

Hangzhou International School · Spring 2018

DragonNews



**Celebrating Chinese
Culture at HIS**

Language Learning
New Years
Facility Additions
Focus on the Arts





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From the Director

Dear HIS Community and Friends,

Xīn nián kuàilè! During the month of February these words could be heard throughout the school as we celebrated Spring Festival and the lunar new year. The coming of the Year of the Dog was also cause for students at HIS to learn more about China and the host country official language, Mandarin. Thanks to PAFA, New Year's decorations adorned our entrances, doorways, hallways, and classrooms as our students, teachers and parents, led by an enthusiastic team of Mandarin teachers, focused the learning lens on Chinese traditions, song, and dance just prior to the Spring Festival holiday. Our schools strive to meet high levels of engagement in host country awareness and appreciation for the Mandarin language. In this edition of Dragon News, we celebrate this commitment, as we are "Experiencing China". Over the following pages, I hope you enjoy the colors and spirit of the Spring season.



While most international schools in China do provide students with the opportunity to learn the Mandarin language, HIS has committed to providing students with the opportunity to develop or maintain their Mandarin from beginner through to native level proficiencies at all grade levels. In addition, all new non-native Mandarin speaking students study Chinese language and culture. Our goal is simple, if you come to HIS, you will learn about the host country and its culture and, at the very least, leave with a basic ability to communicate in Mandarin and share an appreciation for Chinese culture and history wherever you go.

We look forward to working with our entire community in furthering our efforts to give students unique and memorable opportunities to explore and learn the host country language and culture. From parents and teachers leading weekend walking tours of places of interest to connecting us with external community members who may be able to provide our students with access to rare learning experiences, we welcome any and all suggestions as to how to expand and improve opportunities for our international community to experience China and its language.

On behalf of the HIS team, I would like to wish you all happiness, success, and prosperity in the Year of the Dog 2018. Gōng xǐ fā cái!

Warm Regards,

Jeffrey R. Stubbs
HIS Director



Evidence of Learning Taking Place at HIS



Jessamine Koenig
Upper School
Principal

students to share this learning process with their parents.

Through conversations with the students, teachers, and parents, we are encouraging students to gain a new perspective on their own learning.

approaches, or realizing the impact of their interactions with their classmates, students had the opportunity to spend extended time reflecting on their practices in conjunction with their teachers and parents. Student development comes through experience and personal interactions, so providing the opportunity to verbalize and share these thoughts and ideas with those who support them can only benefit student success.

The student evidence in grades 6, 7, 9, and 11 came from learning taking place in students' classes and activities. Students collected tests, papers, projects, and presentations to share with parents. While many parents already follow their student's progress and submission of assignments on Managebac or through conversations over the dinner table or homework desks at home, it is a valuable experience to have a focused conversation centered on learning and skill acquisition. As students take charge of their own learning routines, we want them to think about where they demonstrate strengths and where they see areas for personal improvement.



On March 20, HIS students had a chance to demonstrate their learning through their Project Exhibitions and student led conferences. During this experiences, we were able to see the way that students are internalizing their learning. Part of the expectations for the conferences was to encourage students to reflect on their learning skills and provide evidence of their growth over the course of the year in the areas of Research, Thinking, Social, Communication, and Self-Management skills. Throughout the conferences and Exhibitions, students had to find evidence of their learning and be able to present their progress in classes, activities, and projects undertaken this year. The goal of the conference sessions was to encourage the

Whether they were explicitly creating links between subjects, understanding how use of technology helps or hinders their learning process, gaining new insight into their organizational





When students can express their own understandings about learning, they are able to consolidate their approaches and make steps toward their own personal development. When parents and teachers ask students to clarify their thinking and discuss their thought processes, they are connecting with the student to create a team-based approach to learning.

The learning process that was exhibited in the grade 8 and 10 Community and Personal Projects demonstrated how students collaborated and developed their own interests. The exhibitions showed the diversity of student interests and backgrounds. Whether

showcasing student creations in the grade 10 Personal Project or student solutions to community needs in the grade 8 Community Projects, both exhibitions demonstrated student responses to the world around them. From supporting local school tutoring programs to choreographing dances to making a virtual tour of our campus for new families, the Community Projects presented a variety of opportunities to help our school and highlight local community issues. The Grade 10 Personal Projects shared a range of approaches to school life, historical explorations, scientific investigations, and fashion design. Students explored areas of personal

interest that drew them deeper into their passions and questions that they wanted to explore. As they developed their understanding in conjunction with their advisors, and presented their projects to parent and student audiences, it was exciting to see how they processed the information and feedback they received. Next, they will use the feedback to improve and develop their final products. They will be writing their reflective essays and completing their learning process over the next few weeks and we look forward to the completion of this first round of Project Presentations.

Learning takes many forms. At HIS, we are excited to see students taking steps toward driving their own learning experiences and using the opportunity to share their thoughts and approaches with parents and teachers. As part of our HIS mission, we want our students to achieve personal excellence within a nurturing community environment, so this type of experience is vital to the growth of our programs and community. Thank you for taking part in learning at HIS.



IB learner profile at HIS



Robert Hyndman
Lower School
Principal

In my article in the Winter edition I discussed inquiry learning, the model of learning on which the PYP is based. I mentioned the IB Learner Profile, which the International Baccalaureate describes as "...a broad range of human capacities and responsibilities that go beyond academic success." (1) At HIS we want to develop the whole child. We want them to be curious, to be inquirers and to succeed academically within the classroom. But we also want them to be well rounded, successful people outside of the classroom; focusing on the learner profile attributes will help to achieve this.

The learner profile attributes are on the page opposite. These cannot be acquired by the kind of formal classroom teaching many of us experienced in our school days. They will not be acquired by listening to a lecture or answering questions from a book. The learner profile attributes underpin the entire learning process. The starting point in developing an inquiry mindset is to provide children with a range of experiences, to ask them open ended questions that make them think and evaluate, then to listen to their questions and guide them in their journey of discovery as they seek out the answers.

The following articles will explain some of the inquiry units being



explored in the lower school. Some may focus on one or more of the learner profile attributes. Some may describe activities that helped inspire curiosity. All will be about children having experiences that make them think and question, explore and evaluate, and reflect on the learning that has taken place.

<http://www.ibo.org/benefits/learner-profile/>





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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How We Express Ourselves



Sonya Bob
Lower School
Nursery

We are currently working on a unit of inquiry into How We Express Ourselves. The central idea is Play, which expresses ideas and connects people leading to new understandings. As an initial provocation, we introduced the game This is Not a Hat, it is a ____? The children had a great time with this activity. One student used a banana as a telephone and another tried to use it as a shoe, which caused laughter and learning. This also encouraged imaginative play and gave the students a chance to use objects from around the room to build new things or engage in pretend play in new and expressive ways.

As we progress through this unit we will be exploring self-expression



through art, music, and movement. The children will have fun as they gain strategies to articulate and read emotions by experimenting with facial expressions and other nonverbal communications such as smiling, a show of furrowed eyebrows, crazy faces, etc. Last week we listened to music and students used movement as well as nonverbal methods to express whether a

particular song made them happy, sad, excited, angry, or loving. This activity formed a connection to the children's prior learning about places they have been and observed. A specific example of creative expression through movement and facial expression during this unit was when one student delighted the others by moving to the music as "how he thought a dinosaur would walk." This then inspired another student to express that our music was "magical like at Disneyland." Fun and lively movement then ensued as the students motivated each other to learn and explore freely.



How We Express Ourselves



Erika Huayanka
Lower School
Pre-Kindergarten

In Pre-Kindergarten, we have used play and role-playing as a way to teach students new ideas and concepts. In our unit of inquiry, "How We Express Ourselves," the central idea states that, "Through play we express our

feelings and ideas and come to new understandings." With that in mind, Pre-K classes have been engaged in role-playing. We have developed a bakery shop, a pizzeria, and an ice-cream parlor. Students love pretending to be chefs, bakers, and customers. They have been busy making donuts, ice-cream cones, and other "delicious" treats from cardboard and other recyclable materials. During this role playing, students have learned one of the key concepts of this unit, "Function: how does it work?"

We also have been reading and role-playing short stories, including the classics, "Three Little Pigs," "Goldilocks and the Three Bears," and "Hansel and Gretel." We have discussed the main parts of a story: the characters, the setting, the problem, and the solution. As students learn these stories, they sing, act, and move their bodies to demonstrate what they have learned. They have really enjoyed acting like the different characters from these stories. It is common to see children in our classes moving about the

classroom with costumes, masks, and big smiles on their faces. We have had lots of great discussions and students have been encouraged to ask questions and be curious. Through play, our students will learn to communicate their feelings and to express what they are learning from one another in Pre-K. We look forward to more stops along our way. We want to find out about how different transportation has evolved over the years to improve people's lives. Students are going to use their wild imaginations to come up with their own designs for possible future transport.



How the World Works



Paige Brooks-Cook
Lower School
Kindergarten

Kindergarten has started their new PYP unit, "How the World Works." At the beginning, students were introduced to the new PYP topic in the form of an essential question. The essential question was posed as, "How does the weather affect the choices people make?" After posing the essential question, students were engaged in learning experiences that activate their prior knowledge and gave teach-



ers an idea of each student's fluency of the central topic. These experiences were intended to help the students make connections between what they knew and did not know, and to compose an expression of their own understandings. Some of the learning experiences presented to the students were: concept maps, relevant literature, matching daily activities and clothing to different types of weather, nature walks, expressing knowledge through writings and drawings, and having discussions of the weather depicted in photographs taken over the

Chinese New Year Holiday. This initial stage is referred to as the "Tuning In" stage. This is the portion of the unit where the teachers provide the learning experiences for the students in order to expose them to the subject while giving them an opportunity to share their knowledge and experiences. The students' prior knowledge, understanding and interest led the direction of future lessons.

After students engaged in various learning experiences and the teachers had an opportunity to collect data of the students' strengths, some of their challenges, probing questions and misconceptions, the Kindergarten teachers began to use this information to construct future learning experiences. Creating a classroom environment where both students and teachers participate in the creation of new learning experiences builds accountability, engagement, enthusiasm and purpose for all participants.

Next the kindergarteners entered into the "Finding Out" stage. In this stage, students formulate questions and ideas and engage in activities to answer their questions, building towards their essential question. (Murdoch, 2015) "The learner is challenged to gather and analyze information, review it against existing knowledge, seek connections, notice patterns and gradually build an understanding of a concept." Some of the activities students engaged in at this stage were: monitoring and measuring the weather, taking nature walks, collecting data to survey growth patterns under varying conditions of a seed, observational drawings, stories about the weather and making connections through pic-

tures and illustrations between weather patterns, seasons and the natural environment. The "Finding Out" stage gives students opportunities to make interdisciplinary connections. Math was introduced when students were given the responsibility to observe, sort and chart items. Technology was introduced as students used media footage, weather related equipment and computers to research. Social studies was taught by encouraging collaboration within the classrooms and literacy was a constant factor with the use of books and writing as an important form of expression.

The students are excited as they build their knowledge on a topic that fits into their daily context. Students are motivated and eager to share their experiences and ask more. They enjoy constructing an understanding of how they relate to the world around them. As the students exit the "Finding Out" stage and enter into the "Sorting Out" stage, they will be asked to analyze the information they have gathered, make sense of it, find answers to their questions and ask new questions.



How the World Works



In our current unit, "How the World Works," students in Grade 1 are learning about how people use prior knowledge to invent and create. Through the lens of causation, function, and reflection, students have inquired as to why inventions are important and how life would be different without them. Students have also learned how humans use their understanding of forces and energy to invent things.

The first grade students had the opportunity to explore force (pushes and pulls) through a variety of lenses. Students created bridges and towers, observing how gravity is the cause of our hard work falling down. Students were given different materials and had to work amongst a team to complete the challenge. The results were great! These challenges required students to demonstrate commitment and confidence because something is usually



**Jacquelyn
Williamson**
Lower School
Grade 1

not perfect the first time. Students reflected and thought about how they could make their creation even better the next time. What worked well and what did not?

Students have also been learning a lot about magnetic force. They are in awe of the magic behind the magnetic field, something you cannot actually see. They discovered magnets attract metals like iron, steel, and cobalt. They learned about the south and north poles of magnets. This led students into determining that south and north poles attract, or pull, towards one another whereas two similar poles push away from each other. Students also learned that planet Earth is a giant magnet with two poles and that is how a compass works; the needle always points north.



How We Organize Ourselves



Brianna Maxwell
Lower School
Grade 3

This spring in Grade 3, students are investigating man-made systems that have been created for getting people the goods and services that they use and consume. To take a closer look at how they serve the many needs of communities, they have been doing a lot of observing and questioning. From the classroom and to the community, students are exploring How We Organize Ourselves.

On a recent exploration of the school grounds, students observed and recorded what they saw. As we moved around the school with clipboards in hand, nothing seemed to go unnoticed! Lists ranged from signage to school staff, couches to café. When they then returned to the classroom, they transferred these observations onto sticky notes and collaborated in small groups to categorize the things that they saw. Together, as they organized and reorganized their sticky notes, the students drew connections between the items that they had seen. Some speculated about the function of things that they pass by every day and debated which category a note belonged in. Their open-minded discussions with each other were causing them to evaluate of their thinking. As I passed around the room listening in, it was fascinating to hear the justifications and explanations that were happening between my Grade 3s!



As students finalized their sticky note arrangements, they were given the opportunity to share and discuss with other small groups. I was with one group as they explained why they had categorized exit signs, stairs, fire extinguishers, alarms, guards, maintenance staff, and teachers. "They are all in a safety system because they keep us safe by fixing things and helping us from fires, and protecting us."

As the Grade 3s continue this investigation into the systems we create, I

am eager to observe more of these moments where students are discovering and sharing their learning with each other!



IB Attitudes



Katie Doherty
Lower School
Grade 5

In 5th grade, we know the importance of self-improvement. We spend time at the end of most days reflecting on our experiences. We ask questions like, 'What did we do well today and what can we do tomorrow that would make us better family members, friends, students, and global citizens?' We use the PYP attitudes to focus these sessions.

Every few weeks, we sit down as a class and look at the PYP attitudes, which include tolerance, respect, enthusiasm, and commitment among others. We discuss what activities, concepts, and topics we are engaging and what character strengths and mindsets might help us achieve our goals in those areas. Then students get together in teams and make arguments as to which attitudes they want to cultivate in the upcoming weeks. After a vote, we create a social-skills T-chart together.

These past few weeks, our class chose to develop an attitude of cooperation. This fits in nicely with the 5th grade

unit on sharing the planet where our central idea hinges on people working together to solve global threats to the survival of humans and animals. We imagined what it would be like if Mr. Hyndman walked into our classroom one day, but couldn't hear anything. What would he see that would make him think, 'Wow, these students really know how to cooperate!' The students suggested he would see people with their heads together, working to find a solution. They imagined he would notice good eye contact from

the group when a member of the team was speaking. And if he visited our room and couldn't see, what would he hear? They thought he might hear constructive feedback and each voice having an opportunity to speak.

Reflection is a crucial part of developing our attitudes for academic and personal success. At the end of the day, teams get together to celebrate their successes! They are also encouraged to discuss any challenges with this attitude. Then their teammates can suggest ways to improve. It is exciting to hear students have honest conversations about their struggles and recognize the evolution of these attitudes.



Pi Day and the Tauist Movement



Andrew Riege
Upper School
Math and Physics

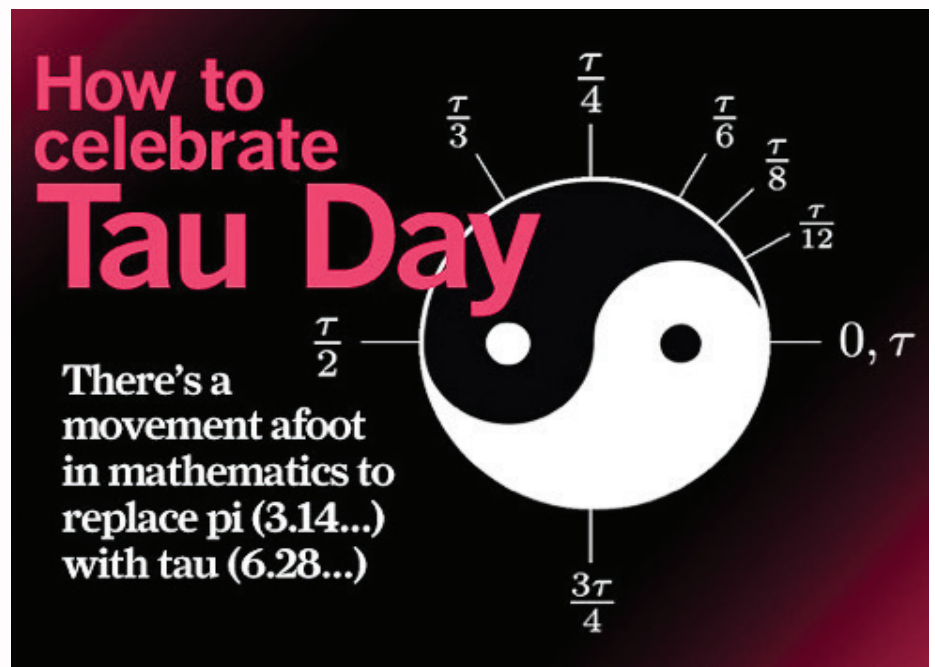
Pi Day (3-14)

Every year on March 14th mathematicians and physicists celebrate Pi Day. Physics types celebrate the birthday of legendary physicist Albert Einstein. Math people celebrate the date corresponding to the first three numbers in the irrational number 3.14159... For the last two years, we at HIS have celebrated Pi Day with a student council fundraiser culminating in one lucky teacher being pie-d in the face. This year's fortunate winner was Mr. Lamplugh. The person who gets to convey the pie into the teacher's face is determined by a contest to see which student can memorize the most digits of pi. This year, Aanvi Chadha was able to recite pi to almost 40 digits earning the honor of smearing pie in Mr. Lamplugh's face.

The Tauist Movement

Every Pi Day fuels the fire for those who believe that pi gets all the credit while the lesser known tau is all but forgotten. Tau is the constant equal to 2π , or 6.28318... Many math enthusiasts think tau should be the more prominent circle constant. Pi is the ratio of a circle's circumference to its diameter, while tau is the ratio of a circle's circumference to its radius. When dealing with circles, pi is only halfway around the circle while tau

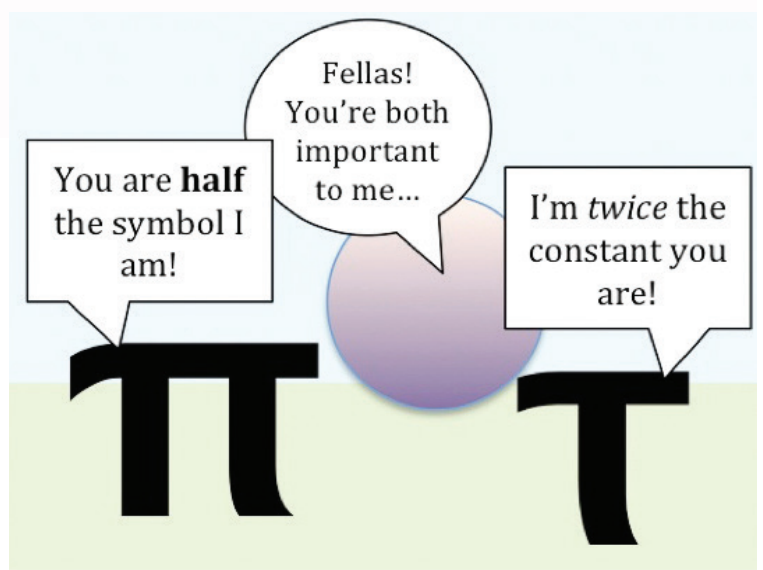
is one complete revolution. When doing geometry or trigonometry, tau can be a useful constant and aids in the understanding of the concepts. This has led to the celebration of tau day on June 28th. For those lucky enough to still be in school at the end of June, tau day gives another reason to celebrate mathematics.



Before  Mr. Lamplugh



After



Inquiry and Design



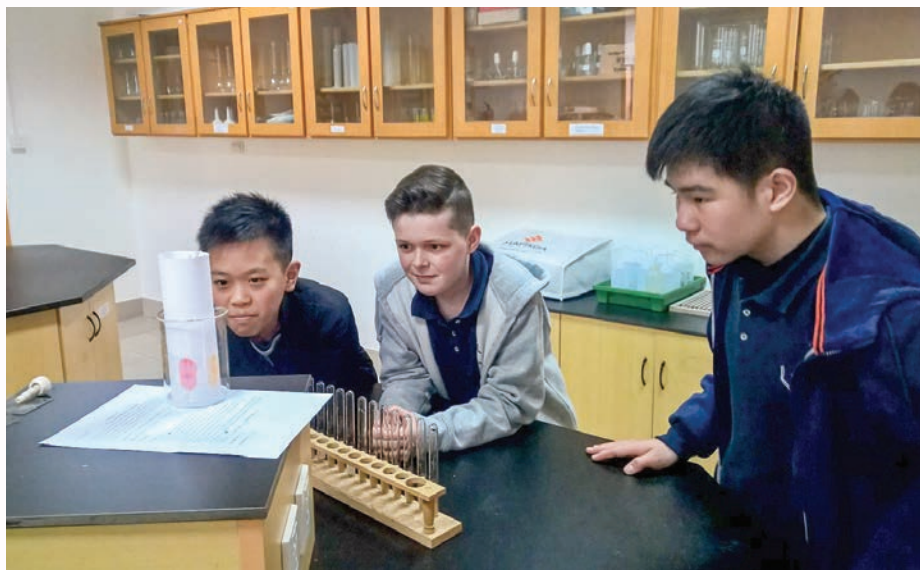
The HIS science curriculum has always been built around a strong focus of inquiry and design. With the introduction of the MYP framework across the middle school this year this focus has continued as a way to really connect the knowledge and understanding from the course to the practical applications. Students are clearly more engaged when they are given the opportunity to ask the questions and then design their own experiments in an attempt to find the answers. Earlier this semester the 6th

graders were investigating different variables that might impact reaction rates and then most recently the components of different dyes through the use of chromatography. In the 7th grade students were comparing the insulating values of different materials of their choice and making relevant comparisons to their own data and accepted sources data for the materials. Although given a general topic to investigate the true research question, design, and implementation are entirely student driven. Through the inquiry



Jacob Haag
Upper School
Science

and design process, students often find results that contradict what they may have predicted and give them cause to evaluate their knowledge and ideas. The students are also prone to discovering that the first design draft is not always successful and modifications must be made for improvement, which is also an important part of the process. These beginning small investigations of inquiry and design are helpful in guiding students and building their skills in these areas to develop not only more successful IB MYP and DP students, but lifelong skills in general.



Upper School Creative Arts



Kyle Kresge
*Upper School
Music*

As winter recedes and spring begins, the Creative Arts are starting to heat up here at HIS. On March 6th, senior IB Visual Arts students presented artwork in the Performance Space as part of their assessment for the IB. The students spent a year and a half creating their unique pieces in a variety of art media. On opening night, Visual Arts students in Grades 9 - 11 guided the exhibition guests through the space and introduced the artists. The HIS community was very impressed by the artwork, artists, and the guides. If you see Alex, Jung Woo, Aanchal, William, Steven, Nishita, Gallen, or Daniel, please congratulate them for this amazing accomplishment.

Our Grade 6 and 7 Music students have been busy developing skills on the ukulele and guitar, and prepared two songs for the Upper School Chi-

nese New Year assembly. Students had a great time playing the contemporary Chinese pop song “(Ping Fan Zhi Lu)” and a heart-felt, Valentine’s Day rendition of “I’m Yours.”

Looking at the next weeks, Upper School Performing Art students and faculty are excited to share with our community a new series of “Coffee House” performances that take place Wednesdays after school in the Auditorium. These Coffee House style performances showcase our student talent in an informal setting. Grade 8 adapted digital media for the stage and performed independent scenes based on their scripts.



ACAMIS Culture Convention

On the weekend of March 9-10, twenty-two HIS upper school students travelled to the Nanjing International School to participate in the annual ACAMIS Culture Convention. The convention was an opportunity for students from all over China to come together to share ideas, be creative, make new friends, and have fun learning and creating in a new environment.

Students participated in several different workshops including Printmaking, Game Design, Photography, Hip-hop dance, Devised Drama, Science & Technology, and a mixed Orchestra of Western and Chinese instruments. An array of special guests conducted the workshops and led the students through several sessions of individual, specialized guidance.

At the end of the second day, all students participated in the gala ceremony which showcased all the student work and accomplishments. It was a special moment for all, and everyone left feeling the euphoria of accomplishment and success. HIS upper school students are already looking forward to next year's convention!



*Matthew Tupper
Upper School
Design and Drama*



HIS Dragons Find Their Way



Kerrar Hayawi
Student
Grade 8

Can you tell us about your song?

Kerrar: This is the first song I have ever made. We call it the K.A. Rap. K stands for Kerrar and A stands for Amro. When I first came to HIS, I didn't know English very well. For this reason we wanted to help new students get around the school. At first we wanted to make a song with no video, but then we realized that English was the issue, so we created a video to show them how to get everywhere.



Amro Al Hamwi
Student
Grade 8

How would you describe the creative process?

Amro: First I thought about major things in the school—the most important things in the school. Then I thought about putting a few lines for each thing, for example the Dragon Shop. Between each item I thought about putting, "Once a Dragon Always a Dragon," and that is the most important thing because it shows once you are in the school you are always a part of it. Rhymezone.com lets you find a different rhyme for each word. You type the word and it shows the comparisons. The words don't have to exactly rhyme as long as it sounds good.



Kerrar: I used GarageBand to make my beats, I spent a week for 1 ½ hours per day. I took the beat very seriously, because I wanted the beat to my lyrics exactly the way I wanted them. Mr. Kresge helped to make the volume adjustment on the speakers from hitting the red zone constantly and clipping. Amro and I kept wanting the beat as loud as possible, but we learned that it doesn't sound good when recorded.

Featured:

"K.A. Rap" by Kerrar Hayawi and Amro Al Hamwi

View @ www.his-china.org/inform/gallery "HIS Film Festival 2018"

Recommended:

Drake (Artist)

Rhymezone.com (Website)

What was it like working together?

Amro: Working with Kerrar is easy because he does what he is good at and I can do what I am good at. He can do the beats because he is going to sing to it. I can do the lyrics and tell him how it moves with the beats. So I hear the beat and then I make the lyrics according to the beats. It is much better than working alone because you can play off each other. We got pretty good feedback, that we do need to fix that shaky video by using a gimbal. We have to talk about our school and invent something, so we thought about making a music video.

You say, "Once a Dragon Always a Dragon" at least five times. You can always tell if it is authentic because there is always a lot of hype.

Amro and Kerrar: It is really important because it drags the listener some more into it. If there is a lot of hype, the person who is listening is also hyped, you are into it and you can feel how important it is. We just want to remind everyone that this school is like a family; we are all a big community together. Once they join us they are a part of us.

So what's next for you guys?

Amro and Kerrar: After this music video we saw how much we enjoyed the process. We want to start a club that makes music and music videos. We are already thinking about the artwork and the next beat and musical topic.



▲ Gimbal

Grooving to the Trumpet Tones of Sofia Fioretti

How was the Cultural Convention?

It was amazing, I learned way more than I thought I would. We got two music sheets and ended up playing three songs in the end. Professor Dong, did not stick to the script at all and asked for a lot of improvisation and solos, so it was really fun. We got to improve on our playing. For the final piece we learned it entirely by ear. It was scary at first. We have done some exercises at school before, but nothing like that. It helped us sound better together because we were learning at the same time and got a pretty good sense of rhythm because of it. We got to interact a lot because it was a workshop. We didn't just read our music and play it back, we worked together, and learned.

How often do you practice a day? I always try to practice every single day. If I am busy I practice for at a minimum of thirty minutes, but if I have time, I will practice up to 150 minutes. Because the trumpet is a brass instrument, I don't have as much stamina, however.

How long have you been playing?

One year at the end of this month, which seems like it has gone by very fast.

Do you feel like you've made progress?

Yes, absolutely, mostly from recording myself and seeing where I made mistakes.

Do you envision playing any other instruments?

For now, I am sticking with the trumpet. I love the tone and changing the color of the tune and its influence in jazz and music in general. I just really like the sound. I do want to try different families. During Chinese New Year I got a clarinet and made more progress than I expected. In the future, when I go back to Brazil, I would like to take a stringed instrument class for cello or double bass.

How did you get into jazz?

I used to listen to 1960s Pop and I wasn't into Jazz that much when I started playing the trumpet, but now I listen to it all the time. I used to listen to a bunch of Bobbys from 1960's Pop like Bobby Darin and Bobby Rydell, and some more Bobbys—I can't remember their names.

I heard you are into Chet Baker.

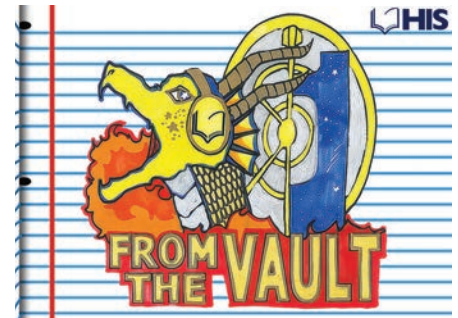
I like the tone that he plays with; it is a soft and sweet tone. I like his style of music. He has variety; he plays some cool jazz and sometimes he plays big band. He is very motivational—he had a tough life and played through it. I try to mimic his tone. I play the same music as him, listen to him, record myself playing his music, and compare.

What is it about jazz that moves you?

I like the swing of it. I like that if I am feeling sad, I can listen to one type of artist and feel so much of one specific emotion. Then if I play a different artist, it is such a strong, different emotion, but everyone is playing with the same groove and musical style so it's like everyone is together at the moment. It conveys emotions very well and there is so much going on at the same time that works.



Sofia Fioretti
Student
Grade 9



Featured:

"La Vie en rose" performed by Sofia Fioretti Music by Louis Guglielmi
Listen @ www.his-china.org/inform/gallery "From the Vault 2017-2018"

Recommended:

"For Minors Only" by Chet Baker and Art Pepper [Pacific Jazz, (1956)]

"Beachcomber" by Bobby Darin [Atco Records, (1960)]

"The Procrastinator" by Lee Morgan [Blue Note Records, (1978)]

Singing, Dancing, and Playing Instruments



Christine Steward
Lower School
Music

It is a Friday morning at HIS. Three classes of Grade 2 students are in the Auditorium singing, dancing, playing instruments, and demonstrating musical games. Parents are using their phones to record some of this, but they are also singing, clapping/patting/tapping, playing musical plastic bottles, and dancing. Are you wondering what is going on? Hopefully, this will explain:

Who? Parents, students, and teachers are involved.

What? At HIS, special opportunities are created for students to share what they are learning. Examples are simplified, re-organized, condensed to fit into available time/space, and practiced in advance.

When? Many of these special opportunities are Friday morning assemblies, but there are also concerts, end points of PYP units, holiday events, conference days, and more.

Where? The Performance Space, the Auditorium, the Gymnasium, classrooms, hallways, and sometimes the



outdoor spaces are used.

Why? Students and teachers want parents to enjoy themselves and be entertained at HIS, but that is just a small part. The main purpose for these special opportunities is for students and teachers to inform or educate parents about what is happening at HIS. (Sometimes this is called “info-tainment” or “edu-tainment”.)

How? Teachers and students need to be creative. An audience may see and hear live performances or short videos created by students and teachers. The parents might visit a series of stations where different students perform or explain their learning. Students can lead their parents on tours around classrooms and hallways to explain the displays. Parents can participate in classroom activities with their children. A lot of sharing happens during Student-led Conferences.

Here at HIS, we make every effort to show students at their best. Does that result in perfection? Absolutely not! Mistakes are “learning opportunities”. When you visit HIS, get ready to witness what the students have learned AND what they are still in the process of learning! Students are becoming life-long learners!



High School Girl's Soccer



Marylou Casillas
Lower School
Grade 4

14th in Shanghai. This will be a great opportunity for us to have some competition before we head over the ACAMIS tournament in Dali. In ACAMIS last year, we made it to the finals and ended up in second place. We are working hard to prepare and hope to come out in first place this year. With our practices being full of skill-focused drills (passing, attack, and defense) and long-runs, we hope to be ready to play fifty minutes of intense soccer.

HIS girls' soccer kicked off the season with a great start on March 9th by traveling to Shanghai to play our three sister schools. In the competition there, the girls finished with a 1-1-1 record. HIS girls' soccer team is a diverse group of players that come from many different backgrounds and hold a broad range of interests. Some

team members excel in fine arts while others are athletes; however, it's obvious to even the casual viewer that the common thread among teammates is a commitment to learning the game and giving their all on the soccer field.

Our next games will be held at the SISAC Soccer Tournament on April



Chinese New Year Celebrations



Andrea Stubbs
*Admissions and
Community
Relations*

HIS students, parents, faculty and staff started the day of Chinese traditional celebrations to welcome the New Year with a traditional Lion and Dragon Dance guided by the JiangCun women community. Upper School students were invited to guide the Dragon and learn more about this long dance tradition.

The celebrations continued with beautiful Lower School students' performances. The talented students presented traditional Chinese dances, recited poems, played traditional Chinese instruments, and showed off their skills through acrobatic, gymnastic and magic performances.

Upper School students prepared a wonderful cultural display for the community to showcase and share many of the Chinese traditions.

Students made dumplings and wrote couplets to teach the HIS community about China.

The Dongxin community shared caramelized fruit, which is a dessert tradition from China. It is without a doubt that everyone enjoyed the sweet treat!

The day ended with numerous traditional Chinese cultural and culinary activities inside the classrooms guided by the parents. Families made lanterns, tried delicious food, listened to stories, and wrote auspicious Chinese characters to bring good luck. Everyone at

HIS had the opportunity to enjoy and welcome a New Year before heading for a holiday.









Lower School Chinese - How We Express Ourselves



Samuel Bateman
*Lower School
Chinese Language*

Recently in Mandarin our students have been using the inquiry unit “How we express ourselves” to gain a deeper understanding of how Chinese culture is expressed during the new year period.

Students researched and participated in a variety of traditions through the medium of dance, music, food, symbols, and art. In particular, we investigated the significance of performance from various geographical places and historical points in China. Students learnt the steps of how some of these dances are performed, with groups of students from across grades coming together to put together a special performance and our annual New Year Concert.

Students have developed a deeper sense of how Chinese culture is expressed through the medium of performance, as well as how costume design and music influences this.



Upper School Chinese - Culture Adaptation

The current topic in Mandarin classes is "Culture Adaptation". In order to help the students to better understand and adapt to the Chinese culture, we organized a variety of traditional activities for students from different grade levels. There were three parts of the Chinese New Year celebration in Upper School.

Grades 6 and 7 students cooked the Chinese dishes and learned the cultural meanings behind the dishes. Jiao zi (Dumpling) is one of the most important foods in Chinese New Year. Since the shape of dumpling is similar to ancient gold or silver ingots, they symbolize wealth. Traditionally, the members of a family get together to make dumplings during New Year's Eve. It is also in other Chinese holidays or festivals, so it is part of the Chinese culture or tradition.

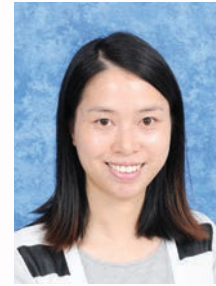
"Nian gao," also known as a rice cake, is a homonym for "higher year." The Chinese word (nián), meaning "sticky", is identical in sound to (nián) meaning "year", and the word (gāo), meaning "cake" is identical in sound to (gāo), meaning "high or tall". As such,

eating nian gao has the symbolism of raising oneself taller in each coming year (niánnián gāoshēng).

Tang yuan is usually eaten together with family. The round shape of the balls and the bowls where they are served, come to symbolize the family togetherness. It was also called (yuan xiao), meaning "first evening". It was only modified later on because one emperor's name was Yuan Shikai, and yuanxiao sounded like (yuán xiāo), which implicated "removing Yuan" from power. People still refer to Lantern Festival as "(yuán xiāo jié)" and some people still call Tang Yuan by their more poetic name, "(yuán xiāo)"

The Grades 8 and 9 students showcased their Chinese cultural understanding through cultural presentations, including introducing the preparation activities, celebration activities and traditional customs such as writing spring festival couplets, traditional paper cutting and traditional string games.

Grades 10 and 11 students experienced the whole process of



Lily Lin
Upper School
Chinese Language



making dumplings. It was a good opportunity for the students to experience and learn Chinese traditional culture through a joyous atmosphere.



Chinese Culture School Facility Additions



▲ Pavillion August 2017



▲ Tech Pagoda March 2018



Dragon Shop January, 2018



Dragon Spine Walkway January, 2018

Tips for Parents on How to Encourage Your Child to Love Sports



Danielle Kemp
Lower School
Physical Education

Loving sports will teach children vital life skills - discipline, motivation, commitment, and cooperation," says Laurie Zelinger, PhD, a clinical child psychologist in Cedarhurst, New York.

However, sometimes it can be challenging to raise the interests of students on sports or keep them motivated to participate in sports.

1. Encourage a positive sporting attitude at home:

- Your child loves to please you, make you proud and gain your approval. You can send your child a powerful message about what makes you proud.
- Will you be proud because your child tried his hardest, or because of the number of goals he scored?
- You are your child's most important role model. This includes in sport.
- Watch sport at home with your

child, you can encourage a positive sporting attitude by cheering on your team for their efforts, even if they're losing badly.

- It might also be an idea to point out and **praise athletes who don't come first.**

• When your child comes home after playing sport, ask her if she enjoyed herself before asking if she won. Focus on enjoyment, participation and effort, rather than on winning and losing.

2. Watch others:

- Take your child to see others play a sport and how much fun they can have. This can be a professional game or watching their peers participating.

3. Read and watch

- Get books and watch movies about sports with your child.
- Often, children are interested in what they are familiar with and as they learn more about a sport, it might pique their interest to start or continue playing.

4. Play/Practice with your child

- Play with your child. Not just to teach skills but to just have fun.

• You don't always have to be coaching your child on how to tackle or kick.

- Sometimes, it's better to be silly with them and let them experience the fun of sports with you.

5. Mix it up:

- Choose a new sport and learn it together with your child.

6. Familiar faces:

- Look for opportunities for them to play on teams with their friends.

7. Take a break:

- Give them plenty of free time to follow their own interests outside of sports.
- Too much emphasis on playing sports at a young age can put children on the early path to sports burnout.

8. Make it a family event:

- Plan an active outing to play a game of family badminton, soccer or whatever your family likes. Invite other friends and family along to make it even more fun.

When your child doesn't want to play sports anymore:

- It can help to find out why he is feeling this way. Common reasons can be not feeling as good as they want to be or not as good as others, not having enough fun or feeling bored, not liking the coach or other players etc.

As parents, we can't make our kids care as much as we do about any specific thing, but we can provide plenty of opportunities for them to catch the bug.



Lower School Olympic Games

To celebrate the learning at the end of the term, the Lower School PE department organized our own HIS Winter Olympic Games.

Children were placed in teams representing various countries and were encouraged to dress for the occasion. After an opening ceremony, that included a parade of the countries with their flags, the games began. It was a warm Spring day and everyone had fun participating in a range of novelty events.



Varsity Basketball Teams, Boys ACAMIS Gold Division Champions!



Andrea Stubbs
*Admissions and
Community
Relations*

The Boys and Girls Varsity Basketball teams travelled to the British School of Beijing for the end-of-year ACAMIS Gold Division Tournament. Both teams had been focusing on team-work, commitment, enthusiasm, and sportsmanship throughout the season.

The girls team continued to improve, as they faced some tough competition at the tournament. This season the team just had two returning ACAMIS players. The girls rallied their team-work and pushed through. Teammates Natalia Stubbs and Alessandra Beelen worked hard to encourage the others to stay strong. After some very exciting games, they defeated the British School of Beijing (BSB) to earn a fifth-place finish in ACAMIS.

The boys played some of their best basketball over the three days, displaying a dominating performance against

every team that they faced. After going undefeated, they moved on to the semi-finals against BSB, winning with a final score of 45-31. In the championship game, the boys banded together to defeat the Hong Kong Academy (HKA) 41-35. The boys' total tournament line score over the weekend was as follows: 7 wins, 0 losses, 304 total points scored!!



At the awards ceremony, HIS Dragons were awarded the 1st place ACAMIS trophy and the Sportsmanship award. Tanay Bapna, Christian Engberg, and Daniel Branham were chosen as the MVP players from the boys' teams, while Natalia Stubbs, who was coming off an injury and proved to be a positive influence on the team, was chosen as one of the MVP from the girls' team. Congratulations Dragons, all players, and basketball coaches!





▲ HIS students at the THIMUN Qatar Conference and Harvard MUN Conference

While some of their classmates were busy at the ACAMIS Basketball or at the Shanghai Swim League tournaments, Sophie Chen and Felicity Wong traveled to Qatar and US to participate in the MUN (Model United Nations) conferences. Sophie Chen traveled to Doha, Qatar, to serve as a student officer in the THIMUN Qatar conference. She chaired the First General Assembly, which had over 100 delegates. The conference, held in the Qatar National Convention Center, supported close to 2000 delegates from around the world. Felicity Wong traveled to Harvard University to join the SSFT committee (Special Summit on Futuristic Technology) to deliver her speech about why biological weapons should be banned. She worked together with other delegates looking for suitable solutions to these and other issues that are affecting humankind.



▲ GIN Club Visit to CIRS

HIS visited CIRS, a scientific lab that gave the Global Issues Network (GIN) club an in-depth presentation on their services as a testing lab of products from cosmetics to air quality. The HIS GIN students toured around the lab, where there were 110 technicians, scientist and support personnel carrying out different stages of the testing process.



▲ HIS Student Wins ACAMIS New Year Greeting Card Competition

Grade 10 student Haru Sukegawa's Chinese New Year card design won this year's ACAMIS challenge. From the many High School students' submissions from all the International Schools in China and Mongolia, Haru's design was chosen the winner of the competition. The winning card will be displayed on the newly redesigned ACAMIS website. Congratulations, Haru!



▲ How We Express Ourselves Grades Kindergarten - 5

Students in Kindergarten to Grade 4 had the opportunity to share with their parents about How We Express Ourselves. They gave individual presentations, presented artwork and class projects that showed a rich understanding about the unit of inquiry. Parents had a chance to witness the excitement and learning that takes place daily at school.



ACAMIS Early Years Conference

In March, HIS was pleased to hold the ACAMIS Early Years Conference where the keynote speakers came from WIDA, University of Wisconsin. They provided the participants with expert guidance in teaching English as a second language. An important point made was that all children who learn a new language at school benefit from their parents helping them maintain a solid grounding in their mother tongue at home, which helps them come to terms with a new language.

We were very pleased to have had some of our faculty members, Mr. Ben Milburn and Ms. Diana Rehfelt, facilitating and presenting at the conference and our entire ECE team of teachers attending the workshops. Miss Stewart's Grade 4 music class opening the conference with a physical performance that got everyone participating.



Shanghai Swim League Tournament

Dragon swimmers had a chance to participate in a large event and challenge themselves to achieve faster times. Shaun Chen, a grade 6 student, came away with personal bests, ribbons, and trophies in his age group. He came away as the point total winner for his age division. Way to go!



Field trip to the Zhejiang Art Museum

The students in Grade 4, High School and IB Visual Arts enjoyed their visit to the "Watercolor Printmaking in China" exhibition at Zhejiang Art Museum. Grade 4 was able to learn about how people have used art to communicate throughout history. Upper School students gained an insight into the different art forms and art processes by looking at a variety of pieces by different artists from ancient to modern times.



Kendall Zoller Visit

On March 5th & 6th, our community of parents, teachers, and students had the opportunity to gain insight from Dr. Kendall Zoller. He shared information about how to effectively hold an audience's attention, how to demonstrate confidence, how to recover from mistakes gracefully, and generally how to be credible presenters. Throughout the sessions, the workshop attendees came away with effective skills that they could put into place directly. He shared the value of gestures to generate and focus an audience's interaction with the presenter. He also encouraged the attendees to practice specific use of hand motions, chin drops, and pauses to emphasize, focus, and separate points effectively. As part of the HIS General Learning Targets (GLTs), Effective Communication tops the list of areas we want our students to achieve successfully.



▲ HIS Spring Book Fair

The HIS Spring Book Fair was again a big success. Students, parents, and community members at HIS had the opportunity to view and purchase a wide selection of materials for young children through adults, including picture books, Chinese and English dual language readers, young adult novels and IB guides.



▲ HIS Film Festival

Entries ranged from avid student artists to students holding a camera for the first time. The festival was a unique opportunity to share the passion of making films. There was a period of viewing films followed by an award ceremony. Over 40 films were entered into the festival, showcasing student talent, creativity, and ability to manage a production. A parent who attended the event had this to say, "What a great experience and opportunity for my daughter. I can't wait until next year!" All films nominated for an award are uploaded to the HIS website under "Inform" in our gallery.



▲ The HIS Dragons Swim at ACAMIS

Dragon swimmers had a chance to participate in a large event and challenge themselves to achieve faster times. Shaun Chen, a grade 6 student, came away with personal bests, ribbons, and trophies for his results in his age group. He came away as the point total winner for his age division. Way to go, Shaun!



▲ HIS Wacky Winter Games

The Upper School Students joined the worldwide community to celebrate the International Olympic Winter Games by taking part in the HIS Wacky Winter Games during lunchtime. Students participated in a Opening Ceremony- bobsled/skeleton races, human curling, ice-not so ice hockey. During the event, the actual Olympics was shown on multimedia display and the everyday results from the real games. Students earned House Points throughout.

Validating Strong Emotions

Self-Regulation is the ability to manage emotional upset and behavior. The way adults handle emotional upset when children react strongly in ways that are less than desirable will either foster or inhibit their child's ability to develop self-regulation. Whether you have younger children who meltdown by throwing tantrums or older children who meltdown by rolling their eyes and retreating to their room, you are probably making a common mistake. Maybe you give your child a timeout. Maybe you even get your child to take a few deep breaths and then offer your advice. Many parents miss a critical opportunity to help their kids learn from an experience because they get busy trying to fix the problem too soon.

Before you jump into solution mode, take a moment to validate your child's emotions, even if you don't agree with them.

Let's say your toddler is on the floor, kicking and screaming. Even before you attempt to calm him down, tell him, "This feels really frustrating to you," or, "I see that you're angry right now." With a younger child, this small step may feel futile, but young children often don't know how to identify their emotions, so a simple statement like this will help them understand and become more mindful of their own experiences.

For older kids, validation will help them become more receptive to whatever solution you recommend. When you validate your teen's emotions first, she will feel understood. When your daughter refuses to go to school because her friend told her she's a loser, your advice to ignore her friend's comments will make your daughter feel as though her feelings are not okay. Not only is she grappling with her friend's rejection, but now you are also rejecting her experience.

If instead, you begin the conversation with, "That must have felt terrible when she told you that. You thought she was a good friend, and then she said something like that to you? That hurts." Your child will be much more likely to listen to your advice after she feels that you understand her. This simple step can make all the difference as you navigate the difficult emotions your child is sure to encounter.



Debra Cantrell
Student Support

Example – tween or teen

BETTER: "You're mad that I took your game privilege away. I know how much you enjoy playing games with your friends. It's not easy when you know they're all playing and you can't, right? But you didn't follow the rule I set about game time limits."

BEST: "You're mad that I took your game privilege away. I know how much you enjoy playing games with your friends. It's not easy when you know they're all playing and you can't, right? And do you remember that we agreed on a time limit for games? And that if you go over, you lose your privilege? I have to keep my end of the deal on that. Thanks for understanding."

Example – young child

BETTER: You're feeling angry right now. You don't like that I won't give you a cookie before dinner. I know you really like cookies. But you can't have dessert before you eat your dinner.

BEST: "You're feeling angry right now. You don't like that I won't give you a cookie before dinner. I know you really like cookies. And you can have that cookie as soon as you finish your dinner, okay?"

Library: Research and Media Support



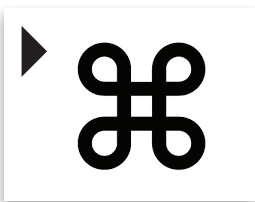
Dr. Matthew Baxter
*Media Specialist
and Librarian*

The HIS Library and Media Center utilize a holistic approach when educating children. We hope to grow a future generation of respected leaders, thinkers and decision-makers. Ensuring that your child can practice being these things in school is key. Helping them to develop their knowledge of the world around them is exceptionally important as well. Our focus on teaching students how to learn and work will enable them to see the world as a playground—a place to enjoy, thrive and grow.

Our focus on teaching how to learn is generated from the International Baccalaureate's five approaches to learning (ATLs). The ATLs are as follows: Thinking Skills, Social Skills, Self-Management Skills, Research Skills, and Communication Skills. Recently, HIS added a Lower School Community Computer Lab to our library and media center. This area has provided opportunities to engage with students both digitally and face-to-face in regard to their ATL skills. Over the past term, students in Grades 2-5 have reflected on their PYP units through PowerPoint presentations, online research, and collaborative activities. This process has contributed in gaining mastery of strategies that have proven to be successful in learning how to learn.

The HIS Library and Media Center embraces new ways of communicating. Learners need to be taught the importance of using new technology in ways that are safe, helpful and kind. Growing responsible digital citizens should be the responsibility of every school, and at HIS we take this very seriously. On a weekly basis, from the first day onward, students are taught skills that enable them to participate safely and securely in the digital world, enriching their lives and their learning.





Copy and Paste

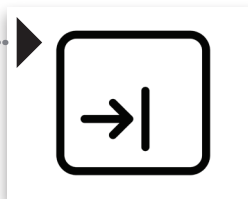


Karl Suits
Technology
Coordinator

Key Combination	What it Does
Command + C	Copy
Command + X	Cut
Command + V	Paste
Command + A	Select All
Command + Z	Undo
Command + Shift ↑ + Z	Redo

Keep one hand on the trackpad or mouse and one hand on the keyboard to greatly improve the speed of what you do by memorizing these quick and easy shortcuts.

Switch between Programs & Windows

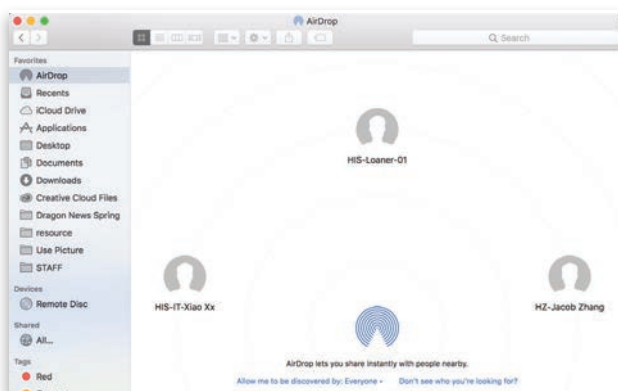


Key Combination	What it Does
Command + Tab →	Change Program
Command + ~ (top left key below esc)	Change Window within a Program

Hold command and press the **tab** key repeatedly until the application you want to switch to is highlighted. Hold command and press the **~** key repeatedly to switch to the window you want within a selected application. The **command + ~** combination is often overlooked by users and is very useful for switching between multiple windows within an application.



Key Combination	What it Does
Command + Shift ↑ + R	AirDrop



AirDrop

Press **command + shift + R** to quickly open Airdrop for sharing of files. If a person is not discoverable, open Finder; click on Air Drop within Finder and then click on either of the bottom blue dialogs to **Allow me to be discovered by: Everyone** and/or **Don't see who you're looking for?**

HIS PAFA (Parents and friends association) is primarily a community-building group.

HIS PAFA parents honored Chinese culture and the Year of the Dog by holding their monthly HIS PAFA parents cultural lunch at a beautiful venue inside the Hangzhou Botanical Gardens. They enjoyed an afternoon with traditional Chinese food, traditional Chinese dress, games, and activities.

During the month, PAFA organized, designed, and placed original decorations around the campus using recycled materials and fabrics covered in the Chinese lucky colors red and gold and traditional Chinese calligraphy writing.

Remember: Together as parents, students, staff, faculty and friends, we will build a solid foundation that unites our diversity and fosters a positive, cohesive community. We provide support and resources to the school community through the coordination of activities and projects outside of the regular school provided curriculum.

If you have any questions please contact us:

✉ HISpafaevents@his-china.org

✉ HISpafacommunications@his-china.org

✉ HISpafatreasurer@his-china.org

Committee Liaisons

Patricia Tam

- Events Liaison (Internal)

Kathrine Kartach

- Treasurer

Matthew Brock

- Events Liaison (External)

Andrea Stubbs

- HIS Community Relations

Brian Speicher

- Communications



Family Spotlight: The Bapnas

What is your favorite memory of HIS?

Tanay: When I was in Grade 8, I was asked to play on the Varsity Basketball team. I was afraid to play with all of the students because they were all in High School. The coach came out to ask me to join. That started my passion for basketball, and it is something I have played throughout my high school. It gave me courage. I felt I grew as a person. It gave me confidence. We ended up getting 3rd place overall at the ACAMIS competition. My brother was a Senior, and he was also Captain. It was the first and last time we could play together because he was graduating.



Mona: When I first came to China, I was totally lost, had no friends, and could not speak the language. I hated it here and wanted to go back home. When I first came to school to drop off kids, I saw all of these parents who did not look like me. Then this one mom smiled at me and I smiled at her and we started chatting and she became my best friend. For me HIS is the place where it all began. It is the community spirit of the school that made me feel comfortable in HIS. I have been here 14 years and will be here for many more. HIS gave me roots and rounding in my life. This is where I meet people and how I became comfortable in China. When I saw the re-enrollment notice and I realized I didn't have a child to re-enroll, it gave me a sinking feeling.

What was it like when you first arrived here and how has Hangzhou changed over the years?

Mona: Tanay started Kindergarten at HIS in 2004, Tanay doesn't remember much because he was so young. The population was very small. I remember not having much equipment at all. PE was held inside a classroom. When we came to Hangzhou, we were living near West Lake near the Carrefour grocery store because that was the central part of Hangzhou. Why was the school so far away? There was really only West Lake, it was the only place you could buy things and with shopping malls. There was no Starbucks; there was nothing. There were less than 100 students when we came K-12. Each class had 5-10 students and were only three students in the graduating class. We didn't have a Gymnasium, only the Blue Top. We had actual grass with divots instead of the even artificial turf there is now.

Have you kept in touch with any past friends.

Mona: We keep in touch with a lot of our close friends who have moved away. Some friends have moved to Shanghai, Beijing, or Suzhou. One of my closest friends we still meet up with. All of the families were so close back then and everyone knew everyone.

How do you feel like the community has changed?

Mona: The events now are more separated across Lower School, Middle School, and High School. Before most events were held as a whole school because of the low numbers. We don't get to meet all of the families anymore. The facilities of the entire school have improved so much. There is a lot more support for students like a College Counselor, Librarian, support department, and staff really helps the students. It is much improved.

What advice do you have for new families?

Mona: If you want to enjoy China, get involved in school. It is the best way to meet people and you can go for a walk, shopping, eat, and talk.

Tanay: Join After School Activities (ASAs)! You can meet people from other grades, it is different from being in class.

2018 INTERNATIONAL DAY Photography Contest

**Snap a good photo during our International Day on
Saturday, April 28 and participate!**

Choose as many of the following categories as you like and submit a picture to represent each description. Submit your photos by 8 am on Friday, May 04 for your chance to have your photograph displayed in the International Day photo exhibition.

Each category will have a Lower School, Upper School, Parent and Teacher 1st prize winner and 2 Honorable Mentions.

ONLY ONE photo per category per person:



National Pride



Cultural Happiness



International Fun



Festive and Fabulous



Selfie



Color Blast

Submit the full size image file by email to: HisInternationaldayphoto@his-china.org

If you are a student write in the email:

Name, grade, name of your teacher/advisor and category entered.

If you are a parent or a teacher write in the email:

Name and category entered.

If you have any questions please contact Ms. Andrea: astubbs@his-china.org

COME JOIN THE FUN!
MAY 26TH, 2018
@8:00 AM



REGISTER NOW!

HANGZHOU INTERNATIONAL SCHOOL
78 Dongxin Street, Bin Jiang District,
Hangzhou 310053





Once a Dragon, Always a Dragon!

CONTACT US

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The HIS Mission

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



Layout and Design: Andrea Stubbs, Twince Ma, and Karl Suits.
Articles and photographs are provided by the HIS Community: faculty, parents and students.
Edited by School Administration and Dr. Matthew Baxter.