outcome, but about how students refine their ideas into something with intention and direction.”

Each year, the MYP Personal Project is a turning point for our Grade 10 students. It is often the first time they move beyond structured classroom tasks and take full ownership of their learning. There’s no set question, no single “right” answer; just an idea, a passion, and the challenge of turning it into something meaningful. With no set question or single “right” answer, just an idea, a passion, and the challenge of shaping it into something purposeful and meaningful.

For many students, choosing a topic is both exciting and daunting. Some start with a clear vision, while others begin with a curiosity that develops over time. What becomes clear is that the project is not just about the outcome, but about how students refine their ideas into something with intention and direction.

This shift from interest to purpose has a noticeable impact. When students begin to see how their ideas can lead to something meaningful, they become more invested in the process. Max explored the psychology and science of dreams. What began as a fascination developed into a more purposeful habit, as he returned to recording and reflecting on his dreams. In this way, the project extended beyond the classroom and into his daily life.

The Personal Project also becomes a way to connect purpose with future aspirations. Ana investigated how culture shapes doctor–patient communication in pediatric care, across Chinese and American cultures. Through research and real-world experiences, the project moved beyond theory and into something applied and meaningful. By the end, Ana was already considering how



“Ultimately, the Personal Project is more than what students create. It is about helping them move from following instructions to working with the intention to transform personal interests into purposeful learning.”

to develop her work further, with plans to expand it into a wider platform for discussing healthcare communication.

Alongside these individual journeys, students develop essential skills in planning, research, and problem-solving. Not everything goes to plan, and learning to adapt is a key part of the process. Often, it is through these challenges that students begin to understand the purpose behind their work more clearly.

Reflection is also central to the project. Students do not simply present what they have created; they evaluate how and why they got there. In doing so, they develop

a clearer understanding of themselves as learners and the purpose driving their work.

Exhibiting at the fair is always a highlight. It brings these experiences together, showcasing a wide range of ideas and outcomes. More than the finished products, it highlights the independence, creativity, and sense of purpose students have developed along the way. As Jeongmin reflected after presenting his project, learning the guitar allowed him to deepen his understanding of music and apply it to composition and production, while also discovering a hobby that he now plans to continue developing so he can play any song.

Ultimately, the Personal Project is more than what students create. It is about helping them move from following instructions to working with the intention to transform personal interests into purposeful learning. That shift is what makes the experience so valuable and memorable.



**By Siobhan Ashburn,
MYP Media/ DP Film
Teacher, Personal
Project Coordinator at
SCIS Hongqiao**

Beyond the Syllabus: How DP Economics Students Turn Research Into Real- World Application and Hope to Make Future Impacts

As an educator, one of my hopes is that as students progress through the Diploma Programme, they can apply their learning. The application of learning can and does look both varied and nuanced depending on context. Discussing the news, formal academic reports, critical debates, hands-on projects, service-based initiatives, and creation through creative mediums are only a few of the various ways our DP students take what they research in their courses and move from theory to something else.

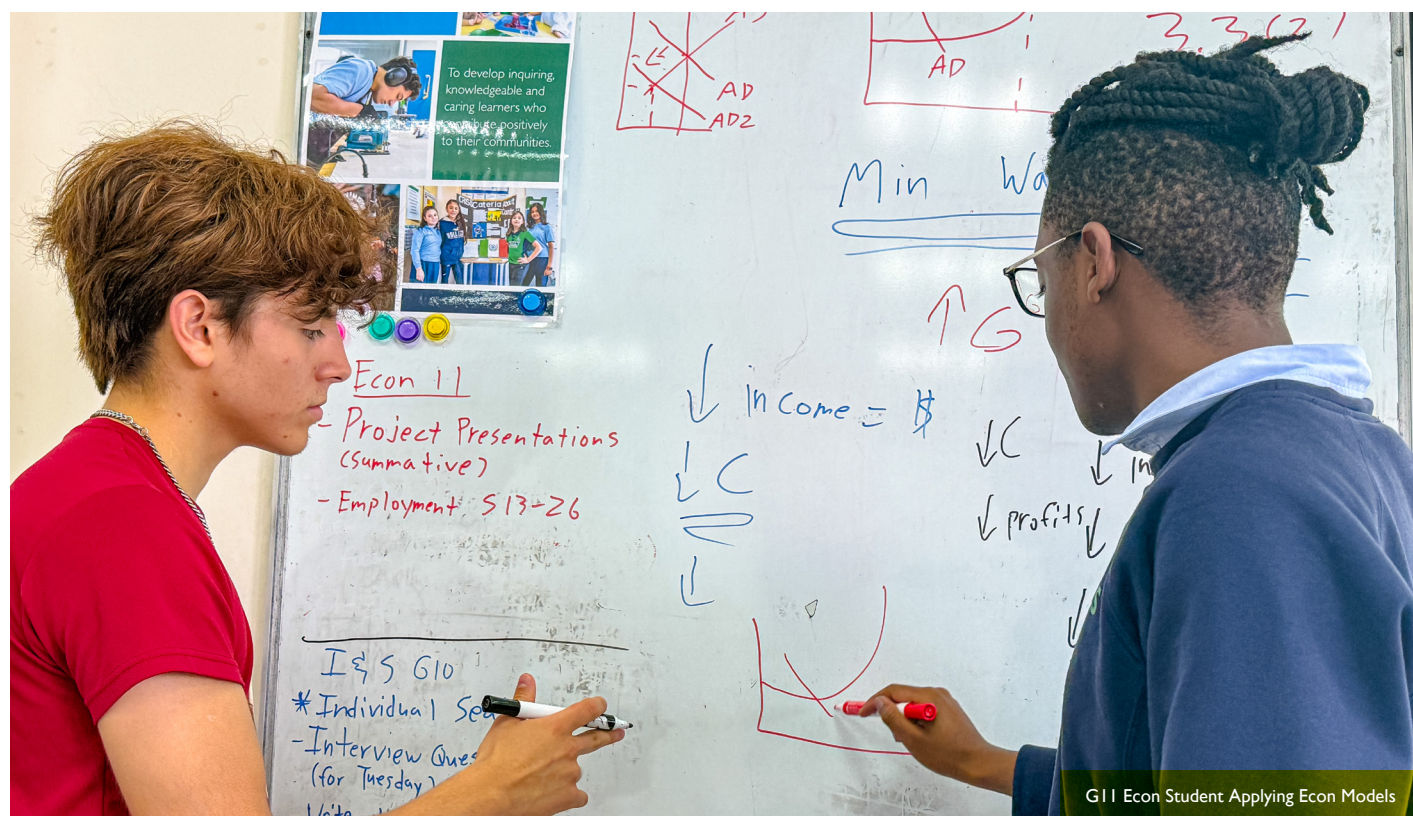
However, hope is not a plan in and of itself, but intentional planning and execution allow for a foundation on which students can build foundational knowledge to engage in rigorous research that is meaningful and can lead to impact.

At SCIS, our mission and vision are grounded in developing skills that allow students to engage in inquiry and be knowledgeable in their pursuits to make informed contributions that are rooted in caring. Contributions that have a positive impact.

How do DP students turn research into real-world impact? I asked students from my DP Economics class for their insights, and a theme emerged around being more critically aware consumers.



Lloyd NKUNA with UN Resident Commissioner



G11 Econ Student Applying Econ Models

'I am a lot more aware when I shop, and I see choice architecture, consumer nudges, and how marketing uses cognitive bias to attempt to influence me. I point out these applications to my friends and family regularly. It feels empowering to have the knowledge and an awareness of the influences around me.'

One student's questions started before the course began when they were able to view the 'Eswatini Economic Update' in July of 2025. Being able to hear from government officials, policy advocates, and the Resident Minister to the UN sparked inquiry. Looking back at the meeting, as the course progressed, they had the knowledge to understand, communicate, and evaluate policies that were being discussed. A conceptual application and understanding of impacts were evident. This student is in the knowledge acquisition and inquiry phase with a clear plan to make an impact in the future.

'In the future, I want to be involved in politics in some capacity. I want to contribute towards developing systems that are orientated towards

long-term sustainability. Currently, I am involved with STUCO and help to lead MUN activities. With my experiences, I can help students be process-oriented and pass along ways to engage with topics from different perspectives and be efficient in how we structure our planning.'

Other students planned to apply their research from both Economics and Business Management in finance. An understanding of how to analyze financial data from businesses, an understanding of market research, mixed with macroeconomic policy awareness, will impact their first investment portfolio. The research they have been completing has also allowed them to understand the impact of interest rates on the real-estate market and how bond yields impact stock prices.

'One career I have an eye towards is related to finance and investing. I think that investments on an individual level equate to freedom and I want to be able to impact others by helping people increase their financial literacy and reach financial goals.'

The impact is not always immediate or following a linear path. Our students are continuously developing the knowledge and skills that allow for meaningful contributions beyond their school research.



Joel Taylor, Head of Department for Upper School Individuals & Societies and Physical Health & Education at SCIS Pudong



G11 Econ Macro Policy Analyst Research

Designing Language Pathways: How SCIS Builds Programs for a Multilingual Future

What does it mean to be an English speaker? To answer this question, you may be better off asking someone who didn't grow up speaking the language at home. According to The American TESOL Institute, there are approximately 370 million native English speakers compared to 1.5 billion speakers of English as an additional language. As English continues to establish itself as a global lingua franca, educators need to rethink our expectations for how we teach and apply the language.

Just as it bears considering what constitutes an English speaker, so is it worthwhile reflecting on the nature of multilingualism. According to the United Nations, 50% or more of the global population is multilingual.

Some sources put this closer to 60%. Multilingualism, then, is not the exception but the rule for most of the world, and this is reflective of the SCIS population.

How, then, do we as educators at SCIS, design pathways for our English learners in a multilingual future? The key lies in recognizing



that English speakers are predominantly second language learners and multilingualism is the norm. Progressive approaches to language acquisition focus on real-life application of language. This is aptly summarized by linguist, Dr. Fan Fang, who writes that we live in a moment that "urges traditional second language acquisition to move beyond the restricted 'native norms' in English learning [and] instead focus on the realistic language use for dynamic needs and goals of language learners."

As educators at SCIS, we need to meet students where they are. Forcing students to learn language in a way that doesn't fit with their experience of the world is ineffective at best and may drive students from learning altogether at worst. Said another way, we need to reassess what the end-product of learning English looks like.

That is not to say that students should not be held to high standards when it comes to language development. Academic English is crucial, and it is a skill that students practice each day, whether in I&S, Science, Math, or TOK. However, we need to meet students where they are.

Best practice must account for our students' full linguistic repertoires and view their language backgrounds as assets

worth leveraging. We see that in class, as students conduct research in their home languages and discuss challenging topics before returning to English to discuss with the class. In this way, the classroom becomes a microcosm of the broader global application of English, in which our linguistic backgrounds enrich conversation while still benefiting from having a common language in which to share our beliefs and understandings.

This has been recently illustrated during the Grade 6 MYP Week, in which students have been exploring short stories from around the world and using a host of languages, including English, to express themselves through the Arts. It has been a perfect illustration of the way in which modern-day language instruction—and SCIS—approaches English in a multilingual world.

As parents and international educators, what I would encourage is a shift in understanding of what we want English proficiency to look like. Is our goal for students to speak English as they would, were they raised in a monolingual English home? Or is our goal for our students to be part of a global multilingual community that benefits not only from rich and diverse linguistic backgrounds but also a shared common tongue?



We need to understand that languages don't exist in isolation. They defy categorization. They constantly evolve and critically, amongst multilingual learners, they mix with other languages.



Richard Benade, MYP English Language Acquisition Teacher & Upper School English as an Additional Language (EAL) Coordinator at SCIS Hongqiao





Class of 2026

SCIS Hongqiao

As the next chapter begins to take shape, the SCIS Class of 2026 looks ahead with a sense of excitement, possibility, and well-earned pride. Many students have already received university offers from institutions across 13 different countries, a reflection not only of their academic achievements, but also of the truly global perspective that defines our community. Others will continue their application journeys in the coming months, particularly to universities in Australia and South Korea, further expanding the global reach of this class.

Their chosen fields of study span a wide range—from Game Development and Design, to Nursing, Engineering, Education, Law, and International Business—highlighting both the diversity of their interests and their commitment to making an impact in meaningful ways. Each

chosen path reflects a unique journey of academic exploration, personal growth, and evolving aspirations.

As they move forward, they carry with them a strong sense of self-worth, perseverance, a growth mindset, and the flexibility to navigate new challenges with confidence. Their success serves as a reminder of the limitless possibilities that await those who dare to dream big and pursue their future with determination. Congratulations, Class of 2026, go be great!



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





Class of 2026

SCIS Pudong

As we celebrate the university acceptances of the Class of 2026, it is natural to focus on outcomes, the offers received, the destinations confirmed, and the pathways chosen. These milestones are important, and they reflect years of dedication, resilience, and growth. However, within our counseling philosophy, university acceptance is not the final goal; it is a meaningful step along a much longer journey.

Our work with students has never been about guiding them toward a single definition of success or a narrow set of institutions. Instead, we aim to equip each student with the self-awareness, adaptability, and confidence needed to become lifelong learners. Success, in this sense, is not measured by a university name, but by clarity of purpose: Do

students understand their interests, strengths, and values? Are they prepared to make informed decisions about their future? Have they found a university environment where they can thrive, contribute, and continue to grow?

For the Class of 2026, we are proud to see students making choices that reflect who they are. Some have chosen large research universities, others smaller liberal arts environments, and some are pursuing specialized programs aligned with their passions. What matters most is that these decisions are intentional. Each student's "best fit" is unique, and reaching that understanding is a significant achievement.

At the same time, it is important to recognize that this moment is not an endpoint. University is the beginning

of a new phase, one that will challenge students to think critically, engage with diverse perspectives, and navigate increasing independence. The skills they carry forward, curiosity, resilience, and a willingness to learn, will matter far more than any single outcome.

As educators and counselors, our role is to support students not only in gaining admission, but in preparing for what comes next. We want them to approach the future with openness and purpose, understanding that their paths may evolve, and that growth often comes from unexpected directions.

To the Class of 2026, this is your moment to celebrate but also to look ahead. Defining what's next is not about having all the answers. It is about continuing to ask meaningful questions, staying engaged in your learning, and embracing the journey that lies beyond acceptance letters.



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





University Acceptances

Once a Dragon, Always a Dragon

Asia

Beijing Film Academy
The Chinese University of Hong Kong
City University of Hong Kong
Curtin Singapore
George Mason University Korea
Hong Kong Polytechnic University
Korea Advanced Institute of Science & Technology (KAIST)
Keio University
George Mason University (Korea)
Monash University Malaysia
Singapore Management University
The University of Hong Kong
Waseda University

Australia

Monash University
Queensland University of Technology
The University of Melbourne
The University of New South Wales
The University of Queensland
University of the Sunshine Coast
The University of Sydney

Canada

Dalhousie University
McGill University
McMaster University
Simon Fraser University
The University of British Columbia
University of Toronto

Europe

Amsterdam University of Applied Sciences

Blanquerna - Universitat Ramon Llull
Bocconi University
Erasmus University Rotterdam
ESSEC Business School
Hague University of Applied Sciences
Hanze University of Applied Sciences, Groningen
IE University
Istituto Marangoni
Tilburg University
University College Leuven-Limburg
University College Utrecht
University of Amsterdam
University of Groningen
Vrije Universiteit Amsterdam
Wageningen University & Research

United Kingdom

Abertay University
Arts University Bournemouth
Arts University Plymouth
Durham University
Falmouth University
King's College London
Lancaster University
London School of Economics and Political Science (LSE)
Northumbria University, Newcastle
Norwich University of the Arts
Nottingham Trent University
Queen Mary University of London
Royal Veterinary College (RVC)
University College London (UCL)
University of Birmingham
University of Bradford
University of Bristol
University of Chester
University of Edinburgh

University for the Creative Arts
University of Leeds
University of Manchester
University of Nottingham
University of Southampton
University of Warwick

United States

Boston University
Brandeis University
Case Western Reserve University
College of William & Mary
Columbia University
Emory University
Franklin & Marshall College
Indiana University Bloomington
Pennsylvania State University
Purdue University
Rutgers University
Syracuse University
Temple University
University of Arizona
University of California, Davis
University of California, Irvine
University of California, Riverside
University of California, San Diego
University of Cincinnati, Conservatory of Music
University of Illinois Urbana-Champaign
University of Iowa
University of Massachusetts, Amherst
University of Minnesota
University of North Carolina Greensboro
University of Pittsburgh
University of San Francisco
Yeshiva University





From Heritage to Insight: Exploring China's Past Through Today's Lens

How can a skyscraper, a plate of dumplings, or a century-old ink painting tell the story of a nation's soul? For our IB MYP Mandarin Phase 4 students and our Grade 6–8 Language and Literature learners, this question drives a fascinating interdisciplinary inquiry into China's evolution. By examining architecture, food, and visual art through a modern lens, students move beyond rote vocabulary and personal opinion to uncover deeper cultural narratives, and in doing so, become true intercultural explorers.

Discovering China Through Change

In the Mandarin Phase 4 unit Discovering China, students compare ancient courtyard homes (四合院) with futuristic landmarks like Beijing's Daxing Airport. They ask: Why have narrow hutongs given way to glass towers? Through Mandarin texts and videos, they discover that urban transformation reflects shifts in family structure, technology, and environmental priorities. Language scaffolds, such as comparing North China (中国北方) and South China (中国南方), as well as tradition





(传统) and modernization (现代化), help them articulate how cities balance preservation and progress.

Food offers an even more personal lens. Tracing dishes like dumplings (饺子) or Beijing roast duck (北京烤鸭), students explore how migration, global trade, and fast-paced urban life have altered eating habits. A comparison of a 1980s family kitchen versus a 2026 food delivery app reveals not just new words like takeout (外卖), but changing values around time, health, and community.

Seeing Art Through Different Eyes

Parallel to this, in our Grade 6–8 Language and Literature class, the unit “Appreciation and Expression: Seeing from Different Perspectives” teaches students how to interpret visual texts—including artworks and print advertisements—and develop their ability to express personal viewpoints. The focus is on understanding that appreciation is subjective and that different perspectives can lead to richer interpretations.

To extend classroom learning, we organized a visit to the Cheng Shifa

Art Museum, where students attended “The 65th Anniversary Academic and Art Exhibition of the Shanghai Chinese Painting Academy — Art for the People.” Through ink paintings, landscapes, and figure works, students explored how artists preserve traditional techniques while responding to modern social themes. The theme “Art for the People” aligned closely with our unit’s emphasis on interpretation and meaning. Many artworks portrayed everyday life, community scenes, and ordinary individuals, encouraging students to consider how art reflects cultural values and historical context.

During the visit, students practiced careful observation, discussed their interpretations, and compared perspectives. Some focused on mood and atmosphere, while others analyzed composition and symbolism, just as their Mandarin classmates analyzed the layout of a hutong or the symbolism of a shared meal.

A Living Conversation With the Past

Taken together, these two learning journeys reveal a powerful truth:

heritage is not a static relic, but a living conversation. Whether through a futuristic airport, a family recipe, or a farmer painted in gentle ink strokes, China’s past never vanishes, it simply waits to be read through today’s eyes.

By analyzing transformed cities, changing tastes, and enduring artworks, our students gain critical thinking skills, linguistic fluency, and a deep appreciation for diverse viewpoints. They learn that the same question—What does this tell us about who we are?—can be asked of a skyscraper, a painting, or a plate of dumplings. And the answers, always rich and never final, are what make them true intercultural explorers.



By Helen He, MYP and DP Mandarin Teacher, Head of Language Acquisition at SCIS Hongqiao

Joyful Beginnings:

Life and Learning in Early Childhood

At the SCIS Early Childhood Education (ECE) campus, life and learning are thoughtfully designed for children ages two to seven. Our community is built on the belief that children learn best when they experience joy in learning, meaningful challenge, and a strong sense of belonging. Through a carefully designed environment and curriculum, we nurture children as capable, curious learners who feel confident exploring the world around them.

As an International Baccalaureate Primary Years Programme (PYP) school, we know that young children construct understanding through exploring, questioning, creating, and collaborating. In

our classrooms, play is central to learning, and every moment offers opportunities to take risks, make choices, and learn from mistakes. This helps children develop independence, confidence, and resilience as they grow.

Our ECE program serves children across an important developmental span—from Nursery through to Grade 1. Experiences are carefully planned to support each stage, creating a thoughtful progression that meets children's changing needs, interests, and abilities.

A typical day begins with a warm personal greeting, helping children feel welcomed and valued. As soon as they



arrive, children are invited to explore a rich environment. Open-ended materials such as blocks, loose parts, natural objects, and art supplies spark curiosity and encourage investigation. Whether building a tower, painting a picture, or observing how water flows through channels, children are developing problem-solving skills, creativity, and scientific thinking, while also practicing communication, collaboration, and decision-making—key Approaches to Learning skills.



Literacy and mathematics are woven seamlessly into the day through a combination of hands-on experiences, direct instruction, small-group work, and carefully designed provocations that encourage deep thinking. Through Units of Inquiry, children explore meaningful ideas, ask questions, test theories, and construct their own understanding of the world. These transdisciplinary units allow children to see connections between specific skills and concepts and how these can be applied in ways that are relevant and engaging for them.

Children also learn with specialist teachers. Pre-Kindergarten, Kindergarten, and Grade 1 students work with specialists in Physical Education and Music, and Grade 1 students also learn with an Art specialist. All children have daily Mandarin instruction, with content evolving as they progress through the grades.

Teachers support children in reflecting on their learning, encouraging them to think about what they have discovered, the strategies they used, and what they might try next. These reflective moments build metacognition and learner agency, helping children see themselves as capable contributors to their learning journey.



Learning at SCIS is deeply social. Children collaborate, negotiate roles in imaginative play, share ideas, develop empathy, and understand different perspectives. These experiences nurture qualities of the IB learner profile, such as being caring, communicators, and open-minded members of a community.

At SCIS, we believe children are naturally inquisitive and full of potential. Together with families, we nurture that curiosity in a rich environment where exploration,

inquiry, and reflection are part of every day.

We are building a learning community where children experience joy, challenge, and belonging, laying the foundations for a lifelong love of learning.



By Clair Wain, Early Years Coordinator at SCIS Hongqiao ECE



A Legacy of Connection and Curiosity: Celebrating the SCIS Class of 2026

The SCIS Hongqiao Class of 2026 has distinguished itself through a steady, thoughtful persistence and a genuine way of connecting with one another, leaving an indelible mark on the fabric of SCIS.

The Multi-Dimensional Spirit

One of the most striking characteristics of this graduating class is their refusal to be defined by a single label. Hyeonbin, recognized with the Renaissance Award and an Academic Achievement Award, reflected that the SCIS community “never forced us to choose between being a student, an artist, an athlete, or a leader, but proudly allowed us to be all of them at once”. This spirit of involvement saw students “diving deep into science olympiads, playing in the orchestra, and leading the dance crew” simultaneously.

Growing Between Cultures

For many graduates, the SCIS experience was a journey of self-discovery within a global context. Ji-Young, receiving the International Understanding Award, shared her 13-year evolution from a six-year-old to a young woman who deeply respects “diverse backgrounds and perspectives”.





Her experience as a Korean student who has grown up in China highlights the unique identity formed at SCIS, one where “cultures may be distinct, but they are also interconnected in ways we do not always expect”. SCIS was a home where “different languages, cultures, and stories were simply normal,” helping students feel comfortable in the space between identities.

The Moments That Stay With Us

Dylan reminded his peers that the most meaningful parts of their journey are often the most human. While academic milestones are significant, the “truly meaningful stuff” that emerges in hindsight is the “uncontrollable laughter and random conversations in the senior room” and the “powerful compliment that stuck with us”. As Dylan noted, the beauty of their time together was found in living “messily” and “imperfectly,” allowing their true selves to shine through.

Broad Horizons: From Shanghai to the World

The next chapter for the class of 2026 will take them to nearly every corner

of the world. The Class of 2026 is heading to premier institutions across Canada, the United States, the UK, Hong Kong, Australia, Spain, the Netherlands, Denmark, and Korea. Their reach extends to some of the world’s most prestigious destinations, including the London School of Economics (LSE), University College London (UCL), KAIST, and Seoul National University. Reflecting the multi-dimensional passions they nurtured at SCIS, they will be enrolling in a vast array of diverse programs. From the high-stakes fields of medicine and aerospace engineering to the innovative worlds of game design and law, the possibilities for this class are truly limitless. With over one million dollars in scholarships earned, they are well-equipped to push boundaries and enliven every community they touch.

A Foundation of Gratitude and Growth

The ceremony was also a time to recognize the support systems that made this achievement possible. Seo Jin, Academic Award winner, offered heartfelt thanks to parents and faculty. This collective energy from families and teachers guided the students through

their growth, transforming them from “nervous and unprepared” newcomers into confident individuals “ready to step into the world”.

Seo Eun, Academic Award winner, reflected on how her time at SCIS “taught us how to think critically and see the world from different perspectives,” while also providing opportunities to “connect with and support the local community in Shanghai”.

Looking Toward a Bright Future

Though the future may hold uncertainty, the graduates met with anticipation. As Seo Eun shared, quoting *The Alchemist*, “It’s the possibility of having a dream come true that makes life interesting”.

Congratulations to the Class of 2026. We look forward to seeing the awesome things you will do!



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

Navigating the Horizon: *Collaboration, Adaptability, and the Class of 2026*



“...defining 'what's next' is not a single, final decision, but an ongoing practice of agility, agency, and deep empathy.”

In our previous summer reflection, we celebrated the profound power of connection within an intimate cohort. This year, as our community turns its focus toward “Defining What’s Next,” our perspective at the Pudong Campus naturally expands outward. For the Class of 2026, the future is not a distant, static point on a map; it is a dynamic, sometimes unpredictable landscape that they have already begun to actively navigate.

Living and learning in a global hub means our students are acutely aware of the world’s shifting currents. From evolving geopolitics to changing economic realities, the modern graduate faces an international landscape defined by fluidity. Within our own walls, this rhythm is felt personally. The Class of 2026 has experienced the bittersweet transitions of a transient community, watching beloved classmates come and go over the years. More profoundly, they have also had to navigate the kinds of unforeseen storms and quiet, heavy challenges that test the very fabric of a student body.

Yet, the way they walked through those shadows together defines who they are today. Rather than fracturing under the weight of difficult times, they drew closer, transforming shared vulnerability into a quiet, enduring strength.

This journey illustrates what IBO-commissioned research on global education identifies as the dual nature of an internationally minded learner (Hacking et al., 2016). The study suggests that growth occurs when students simultaneously “reach out” to responsibly engage with a fluid world, and “reach in” to deepen their inner self-awareness, emotional energy, and empathy for those around them. The Class of 2026 has mastered both dimensions.

Consequently, this is a cohort that refuses to take a moment for granted. They live and learn fully—a vibrant group that works hard and plays hard, infusing our hallways with an excellent sense of humor. We have shared countless laughs along the



“...they are fiercely individual in their pursuits, yet fiercely supportive of one another.”

way, a testament to their ability to find joy and lightness even in demanding times. They are fiercely individual, each carving out a bespoke educational pathway. Whether a student is pursuing the full rigour of the International Baccalaureate Diploma Programme (IBDP), tailoring specific IB Certificates, or earning credits toward an SCIS Diploma, they approach their goals with sharp independence. Yet, this is balanced by how deeply supportive they are of one another. They know how to stand alone, but choose never to let a classmate walk alone.

This incredible dynamic has not happened in isolation; it is facilitated by a powerful network of care. Our deeply supportive parents, dedicated subject teachers, a tireless learning support team who patiently guided our students through typical teenage complexities and individual hurdles, and a dedicated grade-level lead and advisor team have all served as the vital scaffolding for this journey. Through intentional college counseling conversations, we work closely with families to facilitate transitions, collaborating to pivot whenever the global horizon shifts.

As they prepare to step beyond our campus, the Class of 2026 leaves behind a lasting legacy of community spirit. They carry the Green Dragon spirit forward—redefined this year as a blend of steadfast grounding, agile global citizenship, and an

enduring care for one another.

They are ready for whatever the world presents next, because they have already proven they can navigate it with heart, humor, and resilience.

References

Hacking, E. B., Blackmore, C., Bullock, K., Bunnell, T., Donnelly, M., & Martin, S. (2016). School practices for developing and assessing international mindedness across the IB continuum. International Baccalaureate Organisation. <https://ibo.org/globalassets/new-structure/research/pdfs/international-mindedness-final-report-2017-en.pdf>



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



All Together Now!

How Music Builds Discipline, Power, Belonging, and Beauty at SCIS

- The opportunities for students to be a part of a music group continue to expand at SCIS Pudong.
- Dragon Band (Monday after school) | String Ensemble (Friday after school) | Choir (Inner Fire)
- What do children get from the experience of music?
- Discipline. Power. Belonging. Beauty.

These four points were the answer made by Doug Goodkin in his 2013 TEDx talk, *Learning Through Music and Art*.



Discipline in regularly attending rehearsals. Discipline to practice. Goodkin talks of this discipline allowing a child to understand how progress is made, where their days are connected with a thread of coming from a starting point and progressing to an ending point. Children who have this inner discipline usually do not need the outer discipline, essentially having others (adults) telling them when to do things.

Power. Whether singing or playing the note, it is the child with the power to make that note happen; their breath, their fingers, their bow.

Belonging. The child becomes part of something bigger than themselves. To paraphrase Goodkin: you are playing something essential to the group sound; when that works, your voice is immersed in this large voice.

Beauty. "There is one thing that music offers that nothing else does in quite the same way: beauty" (Goodkin). Music draws people in.

Maybe we adults (parents and educators) only get glimpses of that beauty at present, as our young musicians begin their ensemble journeys with practice at home that does not sound great, but as a child works away at their cello playing and



is engaged enough to ask to attend Pieter Wispelwey performing the Bach solo cello suites at the Shanghai Concert Hall, as he did in January, they will hear and feel that beauty of music; it's magnetic and can take your breath away.

Joining the community. It is with great joy that I have joined the SCIS family, knowing from previous visits to the Pudong campus that a dedicated concert band was keen to continue – Dragon Band: Monday after school.

After a busy first semester, it was time to restart a String Ensemble with all the beautiful violins, violas, cellos, and double basses now housed in their very own Strings Room within the basement Performing Arts area of SCIS Pudong. Already, there is a dedicated core of players who know they belong and are on their way through their discipline and power to create beauty.

In Semester 2, we see another dedicated core in the Choir through an Inner Fire club. Literally adding their voices to the cause.

Being part of a music ensemble can also give students instant access to a group of colleagues and new friends beyond school after graduation, through university groups, clubs, and societies.

Providing opportunities for our students to realize their musicality and experience a sense of power and belonging in a music ensemble, and the discipline and beauty that will come, enriches their IB journey at SCIS.



By Malcolm Mawhinney, Performing Arts Teacher at SCIS Pudong



Simple Ways to Secure Your Digital Life

In today's connected world, students and families rely on digital tools for learning, communication, and everyday life. Email, social media, school platforms, and online services make things easier, but they also present risks if we are not careful. The good news? A few simple habits can significantly improve your online safety and protect your digital identity.

Phishing - Pause Before You Click

One of the most common online threats is phishing, fake messages designed to trick you into clicking a link, opening an attachment, or entering your password on a fake website.

What phishing often looks like:

- An email or message that sounds urgent: "Your account will be locked today!"

- A message pretending to be from a trusted source, like a school, bank, or technology company
- Links that look real but lead to unfamiliar websites

What you can do:

- Slow down. Take 10 seconds before clicking.
- Check the sender's email address carefully, not just the display name.
- Hover over links (without clicking) to see where they actually lead.
- If something feels off, it probably is.

Example:

An email claims your cloud storage is full and asks you to "verify now." When you hover over the link, the web address doesn't match the service it claims to be from - that's a red flag.

Never Share Passwords by Email or Message

Legitimate organizations will never ask for your password via email, text, or messaging apps. If a message asks you to reply with personal details or login information, it should be treated as suspicious.

If you receive something like this:

- Don't reply
- Don't click any links
- Delete the message or report it to the school's IT support team (if it came to your school account)

Use Strong Passwords and Don't Reuse Them

Reusing the same password across multiple sites makes it much easier for attackers to access several accounts at once.

Image generated with AI.

PHISHING - PAUSE BEFORE YOU CLICK

One of the most common online threats is phishing, fake messages designed to trick you into clicking a link, opening an attachment, or entering your password on a fake website.

WHAT PHISHING OFTEN LOOKS LIKE:

Subject: Your account will be locked today!



My School
admin@scchoool-portal.net

www.mybank.com/login

unfamiliar website:
www.mybank.com/login

WHAT YOU CAN DO:

- Check the sender's email address carefully, not just the display name.
- Hover over links (**without clicking**) to see where they actually lead.
- If something feels off, it probably is.

10
SECONDS
Slow Down

Your cloud storage
is full
verify now

web address :
www.mybank.cw/login

EXAMPLE



Best practices:

- Use long, unique passwords for important accounts (email, school platforms, banking, social media)
- Consider using a password manager to create and store strong passwords securely
- Avoid using easily guessed information like birthdays or pet names

Turn On Multi Factor Authentication (MFA)

Multi Factor Authentication (also called two step verification) adds an extra layer of protection by requiring a second step, such as a code from an app, when logging in.

Even if someone learns your password, MFA can stop them from accessing your account.

Tip:

Whenever possible, enable MFA on email and online accounts, such as social media platforms.

Be Careful with Apps and AI Tools

Some apps and AI tools ask for very broad access to your device - files, messages, and accounts. Tools that can "do things for you" on your computer may also introduce serious privacy and security risks.

Before installing or using anything new:

- Ask: What permission is this app requesting, and why?
- Avoid sharing personally identifiable information, particularly with AI tools
- Never upload or process student or school data using unapproved apps

Keep Devices Updated

Software updates are not just about new features; they often fix security problems.



Image generated with AI.

- Enable automatic updates on phones, tablets, and computers
- Install apps only from official app stores
- Avoid downloading files from unknown websites

A Final Thought

Online security isn't about fear, but rather about forming smart habits. A brief pause, a careful check, and a few protective settings can prevent major problems. By staying alert and informed, students and families help protect not only their own accounts, but the entire school community.

When in doubt: stop, check, and ask for help.



*By Paul Pavao,
Technology and
Integration Coordinator
at SCIS*



When a Story Grows Beyond Its Author

How Athena Hildt Turned a School Project into Something Bigger

mentorship helped creativity become more than an interest. It became a path she would continue to follow.

The Story That Returned

Long before *The Little Witch* became a musical, it was already part of Athena's life.

When the curtain rose on *The Little Witch* this spring, audiences saw a joyful Lower School musical brought to life through months of rehearsal, creativity, and collaboration. Young performers moved confidently across the stage, scenes unfolded with warmth and humor, and the theatre filled with the excitement that only live performance can create.

Behind the scenes stood Athena, a Grade 11 student serving as both writer and student director.

For many in the audience, it was an impressive example of student leadership. For others, it was something more personal. Athena had once stood in the Lower School herself. Having joined SCIS in Nursery, she has grown up within the community. To watch her return years later and lead a production for younger students was moving in its own right.

The production received a 2026 ACAMIS Service Learning Grant, recognizing the project's wider impact and collaborative spirit. Yet the award captures only part of the story. What began as a Grade 10 MYP Personal Project had grown into something far larger: a creative work shared across the school community, and a reflection of the student Athena has become.

years at SCIS, the path that led here was built gradually rather than through a single defining moment.

"The Media and Theatre classes I've taken at SCIS have played a huge role in shaping my go-to element of storytelling and my development as a performer and filmmaker," she says.

Those experiences gave her opportunities to write, perform, film, collaborate, and experiment with different ways stories can be told. Just as important was the encouragement around her.

"I've always had an unfaltering support system of teachers who were there to empower me to have more confidence in myself and make my own creative decisions."

Athena speaks warmly of the many teachers who have supported her over the years. That combination of trust, opportunity, and

As a child, she received an audiobook player from her grandparents. One of the first stories that came with it was *The Little Witch*, a story she returned to again and again. Its message, a young witch choosing kindness, helping others where she could, and making the world better through everyday acts of goodness, remained meaningful to her over time.

By the time the Grade 10 Personal Project arrived, Athena had already been imagining what else the story might become.

Then one night, the idea crystallized.

I literally sat up in bed as my brain suggested to me, You like the message of being kind. You like how it's presented in the story. You want to make that story accessible to more people through a medium you also like and want to promote. Do it!! "

For her Personal Project, she chose to adapt the story into a musical script.



Where Creativity Took Root

Because Athena has spent her school

What followed was three to four months of sustained work. Using the original German text, Athena highlighted dialogue, mapped the narrative, reorganized scenes, translated language, and rewrote moments so the story could function on stage.

"Sometimes something that works in one language just doesn't in another," she explains.

The project demanded a level of independence different from a typical assignment.

"I was pretty much given free rein to create whatever I wanted. There wasn't an all-encompassing guide telling me how to do it."

Even now, she can already see how much that experience prepared her for what followed.

"With my CAS project, IAs, and EE, I'm realizing how the independent research and project-management skills I started building during my PP are coming in handy."

From Script to Stage

While many Personal Projects conclude at submission, Athena's was only beginning.

Teachers who saw potential in the script encouraged her to continue developing it for a future Lower School production. Over the following year, she returned to the work—reshaping scenes, refining pacing, and adapting the script for younger performers and the realities of live theatre.

"It was about figuring out what to keep and what to let go," she says.

When rehearsals began, Athena stepped into a new role. Directing required a different kind of creativity: planning movement, organizing rehearsals, responding to challenges in real time, and helping younger students feel confident on stage.

She prepared blocking diagrams before rehearsals, but did not want every performance to feel fixed.

"I didn't want to tell them exactly how to act. It was important that they could explore their characters themselves."

Instead of controlling performances, she focused on helping students develop ownership and authenticity.



"I believe that's the difference between inspiring authentic performances and just reciting memorized lines."

Athena is equally clear that the process was never hers alone.

"I had so much support from teachers throughout. Ms. Paula and Ms. Meidinger helped me with decisions, rehearsals, technical planning, and dividing responsibilities. I definitely wasn't doing it by myself."

What began as an individual project had become a true community effort.

"It now truly is much bigger than me."

She adds that after enjoying the experience so much, she would gladly be involved in the Lower School production again during Grade 12 if the opportunity arises.

Seen Over Time

For SCIS Pudong Lower School Principal Molly Myers, the production carried a meaning that extended well beyond the stage. Years earlier, she had taught Athena in Grade 1. To later watch that same student lead younger performers as a writer, director, and role model was what she described as "incredibly heartwarming," a powerful reminder of what it means to watch students grow over time and step into leadership with confidence.

The production also reflected something larger than one performance: the connection between younger and older students, and the way a school community can grow stronger when students give back to those following behind them. SCIS Pudong Upper School Principal Fritha Jameson similarly recognized Athena's leadership in bringing students and staff together through a shared creative effort—both on stage and behind the scenes.

Beyond One Project

While *The Little Witch* may be Athena's most visible project so far, it is only one chapter in a broader creative journey.



She has previously received recognition at the SCIS Oscars for both Best Screenplay and Best Picture. Those experiences allowed her to experiment with different genres and different ways stories affect an audience.

"I discovered that empowering messages spoke to viewers the most," she says. "I like creating meaning by presenting a message in a narrative that inspires people."

At the same time, she enjoys the playful side of storytelling as well. Another award-winning project was a horror film, which she remembers as a chance to "scare the living daylight's out of people."

She also participated in the Shanghai Student Film initiative, where she learned the importance of collaboration beyond familiar teams. "You have to learn how to function with virtually any team of people you find yourself with," she reflects.

Across theatre and film alike, a clear pattern emerges: Athena is drawn not only to creating stories, but to the ways stories bring people together.

Athena admits that many ideas capture her attention quickly. What surprised her most about *The Little Witch* was not how it began, but how committed she remained to it.

"I thought I might lose interest," she says. "But I didn't." That persistence, she believes, comes from a genuine connection to storytelling itself. She is now open to pursuing film or theatre at university, continuing to build on the skills and passions that have taken shape during her years at SCIS.

For now, she remains exactly where she has long been most at home: creating, collaborating, and imagining what comes next.

The story, it seems, is still being written.



Class of 2026 | Naomi: How Readiness Takes Shape

By the time students reach their final year at SCIS, what often stands out is not a single turning point, but a series of moments that slowly begin to make sense.

For Naomi, one of those moments happened on her very first day.

She arrived midway through Grade 10, stepping out of a familiar Australian system into something entirely new. The structure was different, the expectations unclear.

What she remembers most, though, is not the difficulty.

"I walked in really nervous," she says. "And people just smiled and waved at me."

It was a small moment, almost forgettable. But it stayed. Looking back now, it marked the beginning of something that would shape the rest of her experience—not just how she adapted, but how she eventually learned to take ownership of it.

Arrival That Changes Everything

Adjusting to the academic environment took longer. "I didn't really understand how the system worked at first," she admits. "Even the way we were assessed felt unfamiliar."

Coming into the MYP without prior experience meant learning how to approach school in a new way. Tasks were not only about getting answers right, but about explaining thinking, organizing ideas, and reflecting on the process behind them.

But that challenge became a foundation. By the time she entered the Diploma Programme, she found herself better prepared to manage both the structure and the workload.

"The MYP helped more than I realized," she says. "When I started DP, I understood what teachers were looking for."

What made that transition possible was not only the programme itself, but the environment around it. Teachers provided consistent guidance, and classmates often stepped in to help with practical things, from navigating new platforms to understanding how assignments were structured. "It never felt like I had to figure things out alone."

Learning to Think, Choosing a Direction

By Grade 11, Naomi's approach to learning had shifted from adapting to deciding. Rather than chasing what looked impressive on paper, she chose subjects that she knew she would stay engaged with over time.

"I chose my subjects based on what I enjoy and what I knew I could manage," she says.

In Global Politics, discussions rarely settle on a single answer. In Psychology, ideas were not taken at face value but unpacked, challenged, and reconsidered. Across subjects, she found herself returning to the same habit: questioning, comparing, and trying to understand what sits beneath an idea rather than just what it looks like on the surface.

Having moved between countries growing up, Naomi had always been aware that people see the world differently. At SCIS, that awareness started to take on more structure. "I've always been interested in people," she says. "Why do they think the way they do?"

Conversations with her college counselor helped her take that further. Instead of focusing only on university options, those discussions pushed her to clarify what genuinely interested her and how her subjects connected to that. "I wasn't just thinking about where to apply," she says. "It was more about what actually fits me."

What began as a general interest gradually moved toward a clearer direction. That path has now led to University College Utrecht, where she has accepted an offer to study Liberal Arts and Sciences with a major in neuroscience.



Leadership That Starts with Belonging

Swimming had always been a constant. “I’ve been swimming my whole life,” she says.

Joining the swim team was one of the first things she did at SCIS. It gave her something familiar in the middle of everything that wasn’t. Training alongside students from different grades, she found a rhythm that made a new environment feel more familiar.

“It helped me settle in quickly,” she says. “You already feel like part of something.”

That sense of belonging eventually became something she helped create for others.

In Grade 11, she put herself forward for the role of team captain, speaking in front of the entire team before a vote was held. She was selected and went on to serve in the role for two years. “I just tried to be the kind of person I would’ve wanted,” she says.

Checking in with swimmers before races, offering advice, and making sure younger teammates felt supported became part of her routine. She also worked closely with her coach behind the scenes, helping introduce structured warm-ups, organizing

weekly team meetings, and planning seasonal events. Over time, those small efforts shaped the culture of the team.

Impact That Grows Over Time

Outside of sports, Naomi’s experience extended into service and student-led initiatives that gradually moved beyond the school itself.

As part of the National Honor Society, she worked with peers on projects focused on sustainability and well-being. What began as a campus-based effort later connected her with students from other schools through shared initiatives and exchanges.

One of the most memorable moments came during the One Voice Summit, where students from different schools came together to present and develop their ideas.

“We presented our compost project and got to hear what other schools were doing as well,” she recalls. “It was really interesting to see how different schools approach sustainability.”

That experience shifted her perspective. The project was no longer just about implementation, but about how ideas are sustained, adapted, and shared across different contexts.

Back at SCIS, continuing the compost initiative meant managing logistics, encouraging participation, and building consistency over time.

“You have to keep reinforcing it,” she explains. “Otherwise it just stops.” The experience reshaped how she understood what it takes to sustain an idea over time.

A university place is now confirmed, but there are still new decisions ahead and expectations to meet.

But beyond that, there is a kind of readiness.

She knows how she works. She knows what she’s interested in. She knows how to keep going when things aren’t clear.

From arriving mid-year and finding her place, to shaping her academic interests, to stepping into leadership and extending her impact beyond the school, each step built on the last in meaningful ways.

And maybe that’s what being ready actually looks like.



“My Front Row to the Future of Flight”

In the first half of this year, Aryan volunteered at the 2026 Drone World Congress and International Low-Altitude Economy Expo in Shenzhen—one of the world's largest gatherings of UAV and aviation professionals. Passionate about aeronautics and engineering, Aryan reflects on how the experience challenged his understanding of innovation, collaboration, and the future of flight.

As someone who hopes to pursue a future in aviation and aeronautics engineering, I have always looked for opportunities to experience the industry beyond the classroom.

This May, that opportunity took me from Shanghai to Shenzhen. Flying from Shanghai to Shenzhen and walking straight into the Shenzhen Convention & Exhibition Center for my internship mission felt like stepping right into the year 2050. The entire place was buzzing, and so was every day I spent there.

At the Drone World Congress and International Low-Altitude Economy

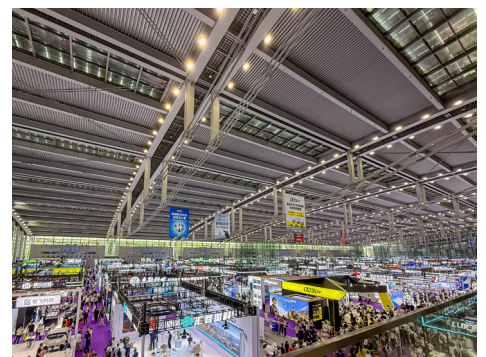
Expo 2026, there were over a thousand Unmanned Aerial Vehicle (UAV) companies showcasing incredible technology, and people from a hundred different countries filled the halls. I spent four days volunteering at the World UAV Conference, which is one of the world's largest gatherings of UAV and drone industry leaders. Being surrounded by the people who are literally inventing the future of flight was unforgettable.

But the experience wasn't just about watching impressive technology take flight. Working behind the scenes, I came away with three lessons that completely changed how I think about aviation.

Speaking the Language of Innovation

My story started right in the middle of the action, using my Chinese skills to bridge a pretty massive gap. Suddenly, I found myself translating for global CEOs and industry leaders who had flown in from around the world to experience China's drone boom and explore new business opportunities.

Before the event, I spent time researching delegates' backgrounds so I could be better prepared for different cultural nuances and communication styles. During the conference, I translated technical discussions, business plans, and conversations during important meetings.



That is when it hit me. A brilliant piece of flight software does not mean much if people cannot talk to each other to build it. Being trusted with those conversations proved that language skills are a superpower in engineering. If you cannot share the vision, the plane stays on the ground.

When the Textbooks Come to Life

When I was not translating, I was exploring the endless maze of convention halls. That is where the physics got real. I walked past thousands of booths displaying the new low-altitude economy. I saw massive cargo drones, autonomous flying systems, and even electric passenger aircraft that people can actually ride in.

Seeing these giant machines up close made everything I learned in school finally click. The formulas about weight, thrust, and the physics of mass were suddenly not just test questions anymore. They were real engineering choices keeping these massive vehicles in the air.

It was basically a live masterclass. They are the actual tools making tomorrow's transport happen today.

One example that stood out to me was fluid mechanics. I learned how the principles of fluid mechanics apply to airflow during flight and what is needed to keep a UAV stable and under control. That was one moment when textbook physics came to life.

The Ultimate Group Project

The final piece of the puzzle clicked when I looked closer at how UAVs and drones are actually made. Before this trip, I thought of a drone as just a single product from one company. But walking the expo floor showed me the real truth. Aviation is the ultimate group project, and it takes an enormous network of people working together to make things fly.

There were entire sections dedicated to individual components. I saw booths for advanced carbon-fiber materials, camera systems, GPS technology, batteries,

sensors, and flight simulation software. No single company builds the future alone.

It made me think about the teamwork we need in my Aero Club when we work on CAD designs and 3D printing. Innovation doesn't happen because one person has all the answers. It happens when people with different expertise work together toward the same goal.

I came home with a notebook packed with ideas and a new understanding that the next big win in flight depends on everyone working together.

More importantly, I came home even more certain that this is the field I want to be part of. There is still so much to learn, and that's exactly what excites me most about the future of flight.



By Aryan B. (Class of 2028, SCIS Hongqiao)



Grit, Growth, and Glory: The SCIS Pudong Soccer Dragons' Season to Remember



For ten years, SCIS Pudong had waited to host an ACAMIS Tournament again. But when the Dragons finally stepped onto their home pitch for that championship week, it was clear: this season was never about a single tournament. It was about a journey.

From the opening kick of SISAC Division I play to the final whistle of the consolation bracket, both the boys' and girls' soccer teams built a season defined not by size or history, but by resilience, growth, and an unshakable belief.

The Little Engine That Could

Most opponents were schools twice the size of SCIS Pudong—or larger. The Dragons didn't blink. They embraced the underdog role with a quiet ferocity, competing across conference play, non-conference cups, and year-long rivalries.

The girls' team opened the season in SISAC East with a steady hand: one win, two draws, and one loss. The boys mirrored that fight, finishing with a 1–1–2 record.

But records alone never tell the full story.

Dragon Cup: Testing Ground for Greatness

Beyond conference play, the Pudong Green Dragons turned to the Dragon Cup—a year-long gauntlet featuring multiple strong opponents from across the region.

The girls delivered a statement. They routed two opponents by a combined 5–1 and 6–1, falling only once in a match that could have gone either way. For the boys, victories didn't come. But lessons did. Every loss became a classroom. Every opponent was a teacher.

By the time the ACAMIS Silver Cup arrived, both teams were hardened, sharpened, and ready.

Girls: A Masterclass in Consistency

The girls' campaign was a model of sustained excellence. In ACAMIS, they went undefeated on the first day, absorbed a single loss on the second, then stormed into the final day as the No. 2 seed. The semifinal was over early: 5–0. The final was even more clinical: 4–0. Champions.

But a great season is measured in how a team handles the unexpected. When the SISAC Tournament brought lingering injuries and a quarterfinal loss, the Dragons didn't fold. In the consolation match, they pieced together a thrilling 5–4 victory—proof that even on an off day, this team found a way to shine.

Final record: 9–2–4. A winning record. A championship. And something rarer: a team that played as well off the pitch as on it.

Boys: From Setbacks to a Podium

The boys' path was rougher. The first day of ACAMIS brought three straight losses. At one point, the single-elimination trophy round seemed out of reach. But the next day became a resurrection: two wins, a surge of belief, and the No. 4 seed.

In the semifinal, the Dragons outplayed their opponents at both ends. One moment of individual brilliance from the Rocs decided the match. Final: 1–2. Heartbreak.

But champions are defined by what they do next. In the third-place match, Diego scored the eventual game-winner. The defense and goaltending were immaculate. A 1–0 victory. An ACAMIS bronze medal. The home crowd roared.

The SISAC Tournament opened with a 1–3 loss. The consolation final was a classic: a second-half surge, a dramatic 3–3 tie with five minutes left, then two quick

opponent strikes. Final: 3–5. Another lesson. Another step.

Final record:

5–7–3. A losing record on paper. But a winning season in every way that matters.

The Bigger Picture

This wasn't a season of perfection. It was a season of persistence. The girls lifted a trophy and proved that small schools can play big. The boys battled larger opponents in every match and came home with hardware anyway.

Together, they showed what SCIS Pudong Soccer teams have become: hungry, resilient, and already looking ahead.

The final whistle has blown on this campaign. But the Dragons are already eager to get back on the pitch. Next year starts now.



By Eric Rodine, Athletics, Aquatics, & ASA Coordinator at SCIS Pudong



SCIS Hongqiao Soccer Recap

This season was a big step forward for our SCIS Hongqiao Dragons Soccer program, and it showed across all three of our teams. From the early training sessions to the final matches, there was a noticeable shift in how our teams approached the game—more focus, more accountability, and a stronger sense of playing for each other. Across all teams, our players bought into the process, embraced challenges, and showed a willingness to improve that set the tone for the entire season. Training sessions were competitive and purposeful, and that work carried directly into match play. What stood out just as much as the results was the consistency in effort, the positive team culture, and the pride our players showed in representing the Dragons every time they stepped on the field.

Our D1 Girls put together a truly special and historic season. They went undefeated across all Shanghai fixtures, playing with confidence and

consistency every time they stepped on the field. As a team, they showed a strong identity and belief in each other, which carried them all the way to becoming ACAMIS and SISAC Champions! It's hard to overstate how impressive that run was, and how much it reflects the work this group has put in.

Our D1 Boys also put together a strong and consistent season from start to finish. Over 18 matches, they dropped only two games—both against a strong Hong Kong side at ACAMIS, where our boys finished 2nd overall. Back in Shanghai, our team was dominant and went undefeated, finishing as SISAC D1 Boys Plate Champions. The consistency, resilience, and competitiveness they showed all season stood out.

Our D2 Boys continue to build depth and momentum within our program and had an incredible



season. They earned 3rd place at ACAMIS in the Purple Division and were recognized with the Spirit of ACAMIS award, a testament to their attitude and team culture. They carried that into the SISAC D2 Boys Cup Tournament, going a perfect 3–0 to claim the Championship.

Looking at the program as a whole, this season represents more than just a collection of strong results—it shows the direction we are heading. There is clear alignment between our teams in how we train, how we play, and how we support one another. Our younger players are developing in the right environment, our D1 teams are setting the standard, and there is a strong sense of continuity throughout. The connection between players, coaches, and teams has been a key part of this growth, and it's something we are proud of. This has been an unprecedented year for Dragons Soccer, but more importantly, it feels like a foundation. The expectations have been raised, the belief is there, and our program is in a great position to keep building. Go Dragons.



*By Justin Corvers, Athletic Coordinator
at SCIS Hongqiao*





From Passion to Purpose: Learning That Grows at Home

At SCIS, student ideas rarely end when the school day does. Whether sparked through academics, sport, the arts, or service, these ideas often take on new life at home, evolving through practice, persistence, and everyday family support. This is where the theme “Defining What’s Next” becomes real: not only in what students create, but in how those ideas grow beyond the classroom.

From PAFA’s perspective, families play a powerful role in this process. They are the sounding board, the support system, and often the quiet force helping students turn ideas into action.

For David Ettinger, this journey has unfolded through his son Dylan’s lifelong passion for basketball. Originally from the United States, the Ettinger family has been part of the SCIS community since 2012, with Dylan now a senior preparing for what comes next.

Dylan’s love for the game began at age four and quickly became something more than a hobby.

“He never put the ball down,” David shares. “Even when we moved to Shanghai, he found his way into competitive basketball and kept going.”

Balancing academics with training several times a week - often completing homework during long car rides - Dylan developed discipline and time management early on. What began as a childhood passion has now led to an exciting next step.





"As a little boy, he said he wanted to play basketball in college," David reflects. "We knew the odds, but through hard work and determination, he's now been recruited by the Yeshiva University Basketball Team, in New York City. We're incredibly proud." At Yeshiva, Dylan will be part of a Division 3 basketball program ranked 21st in the country. He will major in business, at the Sy Syms School of Business.

For the Ettinger family, what started as a simple interest evolved into a defining part of Dylan's future, shaped not only by school, but by consistent support and commitment at home.



The Ettingers: Sevillana, David, Jaimey, and Dylan

Zhen-Lei Chang and Justin Leung, with Yara and Tobias.



A different but equally powerful story unfolds in the Chang family. Zhen-Lei Chang, originally from the Netherlands with multicultural roots across Asia, has been part of the SCIS community since 2021. Her children, Tobias (Grade 4) and Yara (Grade 2), are growing up in a family where health, wellness, and challenge are part of everyday life.

"We try to create an environment where trying something new feels normal," Zhen-Lei explains. "It's not about performance, it's about curiosity, effort, and confidence."

From endurance sports to obstacle races, their children are regularly exposed to challenge not through pressure, but through shared family experiences. Whether running races, trying Muay Thai, or simply choosing the stairs over the elevator, learning is embedded in daily routines.

"Often, when our kids want to try something new, we try it with them," she says. "We're learning right alongside them."

Being part of the SCIS community has strengthened this approach. "There's a close connection between school and home," Zhen-Lei reflects. "We're involved, we see what they're experiencing, and we grow alongside them. It creates a more holistic world where they feel confident to explore."

Across both families, one thing is clear: meaningful learning does not stop at completion. It continues through repetition, risk-taking, and real-world application. "Defining What's Next" is not a single moment; it is a process. And when families engage with their children's ideas, support their passions, and create space for growth, those ideas don't just stay as projects. They evolve into purpose.



By May Botha,
PAFA Communications
at SCIS Hongqiao



Book Recommendations for All Ages



Ashley Simmons, Media Specialist at SCIS

What does it mean to imagine the future? For some, it begins with curiosity—a question, a mistake, or a moment of discovery. For others, it takes shape through decisions, challenges, and changing perspectives. Across these selections—from picture books to young adult and adult fiction—readers encounter characters navigating new situations, reconsidering assumptions, and making choices that influence what comes next.

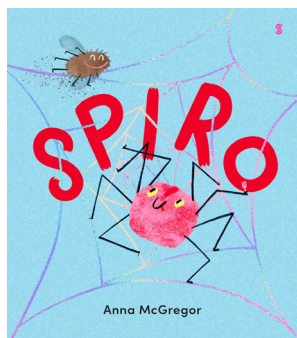
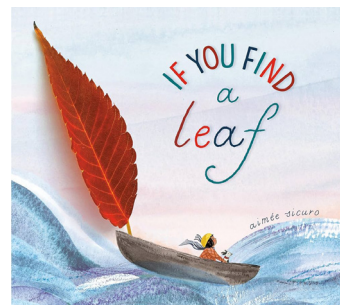
Together, these books highlight how understanding grows over time: through creativity, relationships, and reflection. They show that the future is not fixed, but shaped by how we respond to the world around us—and the actions we choose to take within it.

Early Childhood (Ages 3-6)

If You Find a Leaf

By Aimée Sicuro / Panda Book Award Nominee (2026–2027)

This interactive picture book invites readers to collect everyday objects and imagine new ways to use them. A leaf might become a crown, a tool, or part of a larger creation. The story encourages observation, experimentation, and flexible thinking as children explore how small discoveries can lead to new ideas. In doing so, it introduces the concept that the future is shaped through creativity and choice.



Spiro

By Anna McGregor / Panda Book Award Nominee (2026–2027)

Spiro, a spider who takes pride in spinning perfect webs, faces a challenge when his work is disrupted. As he responds to this change, he experiments with new approaches and adjusts his expectations. The story highlights how change can require adaptation and problem-solving, showing young readers that unexpected moments can influence what comes next.

Oops!

By Julie Massy / Panda Book Award Nominee (2026–2027)

This interactive book presents a series of mistakes—spills, smudges, and accidents—that are transformed into new creations. Readers are encouraged to participate in fixing or reimagining each situation. The book emphasizes that errors are part of the creative process and can lead to new outcomes, reinforcing the idea that the future is not fixed but shaped through response and revision.

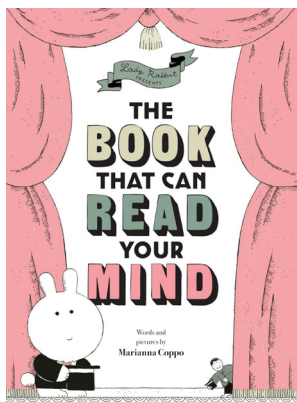


Lower Primary (Ages 6-8)

No Cats in the Library

By Lauren Emmons / Panda Book Award Nominee (2026–2027)

When a cat enters a space where it is not allowed, the established rules are challenged. As the situation unfolds, the story explores how rules are created, enforced, and sometimes reconsidered. It invites readers to think about how systems can change and how new possibilities can emerge when expectations are questioned.



The Book That Can Read Your Mind

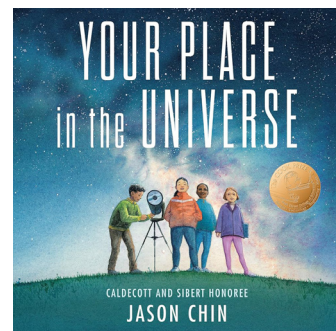
By Marianna Coppo / CBC Children's & Librarian Favorites Lists (2025)

This interactive book guides readers through a series of choices that appear to predict their thoughts. As the process unfolds, it reveals how patterns and decisions influence outcomes. The text encourages readers to think critically about how conclusions are reached and how their own choices shape what happens next.

Your Place in the Universe

By Jason Chin / Caldecott Honor Book (2021)

This nonfiction text explains the scale of the universe by comparing the size of Earth to larger celestial bodies. It situates readers within a broader context, helping them understand their position in a much larger system. The book connects personal identity to a wider perspective, encouraging readers to think about their place in the future.



Upper Primary (Ages 8-11)

The Lost Library

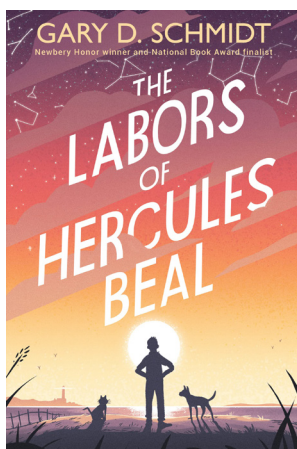
By Rebecca Stead & Wendy Mass / CBC Kids Favorites List (2026)

This novel centers on a mysterious library and the stories connected to it. As characters uncover information about the past, they begin to understand how those events influence the present. The narrative highlights how knowledge and discovery contribute to shaping future decisions.

The First Cat in Space Ate Pizza

By Mac Barnett / Eisner Award Nominee (Best Publication for Kids)

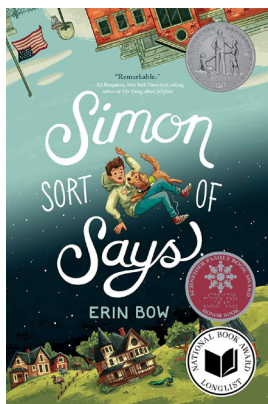
This graphic-style story presents a fast-paced sequence of events involving space travel and unexpected challenges. The narrative emphasizes creativity and unpredictability, showing how characters respond to rapidly changing situations. It highlights how flexible thinking influences outcomes.



The Labors of Hercules Beal

By Gary D. Schmidt / CBC Kids Favorites List (2026)

Inspired by classical mythology, this story follows a young protagonist as he completes a series of tasks that challenge his abilities and understanding. Each task requires problem-solving and perseverance, illustrating how experiences contribute to personal development and future direction.



Middle Grades (Ages 11-14)

Simon Sort of Says

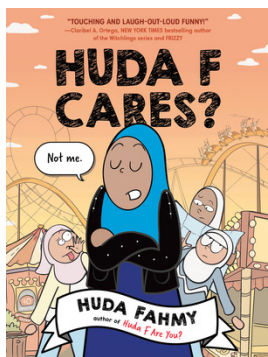
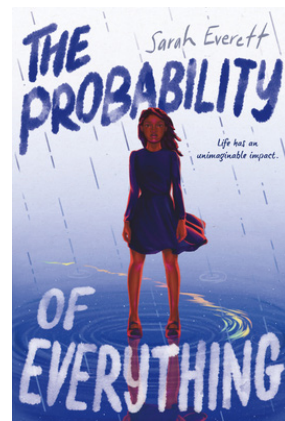
By Erin Bow / CBC Kids Favorites List (2026)

This novel follows a character adjusting to life after a significant past event. As he builds new relationships and navigates a different environment, he explores how identity is shaped by both experience and choice. The story focuses on how individuals move forward after change.

The Probability of Everything

By Sarah Everett / CBC Kids Favorites List (2026)

The narrative centers on a character facing the possibility of a major future event. As she processes this uncertainty, she considers how to spend her time and what matters most. The story explores how individuals make decisions when outcomes are unknown.



Huda F Cares?

By Huda Fahmy / Best Graphic Novels for Teens (ALA/YALSA)

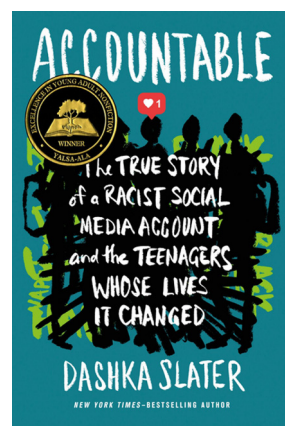
This graphic novel follows a teenager navigating social expectations, identity, and personal goals. It examines how external pressures influence decision-making and how individuals define themselves within those constraints.

Young Adult (Ages 15-18)

Accountable

By Dashka Slater / YALSA Award for Excellence in Nonfiction – Winner (2024)

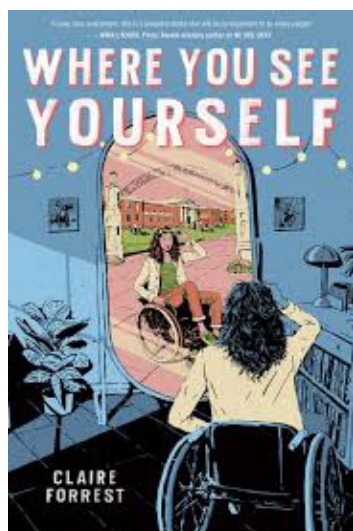
This nonfiction work examines a real-life case involving online behavior and its consequences within a school community. It traces how digital interactions escalate and how those actions affect individuals, relationships, and broader social dynamics. The book presents multiple perspectives, allowing readers to consider how responsibility is assigned and understood in online spaces. It highlights the lasting impact of decisions made in digital environments and encourages reflection on how those choices shape both immediate outcomes and future consequences.



This Place Is Still Beautiful

By XiXi Tian / CBC Kids Favorites List (2026)

This novel follows characters navigating cultural identity, family expectations, and personal history across different environments. As they reflect on their experiences, they consider how memory, belonging, and perception influence their understanding of themselves. The narrative examines how individuals interpret their past and how those interpretations guide their decisions moving forward. It highlights the ways identity is shaped over time and how those evolving understandings influence what comes next.



Where You See Yourself

By Claire Forrest / Schneider Family Book Award (Teen Category, 2024)

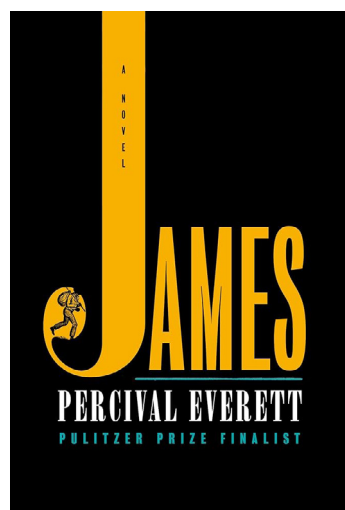
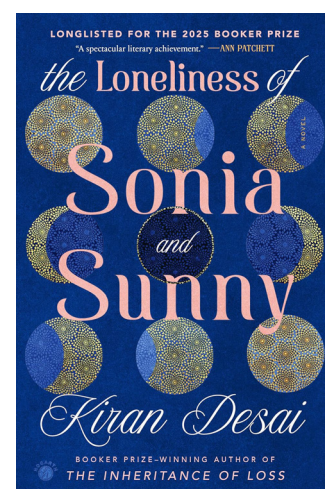
This novel follows a student preparing for life after high school while navigating questions of independence, access, and self-advocacy. As she makes decisions about her future, she encounters systems and expectations that influence her options. The story examines how individuals identify their needs, communicate their goals, and take action to shape their own paths. It highlights the role of agency in decision-making and how those choices contribute to defining what comes next.

Adult

The Loneliness of Sonia and Sunny

By Kiran Desai

This novel follows two characters across different countries as they navigate family expectations, migration, and identity. Their experiences reflect how cultural background, personal history, and relationships influence the paths they take. The story examines how individuals define themselves within changing environments and how those definitions shape future possibilities.



James

By Percival Everett / Pulitzer Prize for Fiction (2025)

This novel retells a familiar historical narrative from a different perspective, focusing on voice, agency, and identity. It examines how stories are constructed and whose perspectives are included or excluded. By reframing the narrative, the book highlights how the reinterpretation of the past can influence how the future is understood.

The Things We Never Say

By Elizabeth Strout

This novel presents interconnected characters whose lives are shaped by relationships, communication, and unspoken experiences. It explores how decisions, conversations, and omissions influence personal direction over time. The narrative emphasizes how reflection and understanding can affect what individuals choose to do next.



More Than a Calendar...



OCT 14

"The city became our classroom, and my child became my guide."

- SCIS Parent

Mission Moment: Visit one local street, lane, or block you've never walked before. Let someone else choose where to turn.



NOV 16

"3...2...1...Rolling!"

Scan and watch some student videos here!

- SCIS Student

Mission Moment: Ask someone one question: "What's something you really love doing? Tell me more!" What does their answer tell you about who they are? Capture this through a lens (camera, video, etc.)



DEC 3

International Day of Persons with Disabilities

"Today I loved sharing with students - and them discovering not only that letters can be felt... but art too!"

- MustardTEK

Mission Moment: Find a place in Shanghai where art or information can be experienced in more than one way - i.e. touch, sound, movement etc. Accessible design helps more people experience the world. Represent and share what you discover.



MAR 5

"I found belonging inside myself..."

- SCIS Student

Mission Moment: Look around you. What's one place, person, or moment that feels like "home"?



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