

A SHANGHAI SINGAPORE INTERNATIONAL SCHOOL MAGAZINE

FLOW

FALL 2020



INNOVATION IN SSIS

How We Find Clever Ways to Teach, Work and Play

Words of Wisdom

Life Advice from a CEO

HOME AGAIN

Alumna Sherry Hsiao is Back to Teach



PERFORMING ARTS CENTRE

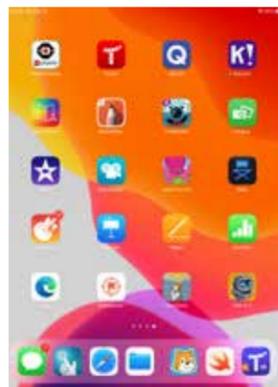
I ❤️ SSIS

#StriveForExcellence

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Why Innovation is important in SSIS.

21 IN CONCERT



More than 160 students took part in our concert.

43 EXPRESS YOURSELF



Artwork from the 'Where Science Meets Art' competition.

48 EVENTS



Preschool autumn excursion.

VOICES

Innovation is one of those terms tossed about in all industries: Every company is being innovative, every department is innovating, but what innovation means exactly is debatable. Innovation in the education sector differs from the fashion industry or the logistics business. Innovation is specific to our situation, and we need to agree on its interpretation. Otherwise, we will not be working toward the same outcome.

In SSIS, innovation isn't just about technology, it's about how we are doing things differently, or how we are finding clever ways to do the same thing—how we can improve efficiency and reshape output. To want to innovate, we have to ask ourselves: Is there a better way to do this?

Is there a better way to teach students to be bilingual?

Is there a better way to use iPads to impart knowledge?

Is there a better approach to distance learning?

Yes, yes and yes.

As you will read in our following pages, innovation isn't about the big disruptive showpiece, our progress is through the implementation of dozens of minor improvements that can have a cumulative effect. That said, sometimes one small change can bring about a big payoff. (Heinz only turned their ketchup bottle upside down after 132 years in business. In the end, they decided to let gravity do the work, their upside-down bottle accounts for 75 per cent of all sales now.)

Hopefully, after you read, you'll react the same way we did when we found out about the topics, and also ask: "Isn't that clever?" or "Why didn't anyone ever think of doing it before?"

Enjoy!

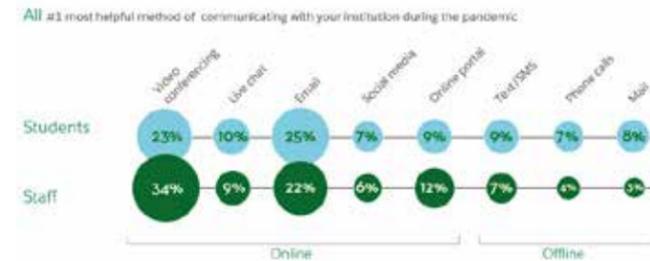
David Fuhrmann Lim
Editor

5 GLOBAL EDUCATION TRENDS TO WATCH

The education sector has been profoundly affected by the Covid-19 pandemic. To understand where the institutions are headed (and where students might be heading), we've compiled a survey (by Salesforce.org) to help everyone understand the changing landscape regarding higher education, with a focus on connection, trust, wellbeing, flexibility, and career. [2,200 students and educators worldwide took part in this market survey.]

1. COMMUNICATIONS HELP STUDENTS FEEL CONNECTED

In a typically isolating time, 75% of students wanted to receive weekly (or even more frequent) pandemic-related updates. Why? These consistent communications from institutions actually help students feel more close and connected than in previous years. This valuable sense of belonging is increasingly happening through online communities and other digital channels, but institutions have significant room left to grow in this area.

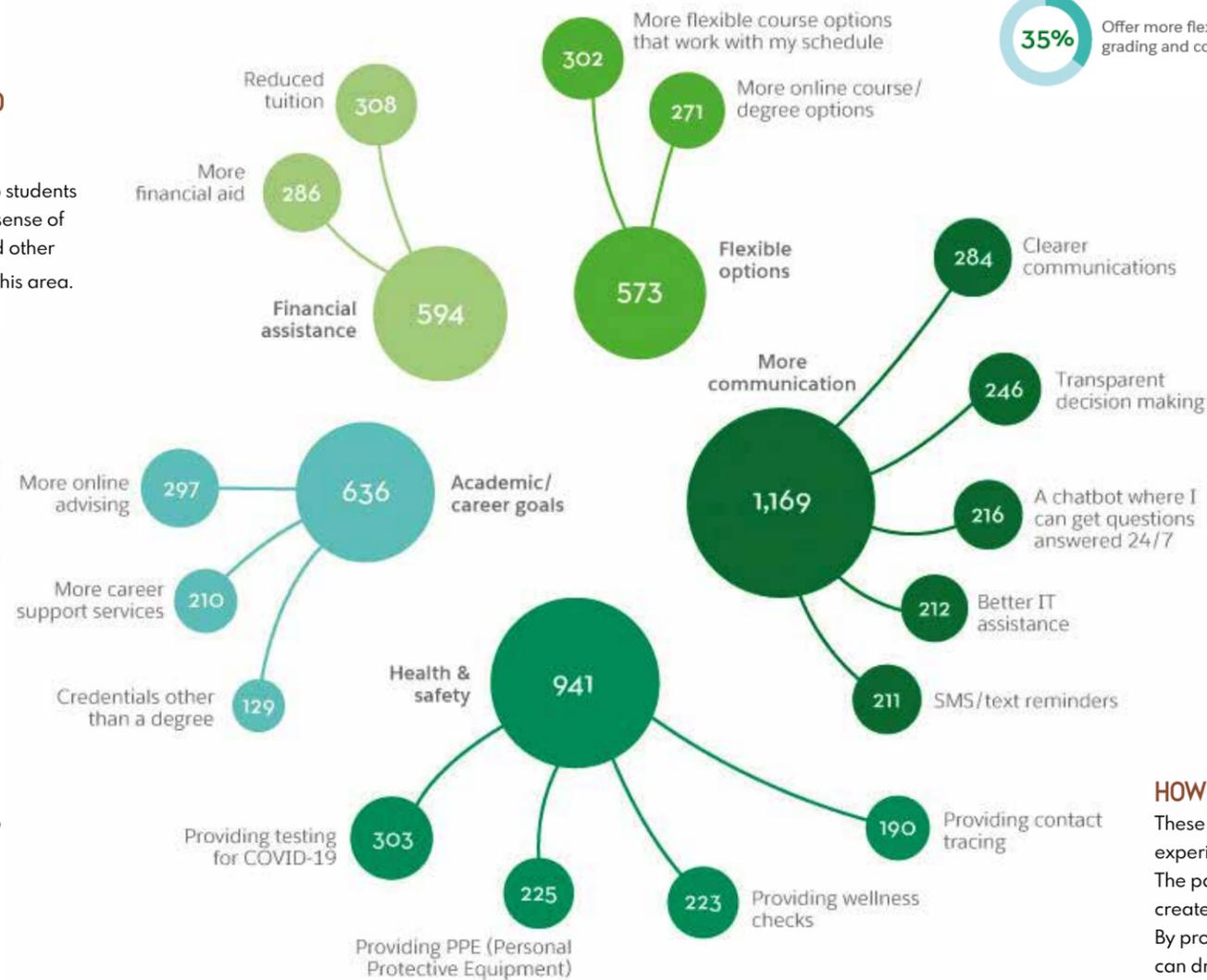


2. HAS THE PANDEMIC FRACTURED TRUST?

The pandemic has worsened existing trust gaps that exist between university leadership, students, and staff. Part of this may be due to a lack of resources provided during imposed Covid-19 restrictions. From personal protective equipment such as masks/hand sanitiser to transparent COVID-19 response plans, students also expect a myriad of resources from their universities to help put them at ease.

3. JUGGLING WELLBEING CONCERNS

Months of lockdowns and persistent social distancing have understandably shaken up students' university experiences. This is further compounded by various well-being challenges, from financial anxieties to juggling familial responsibilities. On the bright side, such demand creates an opportunity for institutions to provide more tailored well-being support through digital-first channels.



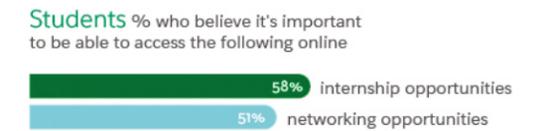
4. STUDENTS ARE DRAWN TO ONLINE LEARNING

As the pandemic seemingly creates new challenges by the day, many students are seeking more flexible options for when and how they learn. The good news? There's already evidence of this shift. Over half (57%) of staff say their institutions are investing in new modalities or revenue streams to attract new students, including more flexible learning options.



5. UNCERTAINTIES REMAIN AROUND FUTURE PLANS

Economic changes are causing over half (51%) of students to reconsider their education plans. In addition, of the staff that expect to see an increase in adult learners' enrolment, a majority believe it will come from pandemic-influenced needs to reskill or upskill in this climate. This uncertainty also affects students' future plans—60% are concerned about finding employment after graduation. They want to be set up for career success in all areas, yet only a handful of them have the appropriate resources available.



HOW THE TRENDS INTERSECT

These above trends aren't disparate to the student and staff experience. Rather, they are intricately linked with one another. The pandemic has reshaped expectations of higher education—but it's also created an opportunity for institutions to accelerate their digital transformation. By providing more wellbeing resources, career support, and flexibility, universities can drive trust and support their students' needs in the new normal.

THE TAKEAWAY:

Parents should not cancel any study study abroad plans for their children. "The evidence seems to be pointing to a return to some sense of normalcy, hopefully by early to middle of 2021," says Mark Donagher, SSIS Head of Counselling. "In the short-term, universities can provide quality instruction, and in the long-term, there will be a return to a pre-Covid 19 type of education and instruction methods."

Source: Salesforce.org



FAMILY TIES

OUR BUSY NEW TERM WAS FILLED WITH NEW EVENTS AND NEW LESSONS.

- 1/2. Celebrating 24 years of striving for excellence.
- 3/4. ASP offerings are varied and exciting.



- 1/2. Weekend Programmes.
- 3/4. Visiting Kang Hua Nursing Home during the Double Ninth Festival.
- 5. Students receiving their IGCSE results and commemorative pins this year.



1/2/3. Celebrating the Mid-Autumn Festival with lanterns, poetry, songs and performances.
 4/5. Parent Education Programme.
 6/7. Creating confident public speakers through Sabres Broadcasting.
 8/9. SSIS taking part in two international school expos around Shanghai.
 10/11. Recognising five outstanding students during our third annual Scholarship Awards Ceremony.
 12. The Student Council Leadership Camps for Primary School students.
 13. On the first day of school, students wrote letters to their future selves.

“INNOVATION IS THE ABILITY TO SEE CHANGE AS AN OPPORTUNITY—NOT A THREAT.”*

LEARNING AND INNOVATION GO HAND IN HAND. LET'S TALK ABOUT HOW SSIS IS FINDING CLEVER WAYS TO DO SMART THINGS.

Writer: Saanvi Ravi Katyayan, Grade 11 Ruby

Photographer: Kven Wong

Back in 2007, the mobile phone was just that: a phone that was mobile and you could make calls with it. Then Apple came along with their innovations (touchscreen, apps, ergonomics) and completely changed the category into something altogether—it became a smartphone, heralding a leap for the cellular industry.

That's the power of innovation.

Further examples of innovations include LED light bulbs which improved on incandescent bulbs. Or the bullet trains (and its biomimicry designs) which replaced steam locomotives.

Innovation doesn't always have to involve

technology; it doesn't have to be a groundbreaking, scientific marvel. Often, it can just mean finding clever ways to do the same thing to produce better and more effective outcomes. Take, for instance, the folk tale of the thirsty crow that filled pebbles in a pitcher of water to bring the water level up for it to drink it. Now that, folks, is real innovation!

At SSIS, we have multiple examples of innovation: Sabres Broadcasting is managed by the Chinese Language and Culture department and aims to encourage students to speak Chinese confidently through a broadcast medium. This is a creative way to emphasise the importance of bilingualism,

and the broadcast format also allows students to become confident public speakers. Furthermore, there is also Build Your Own School (BYOS), a student-led technology club project aimed at using trending technologies—Virtual Reality and Interactive Whiteboards—to map out the entire school virtually.

Humanity has been innovating for survival, to make life easy, safe and straightforward—back then they sharpened stones into instruments to

ward off animals. Now society uses all manner of apps, lifehacks, common sense and creative twists to save time, stay healthy and improve learning. And as we know in this school, lifelong learning never ends, so that means we will continue to innovate and continue to find clever ways to do smart things so that we can all continue to strive for excellence.

DISTANCE LEARNING IN THE NEAR FUTURE

Writer: Ng Hui Lim, Grade 12 Amber

The mandated school closure due to the COVID-19 outbreak was one of the biggest challenges in education history. Schools in China were the first to deal with that and ensure teaching and learning for their students with e-learning. We spoke with our Director of Curriculum, Ms Fenia Rizopoulou, about the challenges SSIS faced and our plans moving ahead with distance learning.

“It was challenging indeed,” she admits, “not for SSIS only, but for all the international schools in China. We also had the additional complication that the school closure happened during the Chinese New Year when most of us were on holidays. We had to organise our e-learning for students and teachers who were travelling all around the world and were in completely different time zones. But we made it.”

It was the first time in history that education moved online massively and rapidly. But school life cannot just be replicated online; virtual



education requires a radical reorganisation of the learning experience. Our existing models of teaching had to be adapted to this new reality.

ADAPTING TO THE NEW NORMAL

“We all had to adapt and develop—students, teachers, parents, school leaders. Not everyone

*Steve Jobs

Illustration: The Noun Project



is an expert in virtual teaching and learning; not everyone is similarly confident with technology; not all of us had seamless access to technology tools. Even the Internet was not always reliable. But we all had to be effective, persistent life-long learners, notwithstanding the obstacles. We all became more flexible, adaptable and resilient.”

SSIS utilised this experience and prepared a Distance Learning Plan for the future. The adaptation of the term ‘Distance Learning’ instead of ‘e-learning’ reflects the SSIS philosophy that quality learning can happen with or without computers. Our Distance Learning Plan sets the framework for the procedures and the pedagogical model to be used, should there be a need again.

DISTANCE LEARNING IS A REALITY

SSIS’s model for its Distance Learning Plan is the ‘flipped classroom’, a model that can be used both in distance learning and in regular classes. Based on this model, new content taught in class can be found online and delivered through engaging ways like videos, presentations and podcasts. Students have access to the content and time to study it before interacting with the teacher and other students. This moves the focus of the interaction on practice, questions, feedback and further guidance, rather than content delivery, making classes more meaningful and engaging without increasing screen time.

“Distance learning could be a reality that is here to stay,” says Ms Fenia. It has opened a whole new world of possibilities that we embrace and welcome. But in this new world of education, students need to become independent learners. This, of course, does not mean working without guidance or structure. It means learners who are

Students can focus their interaction with the teacher and other students on practice, questions, feedback and further guidance, rather than content delivery.

in control of their learning: they are organised and self-regulated; they have a robust set of digital and research skills, intellectual curiosity and the ability to elicit the answers they seek through meaningful inquiry. These are the skills and attributes we want to instil in our students to be successful learners, whether they are physically in school or not.

SABRES BROADCASTING

Writer: Amy Shi Cheng U, Grade 11 Amber

One day we might see some of our alumni as famous TV personalities or radio deejays, and remember that it may have been Sabres Broadcasting which gave them their start!



Sabres Broadcasting was launched in October 2020; the platform is managed by the Chinese Language and Culture Department, and it aims to encourage students to speak Chinese confidently through a broadcast medium. What’s more, the department can also promote Chinese culture and education through the broadcast medium, and improve our students’ Chinese comprehension, listening, reading and writing skills. The ultimate goal of learning a language is to use the language, and through this clever approach, students can eventually show their best when speaking Chinese.

The project was conceived by Ms Chen Yuelin, Director of Chinese Language and Culture, who wanted, “an innovative approach to help our students strengthen their oral presentation skills and improve their creative expression.” After much data research and planning, and collaboration across all departments (and the support of the school board), she managed to launch the project successfully. Now, every Wednesday during lunchtime, students and



faculty can watch the live broadcast on TV screens either in the classrooms or in the canteen.

WHAT TO BROADCAST

The content comprises three sections: Chinese culture, anecdotes and current social events. Chinese culture focuses on classical literature such as ancient poems, idioms, fables, traditional Chinese festivals, classics etc. Anecdotes focus on interesting stories about people we know. Current Affairs is about news or events that our students care about, e.g. changes in our life due to the pandemic, or the benefits of virtual payment. In a sense, Sabres Broadcasting extends learning beyond the classroom as it provides the opportunity for every student to speak on things that matter to them and discuss topics that will improve their understanding of the world.

Students don’t simply rock up to the mics and start speaking (though some are more natural



than others!). First, they have to build up their confidence and willingness to express themselves in Chinese. Then, they have to prepare scripts on their topic of choice. Through reviewing and rewriting the manuscript, students can gain a better understanding of the content. For students, they will gain a broader understanding of the topic, and their knowledge of people and our community will be enhanced.

Students gain a broader understanding of the topic and their knowledge of people and our community will be enhanced.

THE IMPORTANCE OF BILINGUALISM

“At SSIS, we emphasise the importance of bilingualism and enhance our students’ edge by curating quality and multi-faceted language and cultural learning experiences. Sabres

Broadcasting provides more opportunities for our students to showcase their skills in the Chinese language. It can improve our school’s bilingual learning environment, and also broaden students’ knowledge and enhance their cultural awareness and literacy skills. Most importantly, this project can help our school community to cultivate cross-cultural talents,” says Ms Yuelin.

Ms Yuelin hopes this fun and innovative approach will improve Chinese literacy skills and creative expression and strengthen our students’ oral presentation skills. Since its launch, up to three students from the Primary and Senior divisions have taken part in the project each week. Eventually, every G1-12 student will have the opportunity to participate and experience what it feels like to be a broadcaster.

“In Term 2 and 3, we will have feedback to further improve the project,” Ms Yuelin explains. “I would like to include Preschool students in the project too. This way, we can help them to be more engaged and interested in learning Chinese. We can shift the language learning from the classroom to our Sabres Broadcasting booth. Students can share the songs and stories they learnt in class with the school through broadcasting.”

THE FEEDBACK LOOP

Writer: Sofia Binti Roslee, Grade 9 Pearl



As students, we know that we get grades and marks from doing assignments, projects and exams. This is what ‘assessment’ is: the regular checkpoint where a teacher checks whether their students

understand so that they can provide feedback or a grade to evaluate students’ understanding and academic achievement. But what about teachers—are they ever get graded or assessed? Do schools assess their performance and whether their teaching strategies help students grow and develop in the subject?

As it turns out, our teachers are also regularly evaluated as this feedback system is crucial to the work they do. The purpose of all formal appraisals, informal walkthroughs and peer coaching is to help our teachers be more effective in their teaching, to develop their expertise and hone their skills, School Principal Billie Leong tells us.

QUALITY IS ALWAYS IMPROVING

“Formal faculty appraisals are conducted twice every academic year. In the first term, we start with a pre-conference with all teachers, including Heads of Departments, to discuss their goals for the year and areas of development that they would like to focus on. The next step involves scheduling a formal lesson observation with two or more members of the Core Leadership Team and Head of Department,” Principal Billie explains.

After the lesson observation, teachers are provided with feedback on their strengths and areas of growth. Throughout the year, regular discussions and walkthroughs, including professional development sessions, work together to support the growth of our faculty. In

the latter part of the year, another cycle of formal appraisals takes place in Term 3. Just like we encourage and help our students to develop a growth mindset, teachers and staff alike adopt a growth mindset in the workplace. These processes ensure that SSIS is conscientiously guaranteeing the quality of teaching and learning taking place here, and keeping abreast of the development of teaching pedagogies and strategies.

Feedback is shared with the teacher and together they agree upon possible areas for improvement for the year.

The leadership team will reformulate the lesson plans that teachers submit before the lesson observation so that their planning clearly reflects the values of quality instruction that SSIS wants to achieve. All teachers should, for example, develop strategies to check for students’ understanding, link back to students’ prior knowledge or to differentiate according to their students’ needs. The CLT is also looking for ways to better support students to ‘learn how to learn’ and develop their metacognitive, self-management, thinking and collaboration skills.

The new lesson planners set the teaching focus there. So how did teachers react to the changes? Positively, we are told, because teachers always understand the need for fair quality assessments, so they are very positive about the changes. The majority of our teachers look forward to receiving constructive feedback. As with any dynamic system, there is an ongoing reflection on the observation and appraisal procedure so that the school can further review and adjust as needed. There is no endpoint for improvement.

MATHOLIA HAS NO EQUAL

Writer: Anouska Panda, Grade 10 Sapphire

SSIS is known for its popular Singapore Mathematics curriculum, recognised in over 40 countries worldwide. SSIS has a continuum K-12 pathway featuring the Mathematics curriculum; Mathematics is not just a subject, but also an essential learning tool for students. Our Mathematics Curriculum can cultivate students' mathematical thinking. Rather than relying on simple replication of formulas when solving problems, students are challenged to go beyond conventional thinking to be creative, think logically yet be adaptable. Yet, like all methodologies, it can still be improved, which is why SSIS has gone the extra mile to adopt the use of Matholia into our Mathematics curriculum.



CUSTOMISABLE AND CONVENIENT

Matholia's features include premade practice questions for students to do as well as syllabus-based games to capture the interest of young students and add an exciting splash to learning. It also includes virtual learning tools such as tutoring videos and topical fact sheets to help students grasp difficult concepts better. Matholia's interface gives students the impression that the teachers are there face-to-face during e-learning, when in fact they're actually seated at home.

As for the teachers, a report section is available for them to track the students' progress. Teachers will see a colour-coded grading



What is Matholia, you ask? My thoughts exactly. We speak to Ms Esther Chua, HOD of the Primary Math Department, to break it all down for us. She tells us that Matholia is a new online platform adopted by the Primary division this year. "It is an e-learning platform based out in Singapore and covers contents from Grade 1 to 6. It is one-of-a-kind and has many clever features which makes it extremely popular with students and teachers," she says.



regarding their students: Green for great/perfect; Orange means they made three or four mistakes; and Red means what red usually means—needs improvement. So, the teachers will know straight away how the students are doing, while the students will receive one to three stars for their effort. The teachers can provide feedback in class and, since the system is highly customisable, teachers can easily assign additional practices according to the students' proficiency.

The system is highly customisable, teachers can easily assign additional practices according to the students' proficiency.

Any innovation which helps teachers will invariably benefit students. "It is useful, and my teachers are very pleased with Matholia," says Ms Esther. Matholia acts as a teacher's e-assistant and provides tasks for the students to do through online worksheets.

"Teachers dedicate extra time to assign relevant work and tasks for the students regularly; it makes learning more targeted and interactive,"



Ms Esther explains. For the students, the practices are compulsory, but they're free to work on it on weekends.

A FUN WAY TO LEARN

The software also employs a bright and vibrant layout with easy access to all its features, which helps the younger groups to easily navigate the website to find their assignments. Through successful practice sessions, students can build their confidence while its learning videos provide visuals to help students better understand its concepts. Another significant advantage of Matholia's curriculum? Ms Esther tells us that it synchs with SSIS's Mathematics curriculum. This will further help the teachers, parents and students to be more comfortable using it should there be a need to activate our distance learning plan.

Matholia is the kind of innovation we can embrace, as it solves problems (literally). It also readies our students for remote work should distant learning be required. "Matholia provides an interactive classroom environment to make the students feel a little more comfortable with learning at home and, while doing so, creates a positive impact on the students' efficiency and understanding. It has all the benefits without the compromise," Ms Esther says.

创新是改变，而非威胁

学习与创新齐头并进。我们来谈谈SSIS如何寻找创新的方法做聪明的事情。

翻译: Gabby Ho

早在2007年，手机只是可移动的电话，后来Apple公司推出了新产品，一种集触屏、应用程序和人体工学设计于一体的智能手机。至此，手机行业发生了质的飞跃。

这就是创新的力量。

推陈出新的例子还有LED灯泡取代白炽灯，高速列车（及其仿生设计）取代蒸汽机车。

创新不一定非得涉及科技，也不一定非得是科学上的重大突破。创新，通常意味着用更聪明的方法去做相同的事情，从而达到更好的效果。在《乌鸦喝水》的寓言故事里，口渴的乌鸦把鹅卵石丢进瓶子里，将水位调高，让自己喝到瓶子里的水。这就是创新精神啊！

在SSIS，我们有很多发挥创新精神的例子，比如：由中文及中国文化部主理的Sabres广播项目，旨在通过广播形式鼓励学生自信说中文，以创新的形式强调双语教育的重要性，通过广播平台培养学生成为自信的公开演讲者；中学部学生成立科技俱乐部，建立BYOS团队，运用时下最热门的两种技术——虚拟现实技术（VR）和交互式电子白板（IW），绘制虚拟的SSIS校园。

为了能让生活变得更简单、更安全和便利，人类一直为生存而创新。在古代，人们会把石头磨成尖锐的武器以抵御动物；到了现代社会，人们则利用各种软件程序、生活妙招、常识和创意发明来节省时间、保持健康体魄、提高学习效率。我们知道，在SSIS，学习无止境。这意味着我们将不懈寻找创新的方法来提升教育质量，继续追求卓越。

即将到来的远程教育

新冠疫情的爆发导致全球各地的学校被强制关闭，这是教育界史上面临的最大的挑战之一。中国学校在这次疫情中首当其冲地受到了严重影响，为了保障全国学生能够继续学习，中国学校开始了线上教育。我们与SSIS课程总监Ms Fenia Rizopoulou对话，了解SSIS在疫情期间面临的挑战，以及后疫情阶段学校的远程学习计划。

Ms Fenia承认：“疫情对SSIS以及中国境内的所有国际学校来说都是个挑战，因为疫情刚开始的时候正值中国春节假期，我们大部分师生都分散在世界各地。这意味着我们无法像其他国家的学校那样及时为线上教学做好准备。此外，我们还必须为滞留在不同时区的师生安排线上课程。”

这是人类史上首次如此大规模及迅速地将课堂教学转移到互联网上。现有的SSIS教学模式必须适应新时代的需求。但线上教育并不能简单复制校园生活，它需要一种不同的教学理念，需要我们重塑学生的学习体验。

适应新常态

“远程教学对我们的师生、家长和学校领导来说都是个全新的挑战。并不是每个人都对网络技术有同样的信心，也并不是每个人都能在疫情期间顺利使用网络教学工具以及访问互联网。尽管有很多阻碍，但我们必须排除万难，向自己证明自己是真正的终身学习者。通过这次经历，我们学会了灵活应变。”

我们不想再经历这样手足无措的情况。因此，自这次事件后，SSIS便制定了远程学习计划。我们将“线上学习”更名为“远程学习”，因为我们相信无论有无电脑设备，我们的学生都可以进行高质量的学习。我们的远程学习计划内容包含远程教学程序及教学模式，以备学校再遇突发事件时能迅速应对。

远程学习已成现实

远程学习计划中所应用到的教学模式是“翻转课堂”，该模式可用于远程学习，也可用于常规课堂。在翻转课堂模式中，学生可以提前通过观看视频、演讲和音频等形式



学习新的知识。提前预习后，在下次与老师和其他同学线上交流时，学生便可集中提问不懂的问题、反馈并获得老师进一步的指导。这种学习方法使学生和老师之间的互动更有意义，也不需要增加学生的屏幕使用时间。

Ms Feina说：“远程学习已是一个永恒的现实。我们需要在紧急情况下也能继续教学和学习。这次疫情为教育界尤其是高等教育打开了新世界的大门，给我们带来了许多可能性。远程学习下，学生需要成为更独立自主的学习者。这意味着，学生不是在没有教师指导的情况下学习，而是要主导自己的学习，懂得安排时间和自我调节。他们需要有强大的数码技能和对学习的好奇心，能够提出正确的问题，并进行独立思考。我们希望无论SSIS学生是否身处校园之内，他们都能习得这样的学习技能。”

Sabres广播站

有一天，我们可能会看到我们的校友成为著名的电视或电台主持人。他们获得成功的第一步，很可能就是从Sabres广播站开始。

Sabres广播站于2020年10月成立。该平台由SSIS中文及中国文化部管理，致力鼓励学生通过广播平台自信、熟练地说中文。鼓励学生们学习中国文化，全面提升学生的中文听、说、读、写等综合能力。学习一门语言的最终目的是运用这门语言，我们的学生可以在广播锻炼中逐步提高自己的中文水平。

中文广播站项目是由中文及中国文化部总监Ms Chen Yuelin构思的，她的初衷是“想通过一个创新的平台帮助学生加强中文的口语表达能力，丰富语言学习方式。”经过反复的数据调研和计划安排，在学校校董部的帮助下，她成功启动了广播站项目。现在，每周三午餐时段，师生都可以在教室或学校餐厅观看广播直播。

广播的内容是什么？

广播节目由三个栏目组成，分别是：“文化长廊”、“趣闻轶事”、“大家谈”（小学）和“社会纵横谈”（中学）。“文化长廊”栏目以学习中国经典文化为主，内容涉及古诗词、成语故事、寓言故事、中国传统节日、经典书籍、二十四孝等等。“趣闻轶事”栏目关注发生在我们身边的趣事。小学的“大家谈”和中学的“社会纵横谈”栏目关注社会焦点新闻，或者是学生们关心的社会现象。例如：疫情给我们带来的变化、虚拟支付的好处等等。从某种意义上讲，Sabres广播站是中文课堂的延伸，因为每位学生都可以就他们关注的事情和话题进行演讲和讨论，从而提高对世界的认知。

虽然有些学生在演讲方面相对有天赋，但对于大部分学生而言，在麦克风前演讲并不是一件易事。首先，学生需要建立起说中文的自信心和通过中文表达自己想法的意愿。其次，学生需要反复练习、修改文稿、深入理解演讲内容。在这过程中，他们不仅拓展学习了主题内容中所涵盖的知识，还增加了他们对社区中人和事的了解。

双语教育的重要性

中文及中国文化总监Ms Chen Yuelin 说：“在SSIS，我们强调双语教育的重要性，为学生创设丰富且高质量的语言及文化学习体验。Sabres广播站为学生提供展示中文能力的机会；提高学校的双语学习环境；开阔学生的视野；增强学生的文化意识和文化素养。最重要的是，这个项目能帮助我们学校社区更好地培养跨文化人才。”

Ms Yuelin希望通过这样有趣、创新的方式提高同学们的中文口语表达能力、读写能力和创意表达能力。自广播站项目开启以来，每周小学部和中学部都能有2-3位学生参与进这个活动，这样G1-12每位学生都会有机会体验成为一名播音员。

“到第二、三学期，我们会收到一个全方位的反馈，以便进一步优化和改进我们的广播项目。” Ms Yuelin接着说：“我希望让幼儿园的小朋友参与进来，帮助他们提高中文学习的参与度和兴趣。我们可以将中文课堂学习从教室转移到Sabres广播站，让孩子们通过广播的形式将课堂上学到的儿歌、故事进行分享。”

反馈回路

作为学生，我们通过学习任务、学科项目和考试获得成绩和分数，从而得到所谓的“评估”。老师通过这些方式评估学生是否理解所学知识，以便给予学习反馈。但老师们有没有被考核和评分呢？学校是否会评估老师的教学方法能否帮助学生在学科学习上成长和发展呢？

事实上，SSIS老师也会定期接受考核评估，因为老师的教学质量对学校发展至关重要。校长Billie Leong表示，所有正式的、非正式的考核评估以及同伴教育工作坊的目的，都是为了帮助我们的老师提升教学质量，锻炼和发展老师的教学专长和技能。

教学质量精益求精

校长Billie解释：“每学年我们会进行两次正式的教师评估。在第一学期，我们首先与所有老师包括部门主任召开会议，共同探讨今年的教学目标以及重点发展的领域。下一步我们会安排两名或以上核心领导团队成员及学科部门主任考察课堂教学情况。”

课堂考察结束后，老师会得到他们的教学反馈，了解自己在教学中的长处和需要继续努力的方面。贯穿整个学年，我们会定期进行讨论、检查以及开设教师专业发展培训课，帮助我们的教学团队更好地成长和发展。在第三学期，我们会进行新一轮的考核评估。就像我们鼓励和帮助学生培养成长型思维一样，我们的老师和教职员工在工作中也同样采用成长型思维，保障SSIS能够为学生提供高质量的教学和学习体验，不断提升和完善教学方法与策略。



核心领导团队重新设计了任课老师在课堂考察前提交的教案，让他们更清晰地展示该课如何反映高质量的教学。所有老师都应该制定教学策略检验学生是否理解所学知识，让学生可以在实践中联系所学知识，或是根据学生的学习需求进行差异化教学。核心领导团队也在寻找更好的方法，去帮助学生“学习如何学习”，培养他们的元认知、自我管理、批判思考与协作等技能。

新的教案设计更清晰明了地展示了教学重点，老师们都很清楚学校对评估教学质量的需要，所以他们对这个变化的反应都很积极，大部分老师都很期待收到建设性的反馈。在任何有活力的教学系统中，一定会定期进行反思和考核评估，由此我们才能根据需要进行进一步审查和调整，不断精益求精。

无可匹敌的Matholia

新加坡数学享誉全球40多个国家，SSIS因在K-12一贯制课程中融入新加坡数学课程而闻名。我们的数学课程不仅仅是一门学科，也是学生必不可少的学习工具。SSIS的数学课程培养学生的数学思维，在解决数学问题时，学生并不是简单地复制公式，而是打破传统思维模式，创新地、逻辑地、应变地思考问题。然而，像所有教学方法一样，我们的数学课程仍有改进空间，这就是为什么SSIS引进了Matholia（一款数学教学软件）。

Matholia是什么？我们向小学部数学主任Ms Esther Chua了解到，这是小学部今年采用的新的线上学习平台。她说：“这是一款新加坡的线上数学学习平台，涵盖G1-6教学内容，其独特、创新的平台特色很受学生和老师的青睐。”

操作方便且可定制化

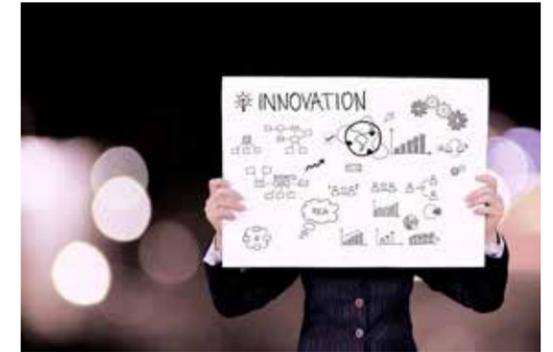
Matholia的平台特色包括提供预设练习题及符合教学大纲的数学小游戏，可以吸引低龄学生的学习兴趣，让他们在学习过程中多一份兴奋感。平台上还有虚拟学习工具，比如辅导视频和专题介绍，帮助学生更好地学习和掌握有难度的知识概念。Matholia的界面给学生的印象是，学习过程中老师是和他们对面的，但实际上他们都各自坐在自己家中。

老师则可以通过学习报告的板块功能跟踪学生的学习进度。在学习报告里，学生的不同分数等级以颜色进行划分：绿色为优秀，橙色表示有三、四个错题，红色表示需要继续提高。通过颜色的区分，老师可以直观地知道学生的表现，而学生的操作界面则会显示一至三颗星以作鼓励。老师可以在课堂上给予学生们反馈，也可以在平台上根据学生做练习题的熟练程度定制额外的习题。

任何能够给老师的教学带来帮助的创新，学生都能从中受益。Ms Esther说：“Matholia这个平台非常有用，我们老师都很满意。” Matholia平台是老师们线上教学的小助手，学生可以在平台上在线完成课后练习。Ms Esther解释道：“实际上对于老师而言这些是额外的工作，因为除了准备课堂任务外，他们还要将课后学习任务发放到平

台上，并跟进学生的学习进度。”这些课后学习任务都是必做题，但学生可以选择在周末的时候完成。

有趣的学习方式



Matholia界面颜色明亮且有活力，板块操作简便，方便低年级学生轻松浏览网站查找学习任务。练习题的环节可以培养学生的自信，而辅导视频也以视觉形式帮助学生更好地理解数学概念。Ms Esther告诉我们，Matholia的另一个优势是，它与SSIS的数学课程同步。这就意味着，如果我们需要启动远程学习计划，就可以利用这个平台，这样老师、家长和学生也能更适应远程学习。

Matholia平台能够帮我们解决教学上的一些问题。该平台也为我们学生做好了远程学习的准备。“Matholia互动式的课堂环境让学生更好地适应在家进行远程学习，同时也对学生的学习效率和对知识的理解产生积极影响。”



TOGETHER INTO THE FUTURE

Writer: Mah Jia Min, Grade 9 Sapphire

Photographer: Kven Wang



WE CELEBRATED THE LAUNCH OF OUR NEW FACILITIES WITH AN INNOVATIVE CONCERT THAT COMBINED ALL THE AESTHETICS.

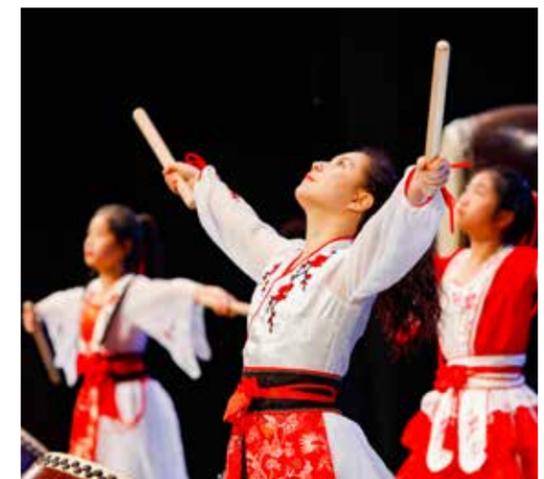
On 20 November, we held a 'Together into The Future' concert in our Performing Arts Centre to inaugurate our new campus facilities. The concert featured many clever and innovative elements that made it, in the words of K-12 Aesthetics Coordinator Edward Swider, "more than just a concert." Indeed, it was a creative way for our school to celebrate the future of our education.

The celebration to launch our two new buildings, the Integrated Learning Centre and the Performing Arts Centre, reflected the school's commitment towards arts and technology by combining the two. Finally, we can genuinely say that here is "Where Science Meets Art."

"This concert marks a whole new era for our school," says Mr Luiz Zicarelli, ICT Head of Department. Technology played an essential role in this outstanding yet unique concert. The new Performing Arts Centre has an organic design and the theatre equipment, from speakers to lighting, are way advanced. The sound systems give off a warm, rounded sound for a better audience experience; the lights have a wide limit on its settings. As a result, the audio and lighting technician can sequence every detail to perfection.

Water Flowing

It wasn't all just clever tech at the concert. From the moment the Chinese drum ensemble dramatically kickstarted the concert, to the dancers and guzheng ensemble, we were brought on a journey which symbolised the school's progress. The performances became more modern. The storyline continued till the finale, where our show band played modern songs to an appreciative crowd.





This concert was a watershed in that it promoted all the aesthetics of the school: Art, Music, Drama, Dance. A lot of creative thought went into combining all these art forms and elevating it to the next level. The impact of this event is significant: many SSIS students are engaged in performing arts and technology, and this concert has undoubtedly opened their minds to what is possible in terms of curriculum or even career.

Every single element of this show was sequenced to perfection.

The Community Was All In

SSIS has put on many major performances before, such as the Charlie and the Chocolate Factory musical and Our SSIS Story 20th Anniversary concert. So how does this concert differ from the

previous ones? The most significant aspect was that the whole school, from K-12, was actively involved in the show. From orchestras to choirs, marching bands to dancers, the SSIS community collaborated to put on an unforgettable performance for our guests and live streaming audience,

The BYOS (Build Your Own School) team—a student-led technology club—had also developed and prepared a virtual reality session that was showcased after the concert. The unique visuals that were shown were part of a year-long project they'd been working on: a virtual reality rendering of the entire school. We were so proud to see demonstrated in front of our guests and VIPs.

Together into The Future is a peerless achievement for the school. It is ambitious and audacious, but through the hard work of the crew and faculty, the ingenuity of the planners, and the perseverance of the performers, we pulled off something for the ages.

携手共进，迈向未来

翻译: Gabby Ho

我们以一场融合SSIS所有美育课程的音乐会庆祝新教学楼的开幕典礼。

11月20日，我们在演艺中心举办了主题为“携手共进，迈向未来”音乐会。这场音乐会融入了许多巧妙的、创新的元素，用我校K-12美育部协调员Edward Swider的话说：“这不仅仅是一场音乐会。”的确，这也是SSIS以创新的形式向社区展示我校的未来教育。

综合实验楼和演艺中心的正式投入使用，反映了SSIS矢志发展艺术与科技教育，这两栋教学楼正是“科学与艺术相遇”的地方。

ICT部门主任Mr Luiz Zicarelli说：“这场音乐会标志着我校进入了一个全新的时代。”在这场无与伦比的音乐会中，技术发挥了重要作用。崭新的演艺中心配备一流的建筑设计和剧院级设备，从扬声器到照明系统都是非常先进的。音响系统温润的音效给予观众更高层次的观看体验，舞台的灯光效果更为演出加分。音响师和灯光师为每一个细节尽善尽美。

水生万物，承载历史

音乐会以SSIS校徽中的“水元素”开始，从中国鼓乐团响起的隆隆鼓声，到翩翩敦煌舞、古筝弹奏，一步步通过演出的变化，在舞台上呈现SSIS的发展历程。从古典到现代，故事不断推进，一直到节目最后，以中学部乐队演奏现代乐曲结束。

这场音乐会不仅展示了我校一流的硬件水平，更展示了我校艺术、音乐、戏剧、舞蹈等美育课程的魅力。我们发挥创意，将多种艺术形式融汇在一场音乐会中，将SSIS的表演作品提升到更高的水准。这次活动给我校学生带来了积极影响：许多学生因演出而学习了表演艺术，接触了先进技术，这场音乐会无疑让他们认识到了课程学习及职业发展的更多可能性。

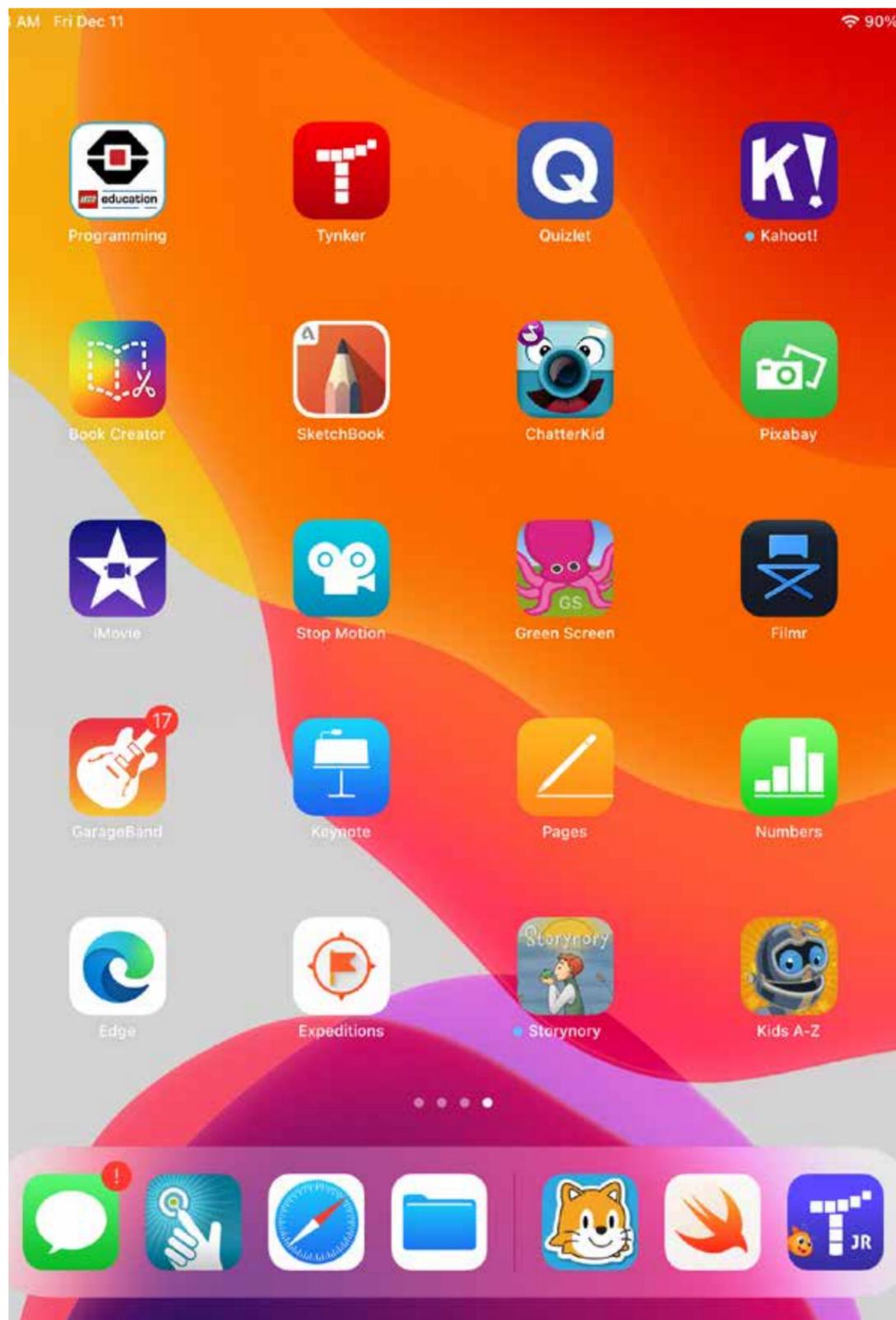


SSIS社区全员参与

SSIS举办过许多大型演出，如中学部的“查理和巧克力工厂”音乐剧、“我们的SSIS故事”20周年校庆音乐会等。那这次的音乐会与以往有何不同呢？最大的不同点在于，这次K-12三个学部的学生都参与其中。从管弦乐队到合唱团，从仪仗队到舞蹈表演，SSIS社区全员出动，为我们的来宾和观看直播的社区成员们上演了一场精彩难忘的演出。

BYOS学生项目团队也在音乐会结束后向SSIS社区分享了他们钻研了一年的VR项目，他们利用VR技术绘制了虚拟现实的SSIS校园。我们很自豪可以将这样创新的学生探究项目向来宾们展示。

在全体老师和工作人员的辛勤付出、精心策划和学生演员们的坚持不懈下，我们成功举办了2020年“携手共进，迈向未来”音乐会，这是SSIS又一项无与伦比的成就。



TIME TO TECH

WE SPEAK TO AN ICT TEACHER TO FIND OUT MORE ABOUT THE SCHOOL'S PUSH TO BE AT THE FOREFRONT OF TECHNOLOGY.

Writer: Hoo Xin Yi, Grade 11 Ruby

When Craig Griebenow, our SSIS Head of Department for Primary School ICT, started teaching, he wanted to develop a broad range of skills and to improve in areas that he was not strong at. So during summer, he continued his lifelong learning journey—away from classes and projects—and used the time to earn an Apple Teacher Certification for iPads. Craig is now a certified Apple Teacher and is working to join the Apple Professional Learner (APL) programme.

The course trains teachers in the main functionality of using their devices (Mac or iPad), explains Craig, who majored in Education and has a diploma in Graphics Design. The Apple Teacher Certification provides teachers with the skills training for using their Apple device. It includes some of the key features offered and, knowing this, allows the teacher to better understand how technology can be used in the classroom. We interview him to find out more about the course and how it can help the SSIS community.

What are your experiences of using technologies in classrooms?

DOS operating system computers were first used in school only when I was in Grade 10. It was before the development of graphic user interface, where people had to type everything onto the telescreen. When I was studying graphic design as a student, I had the opportunity to use the first Apple Macs. After I graduated and became a teacher, I used it in my teaching, but it was not integrated into the curriculum.

What is the best type of technology to use in the classroom?

To make a decision, we have to first think about the skills that we want to teach and what our overall aim is; we have to consider the budget. Thus, it is better to find a versatile tool, which, in my opinion, is the iPad, because the processing chips are potent. Other than being portable, it can also perform all the functions students need.

What are the reasons for joining the APL programme?

Apple has more specialised features as they design both hardware and software to run on the hardware, meaning that the running platform is better. Their devices come with different tools, like GarageBand, iMovie and presentation software, and you get free updates. In terms of Education, students can usually teach themselves elements of the devices, but they will not learn all the functions. So, if the teachers are well-skilled in every aspect, they can assist all the students efficiently and give them the potential for success.





What are the challenges that you faced in this new programme?

Some teachers might not be comfortable with technology in class because some find it quite terrifying. However, our teachers are professionals in education and they are open to learning the functions of devices. The other thing that needs to be completed is a five-year strategy for training teachers and educating parents. I believe that the only way to persuade everyone is to research the schools that have implemented the system. Then, the challenges and issues can be easily identified. There are lots of discussion and reshaping of plans to make sure that everything fits into the overarching aims, goals and vision of the school.

Is there anything interesting that you have learnt in the process?

The certification provides the basics on the

functionality of the iPad but also results in interesting pedagogical approaches to teaching. Instead of worksheets and textbooks, students have devices that can access various platforms to build projects that are engaging and exciting. As teachers, we need to be learning new and better ways of teaching, just like our vision to create lifelong learners.

What is the next stage?

A team of teachers have already completed the first stage and earned the Apple Teacher certification. The next step will be to start running a professional development on the ecologies of online learning to inform teachers on the different strategies of how to create contents and projects. Ensuring that all teachers are well-aligned will be challenging, yet it is more efficient in teaching and more engaging and exciting for students.

We are working towards a phase-by-phase adoption of iPads as tools for learning within the Primary School next year. The Senior School is currently using MacBooks as they have additional platforms, such as coding.

What do you hope to achieve?

The world is changing, and the rate of progress is superlative. We have to adjust to prepare students, so they can integrate into this innovative, creative, fast-paced world and be successful once they leave school.

As teachers, we need to be learning new and better ways of teaching, just like our vision to create lifelong learners.

What are your views about the future of Education in SSIS?

I think that the future of Education is exciting because the school structure is showing the openness to grow, learn and change. I see the school adjusting and adopting more technology and developing new pathways for learning, which will better equip the students. For example, adopting AR and VR provides the opportunity for students to be experiencing, learning and developing different skills. In a couple of years, I hope to implement machine learning and other vital technologies that change the way the world is functioning because I am convinced that the students will be able to handle it without any problems.

At SSIS, we aim to provide the most exceptional learning opportunities for our children.

4 USEFUL IPAD TIPS

Apple provides and supports its own hardware and software (crucial apps are provided and supported at no extra cost), we shouldn't take its closed ecosystem for granted.

- Take charge of how much of your time the iPad demands of you. Only leave the critical notifications on. Turn off all unnecessary notifications. Set screen time limits to help you balance your online usage. This is important as many apps intentional try to keep you on your device. This is not healthy as it distracts us from maintaining a healthy and balanced lifestyle.
- Take the time to keep your device uncluttered by deleting old and unused apps, photos and documents. Overloaded storage will slow down the device.
- To maintain privacy, DO NOT set your device name to your name. Use a generic term that is unrelated to yourself to identify your iPad. Hackers can find your device name if the Bluetooth is left on, and they might use this information to identify you and hack into your device.
- Never open emails or accept Bluetooth messages unless you know who sent it to you. This is to prevent unscrupulous individuals from phishing your private information.

与时俱进的教育方式

我们采访了一位ICT（信息技术）老师，向他了解更多关于SSIS在科技教育方面所作的努力。

翻译：Gabby Ho

当小学部的ICT主任Mr Craig Griebenow开始在SSIS任教时，他想发展更多元的教学技能，提升自己不擅长的领域。因此，在暑假期间，他秉持终身学习精神，报读Apple公司的教学培训课程，争取获得Apple教师认证（Apple Teacher Certification for iPads）。目前，Mr Craig已是Apple认证教师，并努力为加入APL（Apple专业学习者）课程培训做准备。

专业主修教育学，同时拥有平面设计文凭的Mr Craig解释说，Apple公司的这门课程培训教师学习使用Mac或iPad等设备，让老师们熟悉Apple产品的功能和特点，学习如何将科技更好地运用到课堂当中。我们采访了Mr Craig，了解更多关于这门培训课程的信息，以及它是如何帮助SSIS社区。

您在课堂上有哪些科技应用的经验？

我读G10的时候才第一次在学校里使用磁盘操作系统的计算机。那是在图形用户界面开发之前，用户必须电子屏幕上敲下要执行的所有命令。当我读平面设计时，我有幸使用到第一代Apple Mac电脑。大学毕业后，我成为了一名教师，我便开始在教学中运用科技技术，但当时我没有将其整合到课程当中。

在课堂上运用哪种类型的技术设备最好？

决定使用哪种技术前，我们要思考我们想教给学生的技能是什么，我们的教学目标是什么，我们还要考虑投入的预算。因此，我认为最好是能够找到一款多功能的产品，iPad就比较适合课堂教学。因为它有强大的处理芯片，除了便携，它还能执行学生学习所需的所有功能。

您参加APL课程的原因是什么？

Apple在硬件和软件设计上更为专业，意味着其运行平台更好。他们的设备配有不同的工具，比如

GarageBand、iMovie和演示软件，你可以免费获得软件更新。在教育方面，学生通常可以自学设备中的一些功能，但要掌握所有功能还是需要老师的帮助。因此，如果老师能够熟练操作这些设备，他们就能有效地帮助所有学生，给予他们更多获得成功的可能性。

在培训中您遇到了哪些挑战？

有些老师可能会反感在课堂上运用技术，他们可能因为不熟悉技术操作，而望而生畏。但是，我们的老师都是专业的教育工作者，他们对学习电子设备功能持开放的态度。另一件需要完成的事情是教师培训和家长教育的五年战略规划。我认为要说服所有人参加这个培训，最好的办法是先去研究已经使用Apple系统的其他学校。这样我们就能轻松辨别培训和系统使用过程中的难题。为了确保使用这个系统符合SSIS办学目标和愿景，我们对计划进行了大量的讨论和调整。

在这个过程中您学到了什么有趣的东西吗？

这个培训让我学到了iPad设备的基本功能知识，也学到了趣味的教学方法。有了iPad后，学生可以登录到各个网络平台去学习和搭建令人兴奋的研究项目。作为老师，我们需要不断学习崭新的、更好的教学方法，以实践我们的教学愿景，培养学生成为终身学习者。

下一阶段的计划是什么？

目前我们完成了第一阶段，我们已经有一组老师获得了Apple教师认证。下阶段我们会组织关于在线教育生态的教师专业发展研讨会，与教学团队分享如何利用不同的教学策略创建教学内容和项目。要确保所有团队里的所有老师统一教学方法是很有挑战性的，但这样会使教学更高效，也能让学生更投入到学习当中。现在我们正逐步为明年小学部使用iPad作为学习工具而做准备。我们的中学部在编程课堂中已开始使用MacBook设备。



您希望达到什么目标？

世界发展日新月异，我们要顺应时代的步伐，为学生们做好准备，以便他们能够融入到这个创新的、快节奏的世界，让他们能够在毕业后继续获得成功。

您对SSIS教育的未来有何想法？

我认为SSIS教育的未来是很令人期待的，因为我们学校对成长、学习和变革持积极开放的态度。我看到学校正在做调整，在教学中更多地运用科技技术，为学生提供新的学习模式，更好地为学生的发展做好准备。例如，采用AR和VR技术能够给予学生更多的机会去体验、学习和发展不同的技能。我希望，若干年后，我们能够开设机器学习（machine learning）课程以及学习使用其他改变世界运作模式的先进的技术。因为我相信，我们的学生有能力学习和掌握这些技术。

在SSIS，我们致力为学生提供卓越的学习机会。

4个实用的iPad小贴士

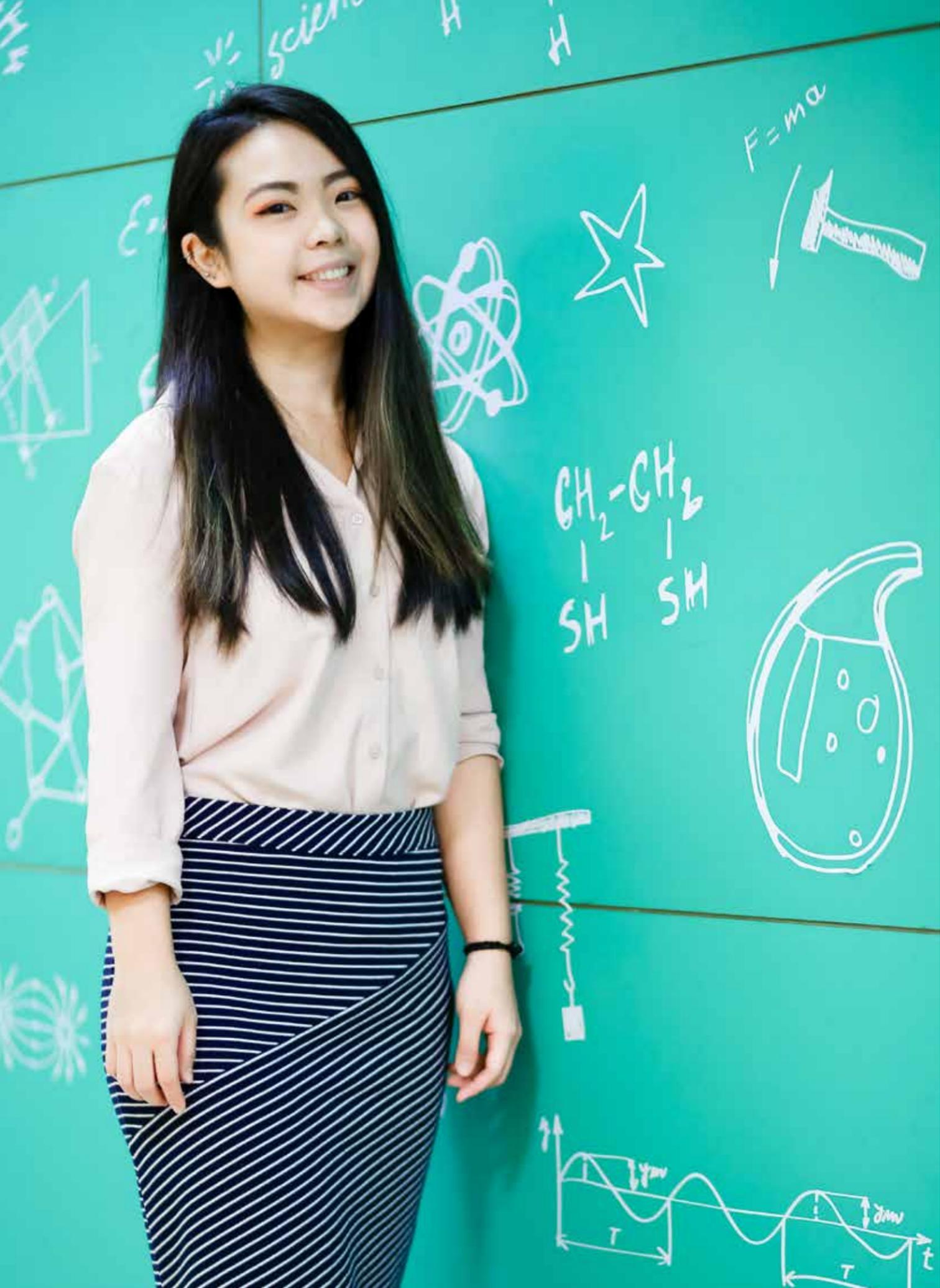
Apple公司提供并支持更新其电子产品中的硬件和软件技术（免费提供关键的应用程序），但我们不应该把这样封闭式的生态系统视为理所当然。

-掌握自己使用iPad的时间。除了开启关键通知外，关闭所有不必要的程序通知。很多应用程序都会“有意地”延长使用者的屏幕使用时间，这不利我们维持健康、平衡的生活方式。因此，您可以设置屏幕使用的时间限制，平衡线下和线上的时间。

-花点时间为您的设备做“大扫除”，删除旧的和您从不使用的应用程序、照片和文档。存储空间过载会导致设备运行减速。

-保护个人隐私，切勿将设备名称设置为自己的名字。使用一个与您无关的名称来命名您的iPad。否则，因为如果您的蓝牙保持开启状态，黑客可以通过找到您的设备名，利用设备信息识别您的身份，便可以入侵您的设备。

-除非您清楚知道是谁向您发送的电子邮件和信息，否则切勿打开。这是为了防止别人钓鱼您的个人信息。



HOME AGAIN

SHERRY HSIAO CONTINUES THE POSITIVE TREND OF ALUMNI RETURNING TO TEACH AT THEIR ALMA MATER. SHE'S NOW BACK FOR GOOD.

Writer: Megan Hsu, Grade 11 Ruby Photographer: Kven Wong

Sherry Hsiao is the second alumna to return to teach at SSIS after graduating six years ago. (Theresa Lau returned last year to join the Senior School division, and was profiled in the first issue of FLOW.) Sherry spent 12 years as a student at SSIS. After graduation, she left for Berklee College of Music, Boston, where she obtained a bachelor's degree in Music Education and minor in Music Technology. Though she started her teaching career elsewhere, she is now continuing her life here as a teacher because, as she tells us, "SSIS is like home to me."

Ms Sherry started her teaching career in 2018 as a full-time general music teacher to the kindergarten to middle school divisions at Worcester Public School, Massachusetts, USA. She also taught music technology in upper elementary and middle school, using state-of-the-art software to instruct students to, "pull music and instruments into tracks, and then layer them to create harmonies for a piece of music that the students will then compose," she explains.

Even when Ms Sherry was working abroad, the alumna would visit SSIS to catch up with friends and teachers every few years. And during those intervening years, the lifelong learner also managed to pursue her Master's in Elementary Education at the University of California, San Diego. But it wasn't just music that Sherry was "pulling", the lure of coming home and teaching multiple subjects in elementary education was strong. Finally, after being accepted to teach at SSIS, she came home, for good.

"It feels like a big family here at SSIS, so instead of feeling like I needed to fit into a whole new community, I feel like I'm reconnecting with people in the school," she says. I can tell she's comfortable and in her element, and her poise also makes me feel relaxed—chatting with her is just like speaking with a friend who's sharing her experiences. Ms Sherry says it feels odd to call her former teachers by their first name, but she's clearly in awe with having them as colleagues. "It's amazing working with them because they already know me, and I know their way of teaching and what their

strengths are, which is something I can learn so much from. I'm excited about this huge opportunity for growth," she admits.

I'M LOOKING FORWARD TO USING THE SPACE IN THE NEW PERFORMING ARTS THEATRE.

Ms Sherry is also appreciative of how other aspects of the school hasn't changed: she's glad to see that the I4C values and many familiar programmes like CCAs are still in place. She recalls how ASP offered her the opportunity to participate in something outside of the core subject curriculums, and how excited she was then putting together guzheng performances with western instruments.

"Another reason why I decided to return to SSIS to continue my teaching career is that I speak both Mandarin and English. I would love to be able to use that to my advantage and help students who are learning English as a second language feel like they have someone with whom they can speak to," she tells us. This sentiment comes from her time teaching abroad. Back in the state of Massachusetts, she elaborates, many of her students were first- and second-generation Americans with different backgrounds. "Here at SSIS, many came because of family and job relocation. I tailor my instructions differently according to the socio-emotional needs of my students. Building relationships with my students is the most important thing, no matter where I am," she tells us.

During university, Ms Sherry also worked part-time at a piano practising facility in Berklee, where she met many people from diverse backgrounds. "I have friends with African

American backgrounds, and friends from Cuba. Working and studying at Berklee gave me the chance to learn about music cultures from all over the world." Although those were enjoyable times, she admits that there were also challenges throughout her time in university. "As a classically trained pianist, I had to work hard to learn about jazz theories that were being taught at Berklee. I think having to unlearn and then relearn something was the most difficult part for me—there's always room for improvement," she explains.

She's been dealing with challenges most of her life. In fact, sometimes she even finds new ones to deal with! As an IB student, she faced multiple choices when applying for universities (it might surprise you to learn that only two out of the dozen schools she wrote to were music-related. She also applied to finance, chemistry, engineering, and all the different majors that had nothing to do with music.) Ultimately, the SSIS counsellor asked her: "What you choose now will play a big part in your education journey, so do you really want to give up the opportunity to pursue music?". That, plus the IBDP CAS programme, were the factors that motivated her to choose the music education programme at Berklee.

Somewhere along the way, she says, she decided to focus on Elementary Education instead, and it had to do with her volunteer work. "I remember going to the old folk's home and volunteering to teach local students English. Those experiences helped me discover my love for helping people and interacting with people in the community." By switching from Music Education to Elementary Education, Sherry was able to spend more time with her students instead of just seeing them half an hour a week, which she felt was not enough to build the kind of relationships she desired.

She believes that it is essential to build rapport with her students and have a good relationship



As a student, Ms Sherry was immersed in SSIS's diverse population and inclusive teaching practices.

with them. "My goal is to really know my student's learning, socio-emotional needs, and what I can provide them at this stage of their growth, both academically and socially." From the tone of her

voice, one can really tell how excited she is for this academic year, and how much she's looking forward to contributing to SSIS as an educator.

THREE SCHOOL SURVIVAL TIPS

1) Be balanced

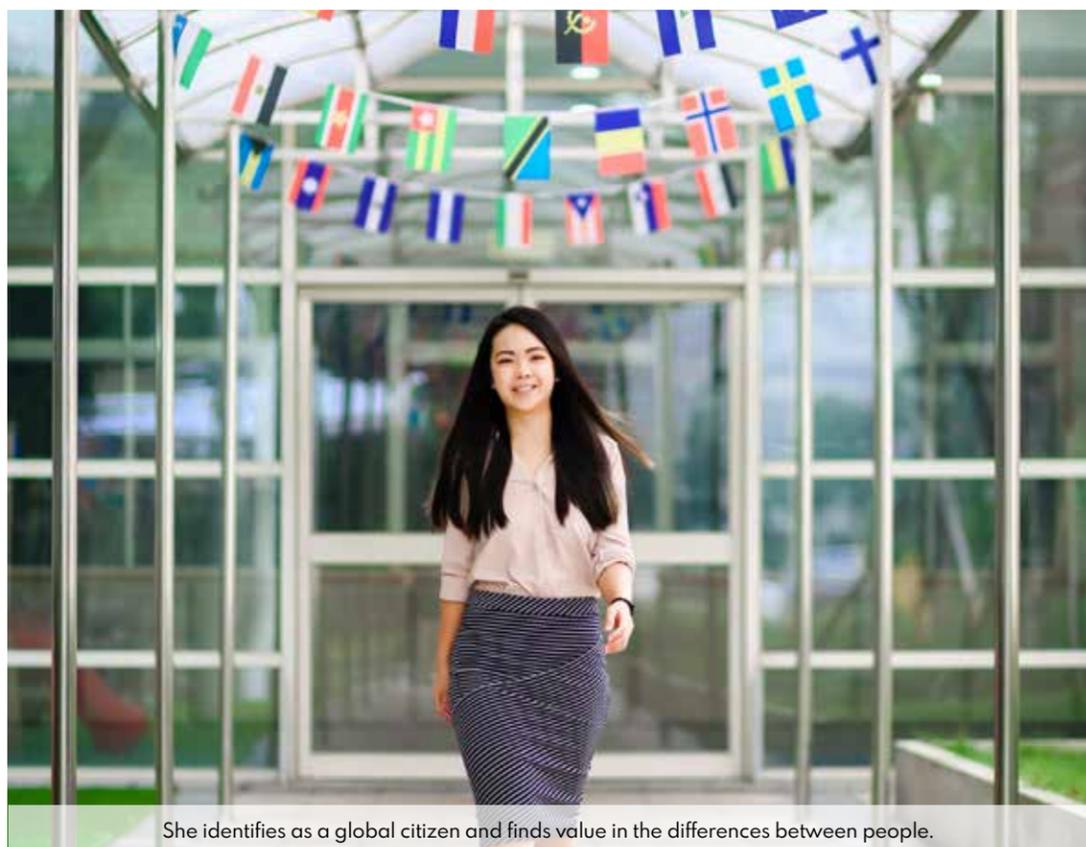
Find a balance between academic and non-academic activities by managing your time well so that there is time for both school work and extra curricular activities.

2) Meditate

Take a break from long hours of school work and spend a few minutes each day to meditate. Relaxing your body and taking deep breaths help with your mental health as you are emptying your mind. It also enables you to deal with pressure and stress.

3) Take care of yourself

Try to spend time and relax in different ways you are comfortable with. You can listen to music, play an instrument, go on picnics and enjoy family events. I find drawing and colouring to be very therapeutic.



She identifies as a global citizen and finds value in the differences between people.

家的方向，心之所属

毕业六年后，Sherry Hsiao选择返校任教。

翻译：Gabby Ho

毕业六年，Sherry Hsiao成为SSIS第二名返校任教的校友。（去年，校友Theresa Lau以老师身份加入我校中学部，我们在第一期《FLOW》分享了她的故事。）她曾在SSIS读书12年。中学毕业后，她进入了美国伯克利音乐学院，主修音乐教育，辅修音乐技术专业。虽然她是在别的学校开启她的教学生涯，但现在她选择回归SSIS继续她的教育事业，因为她认为：“SSIS就像我的家一样。”

2018年，Ms Sherry开始在美国马萨诸塞州伍斯特公立学校（Worcester Public School）担任幼儿园至中学的全职音乐老师。她还教小学高年级和中学部学生如何使用先进的音频剪辑软件，“就是教他们将乐器等音频片段拉

到音轨上，然后分层制作和音。”

当时在国外工作的Ms Sherry不忘每隔几年回来探望朋友、老师和母校。期间，她秉承终身学习精神，继续在加州大学圣地亚哥分校深造，攻读基础教育硕士学位。“念念不忘，终有回响”，她获得了SSIS的聘用。这次，她终于回家了。

她说：“SSIS就像一个大家庭。这里于我而言不是一个陌生的社区，我只需要重新认识大家。”我看得出Ms Sherry自在且稳重，与她聊天我感到很轻松，就像是一个朋友在分享自己的故事。她说直呼自己以前老师的名字感觉有点奇怪，因为她从心底里很敬重他们，而如今，昔日的老师成为了自己的同事。她说：“能够和他们一起工作真的太棒了！因为他们已经认识我了，我也知道他们的教学方法和他们的长项。我可以从中学到很多，也能借着这个机会有所成长。”

Ms Sherry也很欣赏学校在某些方面还保留着原来的样子：她很高兴看到I4C价值观和其他她熟悉的课程，比如课后活动课程（ASP）仍然存在。她说ASP课程让她能够在学校里除了核心科目以外还能学习其他兴趣课程，她也记得当时她把西洋乐器和古筝结合演出时的兴奋。

她告诉我们：“我决定回来SSIS的另一个原因是，我能说普通话和英语，我可以利用我的双语优势帮助非英语母语的学生学习英语，让他们能够与有相似学习经历的老师对话。”原来她在美国马萨诸塞州教书时，她的学生许多是第一代或第二代美国移民，他们来自不同背景，“在SSIS，很多学生来到上海是因为搬家和家人工作调动的关系。根据学生群体在社交情感上的不同，我每年都调整我的教学方法，我和学生们培养的感情是我教育信念的基础。”

大学期间，她还在伯克利的一家钢琴培训机构做兼职，在那里她遇到了来自不同文化背景的人。“我有一些非裔美国人背景的朋友，还有来自古巴的朋友，这意味着我可以向他们学习世界各地的音乐文化。”尽管打工的那段时间很愉快，但是她承认在大学期间还是遇到了不少挑战，比如“在音乐理论和古典训练上我要做一个平衡，我要想办法理解和实践伯克利所教的爵士乐理论。我认为，对我来说最困难的是要忘掉一些东西，再重新学习一些东西。但我知道我总会有进步的空间。”

生活中，Ms Sherry一直在应对不同的挑战。中学时期，作为一名IB学生，在申请大学时她要面临多个选择。让人惊讶的是，在她申请的十几所大学中，只有两所是与音乐相关的。她当时还申请了金融、化学、工程、和很多与音乐不沾边的专业。最后，SSIS升学辅导老师问她：“你现在所做的选择很大程度上会影响你之后的求学之路，你真的要放弃学习音乐的机会吗？”辅导老师的话让她陷入了沉思，加上CAS课程的学习体验鼓舞了她选择进入伯克利学院学习音乐教育专业。

后来参加志愿工作的经历让她决定将发展发向转移到小学教育。“我记得当时我去了老人院和本地学校，志愿给当地的朋友们教英语。那时我就发现我很喜欢帮助别人，也很喜欢与当地社区的人们建立深入的联系。”从

音乐教育转到小学教育，让她增加了和学生们在一起的时间。之前的一周一个半小时，对于Ms Sherry来说实在太少了。

她认为和学生们建立融洽关系并给予支持，是非常重要的。“我的目标是真正去了解学生在学习、社交和情感上的需求，清楚知道在他们这个成长阶段，我在学术和情感上能够给他们提供怎样的帮助。”从她的语气中，我们可以看出她对这个学年充满期待，她希望能够以一名教育者的身份为SSIS做出贡献。

三个学校生存技巧

- 1) 平衡
合理分配时间，在学业与课外活动之间找到平衡点。
- 2) 冥想
从繁重的课业中停下来，每天花几分钟时间冥想。放松身体、深呼吸、放空大脑，这样能够帮助你调节压力，保持身心健康。
- 3) 照顾好自己
试着用你觉得舒服的方式放松身体。你可以听音乐、玩乐器、去野餐、参加家庭聚会、生日庆祝或是购物。我觉得画画和涂色很疗愈。



Mr George spent 15 years working in Microsoft before starting his new venture.

GEORGE YAN

MR GEORGE YAN LEFT A BIG-NAME COMPANY AND USED HIS EXPERIENCE AND NETWORK TO FOUND HIS INNOVATIVE STARTUP CLOBOTICS. HERE, THIS SSIS PARENT REVEALS THE ESSENTIAL TRAITS AN ENTREPRENEUR (AND STUDENT) NEEDS IN ORDER TO SUCCEED.

Writer: Amy Shi, Grade 10 Amber Photographer: Kven Wang

Mr George Yan is the founder and CEO of Clobotics—a global leader in intelligent computer vision solutions for the wind power and retail industry—headquartered in Seattle and Shanghai. He spent 15 years working for Microsoft in the USA and China. He was responsible for executing product and marketing strategies and business operations, which resulted in the double-digit growth in its US\$3 billion business.

Mr George saw a gap in the market and the needs in the wind power industry, so he used his network and skill sets and created his startup to address it. Clobotics is a combination of three words: cloud, robot, analytics, he tells us. “Cloud is the platform where we make everything work, robot is the hardware, and analytics is what we provide for our customers.”

One of their recent successes was replacing the dangerous aspects of wind turbine inspections by humans through the use of autonomous drones instead; the drones were safer and also provided real-time updates.

We wanted to learn more from him and managed to interview him one morning after he dropped his daughter off at Primary School.

Develop good relationships at work (and in school). While working for a big company, I had formed relationships with the investment community, which allowed them to get to know about me and my capabilities. So when I stepped out to create my startup, investors were already approaching me with interest in my product.

To be successful in business (and in life), you need to focus on these things:

Make sure there is a clear and defined strategy Find the product roadmap that you want to develop, and make sure it has been agreed upon with your senior leadership team.

Find and nurture great talents. Top talents are hard to find. I spend a lot of time interviewing and having coffee with people from large companies or startups. Doing so will bring the best talent to your team.

Share your vision, not what you’re paying.

Top talents are not really after short-term money, they are really after a vision. The thing I do the most is to share my vision of how I want to grow the company with those top talents. It is really about opening up our book and telling them that technology-wise, we are the most advanced in the industry.

It's paramount that the company builds trust and integrity. Due to the outbreak, some of our workers are still stuck in the US and other countries as well, which derailed the business. This can take you off the track when you are growing a business, but if you have talents that trust each other during the downtime, you can unite as a whole.

The same with people. Trust, integrity and open communication are crucial traits in a person, more important than their capabilities. I believe that there are a lot of technical skills that one can learn and develop along the way. Still, how you view the world, whether your integrity is reliable, whether you can build trust among your colleagues, that is the first and foremost thing for me to see if we are able to work together.

My approach, also instilled in the company ethos, is to get everyone to look at things from different angles.

Read all the time to improve yourself and others. I read books during my leisure time, I am a book junkie. I read many books about different topics, such as politics, psychology or history, so that I can have a 360-degree view of the world. Besides, I have two daughters, and the younger one is here at SSIS. Both of them are at the age where they are curious about the world, so I would share my knowledge with them.

It's crucial to pick a school that's a good fit. My daughter is super happy here at SSIS. My wife and I were very meticulous when choosing a school for her. We interviewed and looked at all the schools, and finally decided to let my

daughter study in SSIS. I did not want my child to be in an overwhelming environment, with all the school work, etc. Instead, I wanted her to be open-minded and learn from the real world, rather than just mere hardcore test-taking. And it does seem like SSIS has a very full and thorough curriculum, both from the sports activities, the ASP (After School Programme), and the core academic curriculum—I think the mix is excellent.

Pursue your passion. I think happiness is the key, but it's really hard to come by. I would not force my daughters to pursue a career that they are not interested in, because happiness is what would lead them to success.

Learn, step out of your comfort zone, and grow. I'm not a people-centred person, but this is something that I developed and grew into. When I was working for large corporations, I was very product-driven, or business results-driven, and left the people stuff for HR to manage. However, when I decided to run my startup, the venture is all about people. You need to make sure you consider the weaknesses and strengths of each individual in your company, and how to bring them together, which takes effort.

Everything is learnable as long as you are curious and willing, it is never too late to start learning. You don't need to be an expert in one industry to succeed, you can grow and become that expert one day. A great example is Elon Musk, founder of Tesla. I respect him and have interacted with him; he is a unique individual. He did not have any technology or astronomy background when he founded SpaceX (a company that aims to revolutionise space technology, with the ultimate goal of enabling people to live on other planets), but he still managed to make SpaceX successful. His skill sets and learning capabilities are impressive—these are essential characteristics for entrepreneurs and students as well.

严治庆

严治庆先生离开微软公司后，利用多年积攒的经验与人脉，创立了自己的企业——扩博智能技术有限公司。这位SSIS家长将介绍成为一名成功的企业家（和优秀的学生）需具备哪些素质。

翻译： Gabby Ho

严先生是扩博智能的创始人兼首席执行官。扩博智能聚焦计算机视觉和机器学习技术，在服务风电及零售行业方面全球领先。严先生在微软公司工作15年，负责产品推广、市场营销及运营，带领团队将30亿美元的业务实现两位数的销售业绩增长。

后来，严先生看到了风电行业有市场和需求，因此他利用自己的人脉和能力创立了扩博智能。他说扩博智能是云技术、机器人和数据分析的组合。他说：“‘云’是我们实现一切的平台，机器人是硬件，而数据分析是我们为客户提供的服务。”我们想从严先生身上学习更多东西，因此做了一场访谈。

在职场（和学校）里建立良好的人际关系。当我在大公司上班时，我在投资界建立了一定的人脉，也让他们了解我和我的实力。所以，当我走出自己创业时，投资人已经开始联系我，并对我的产品很感兴趣。

要想在事业（和生活）中取得成功，你需要专注这几件事：

确保有一个清晰明确的战略。找到你想要开发的产品路线图，并与你的高级领导团队达成一致。

发现和培养优秀人才。顶尖人才难觅。我花了很多时间面试有大企业或初创公司工作背景的人，就是为了给团队找到最出色的人才。

分享你的愿景而不是你的出价。顶尖人才并不会追求短期的金钱收益，他们真正追求的是一种愿景。我做得最多的事情是与顶尖人才分享我对公司的发展愿景，告诉他们从技术角度来看，我们的公司是业内最先进的。

建立信任和诚信对公司发展至关重要。由于疫情的关系，我们有部分员工滞留在美国和其他国家，打破了公司的发展计划。虽然疫情给公司发展带来挑战，但如果你的员工在低谷时能够信任彼此，那么你们一定能团结起来。

信任、正直和开放交流对于个人而言也是很重要的品质，甚至比个人能力还重要。我相信一个人在发展路上可以学

到很多技术本领，但一个人如何看待世界，是否正直可靠，能否与同事建立信任关系，这是我考量我们能否合作的最首要也是最关键的因素。

学习，走出舒适区，然后有所成长。以前在大公司供职时，我非常关注企业绩效，至于人事关系就交给人力资源进行管理了。但现在，当我决定去经营自己的公司时，我意识到企业的成败关键在于人。我需要考量公司里每个员工的强项和短板，以及如何把所有的人团结起来一起实现目标。这需要精力和努力。

常读书，提高自己和他人。我是个书迷，闲暇时我会看很多类型的书，比如政治、心理、历史，这样我就能对这个世界有更全面的了解。此外，我有两个女儿，小女儿在SSIS读书，他们两个都到了对世界充满好奇心的年纪，因此我会和她们分享我的知识。

只要你葆有好奇心和学习的意愿，万物皆可学。只要肯学，什么时候都不晚。你不需要成为行业里的专家也能获得成功。你可以持续学习成长，有朝一日成为专家。特斯拉的创始人Elon Musk就是个很好的例子。他是一个很独特的存在，我很尊敬他。当他成立SpaceX公司时，他并没有任何天文学背景或技术，但他还是让SpaceX获得成功。他有着惊人的学习能力和综合能力，这些是企业家和学生都值得学习的。

选择一所合适的学校非常重要。我女儿在SSIS上学非常开心。我和妻子在给她择校时都花了不少心思。我们考察了这边所有学校，最终决定让我女儿在SSIS学习。我希望她可以开放思想，结合现实生活学习，而不仅仅为了考试而学习。在我看来，SSIS的课程设置非常全面和完善，除了核心的学术课程外，还有体育活动和丰富的课后活动课程，我认为这样的组合非常好。

追求你的热情所在。我认为开心幸福是最重要的，但这不容易实现。我不会勉强女儿从事她们不感兴趣的事业，因为只有她们感到快乐才能获得成功。

TEACHERS' Q&A

WE GAVE FOUR TEACHERS A RANDOM EXAM... HOW WOULD YOU SCORE THEM?

Writer: Gabby Ho

	What is the most innovative thing you've encountered?	What's a good way to spend a weekend in Shanghai?	What's a book that you have read more than once—why?
<p>MAGGIE LU</p> 	Through working with builders, architects, builders, interior designers, surveyors, engineers to build our family house in New Zealand, I learnt how to work with different industry professionals using effective communication and time management skills.	Taking a walk on Hengshan Road with friends and sitting in a café enjoying good food. Hengshan Road is a quiet and elegant passage between Xujiahui and Huaihai Road and is lined with leafy trees and beautiful European-style architecture.	'Start With Why' by Simon Sinek shows that the leaders who have had the greatest influence in the world all think, act, and communicate the same way. Sinek calls this powerful idea The Golden Circle, and it provides a framework upon which organisations can be built, movements can be led, and people can be inspired.
<p>EUBIN MPETA</p> 	This year, the most innovative thing I encountered is Zoom. I have been using Zoom to advise my students on extended essays and also to teach those who are still in quarantine.	My Shanghai is Huacao: I hardly go anywhere because I always compare the cost of spending a weekend in Bangkok to Shanghai so we stay home most of the time watching Netflix.	'Things Fall Apart' by Nigerian writer Chinua Achebe. It is a book about colonial Nigeria and how education was only offered to members of the royal families in Africa in general. That is how my father became a Certified Public Accountant (CPA).
<p>GENI TANG</p> 	A Bluetooth laser-projection virtual keyboard. It really wowed me because it was so out of this world and like nothing I'd seen.	There's nothing better than spending time with a few good friends, chatting and enjoying scrumptious food together.	'Then She Was Gone' by Lisa Jewell is an awesome, twisty and unpredictable story about the disappearance of a teenage daughter. It's extremely well written and definitely a book worth reading at least twice.
<p>MARK SCOTT</p> 	The most innovative thing I've encountered is a toilet with a tap at the top so you wash your hands with the water and it then refills the cistern.	Russian Roulette Karaoke in Shanghai is a lot of fun. No guns, you just choose the song for another person; the higher, harder, cheesier and most unsuitable for them, the better.	A book I've read more than once is 'Animal Farm' by George Orwell because it is always relevant.

What's the secret to getting all homework handed in punctually?	What new skill do you want to learn this year—why?	What makes a good day at school?
My carrot and stick approach motivates students by creating actionable goals and desirable rewards for students who are able to alter their behaviour and performance. It is a simple and effective form of feedback and motivational tool for students.	I am planning to redesign Math lessons this year which can better prepare G6 students transiting from model drawing skills to algebraic problem-solving skills into Senior School. I want to work with Primary School Math teachers to better understanding the strategies they have taught the students.	My students are thrilled, and they enjoy the lessons I have prepared for them. Learning in my classroom has been meaningful, and we are probably working on an exciting Math project. I have received support from my colleagues and have had a lovely coffee in the morning.
The most important thing is giving them feedback on time. The task has to be meaningful and should not just be given because students should have homework; the students must find educational value in doing homework assignments.	It's not necessarily a new skill but rather polishing up and advancing my career as an IBPD Economics examiner. Through training, and being an examiner, will allow me to teach my students to excel on external examinations and of course in college.	A good day in school happens when the students start expressing themselves, using economic terminologies and concepts without realising it. It makes me feel great, and I share these moments with my colleagues and family when it happens.
I will explain the assignments clearly. Thereafter, I will ask the students about their progress and at the same time, email their parents to keep them in the loop. This will ensure that the students hand in their work on time.	I would like to learn how to speak Japanese so that I can communicate with the locals when I am there the next time round.	To be able to spend time with the children and engage them in meaningful activities that they can learn from and use for life.
The secret to getting all homework handed in punctually is having a prominent place in class—where it is placed in the morning—and where students see it as they walk in, especially if the teacher is looking through it.	To be honest, I have so many old 'skills' that I still haven't learned properly that I cannot begin a new one.	A good day at school for me is when students 'get it', when something finally makes sense and they are able to use the skill or information independently. Also, if I discover a student has a talent.

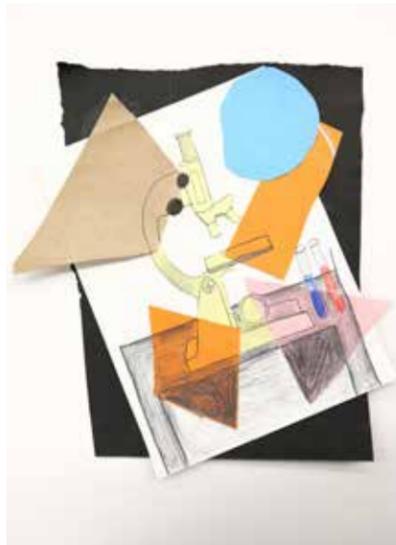
EXPRESS YOURSELF

THE 'WHERE SCIENCE MEETS ART' COMPETITION—TO CELEBRATE THE OPENING OF OUR NEW BUILDINGS—ALLOWED OUR GRADE 7 ARTISTS TO SHOW THEIR COMPOSITION AND DRAWING SKILLS.

SHEN Ziyue, G7 Sapphire



XUAN Zhonghe, G7 Sapphire



SUN Lesley, G7 Amber



TAKAHASHI Togo, G7 Pearl



KANG Jueun, G7 Ruby



TONG Rena, G7 Ruby



SUWAKUMAR Naina, G7 Amber



FU Sophie, G7 Sapphire



The students brainstormed and researched science-related objects that they wanted to draw, then they created a collage with different types of papers and focused on creating balance. Using the collage as a base, students illustrated an object which most represented elements of science studies to them. The illustrations were created employing a variety of media. "The G7 students are a very talented group of artists," says Visual Arts Teacher Ms Ivy Wong. "The art pieces they created demonstrate talent worth nurturing."

THE PRIMARY STUDENT ARTISTS WERE ABLE TO USE VARIOUS
MEDIUMS TO CREATE THEIR ART THIS SEMESTER.

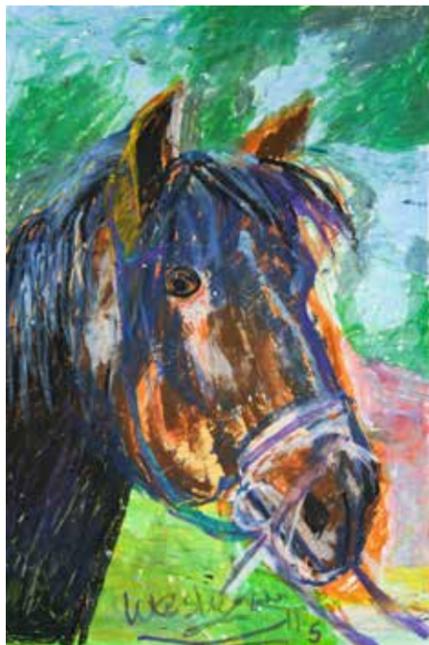
ZHOU Yan-Zhong, G5 Amber



WANG Jenny Chen, G3 Ruby



HE Qiyang Wesley, G4 Diamond



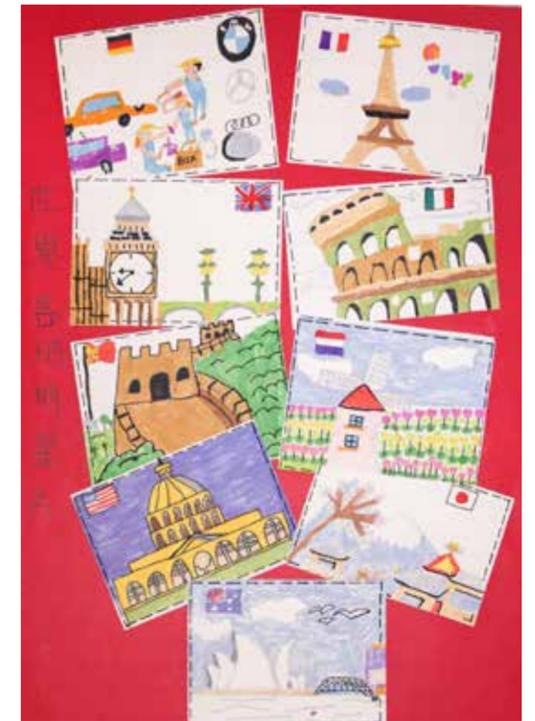
ZHOU Andy, G5 Pearl



KUO Pin-Yi, G3 Ruby



SUN Isabella Yee-Nor, G1 Diamond



THE PRESCHOOL KIDS MADE ART AND CRAFT TO BRING EARLY FESTIVE CHEER.

Christmas came early for K2 students!



Umbrella arts and crafts by K2 students.



Our Grade 12 students planned all the DP Camp activities to share their knowledge with the Grade 11s, who have just embarked on their IB journey. The weekend allowed the Grade 12 cohort to demonstrate their leadership skills and qualities through mentorship and motivation.



TERM ONE

IT HAS BEEN AN ACTIVITY-FILLED TERM.

Our first full term was filled with learning trips, BookWeek and much more. Every day was an opportunity to learn, collaborate and grow.



Our SSIS student-led Build Your Own School (BYOS) team took part in the world's biggest show-and-tell tech fair—Shanghai Maker Faire 2020. The five-student team brought the Virtual Tour that they have been developing since December 2019 to show what they have accomplished.



In October, our young ones went to Chen Shan Botanical Garden and Smile Farm (Wei Xiao Nong Chang). During the autumn excursions, they had the opportunity to learn and see things in a less structured environment with more hands-on learning.



Our Primary School students went to their autumn excursions all over Shanghai and were treated to a combination of cultural immersion and creative challenges at different sites: Shanghai Ocean Aquarium (Grade 1), Chen Shan Botanical Garden (Grade 2), The Shanghai Zoo (Grade 3), Minhang Sports Park (Grade 4), Shanghai Natural History Museum (Grade 5) and Shanghai Film Park (Grade 6).





Grade 7 and Grade 8 students attended Orientation Camp at Sun Island Resorts, Shanghai, hosted by Camp Greenwood. The camp helped them in integrating into Senior School life, built rapport with their teachers and other students, and gained out-of-the-classroom experiences.



Book Week is a significant opportunity to encourage literacy, and the teachers created many initiatives—reading, games, writing, 3D projects, dressing up—to cultivate in our students a love of books and reading.



Useful App

Bookclubz is an app (iOS and Android) that helps book clubs get organised, so they stay together. Use it to coordinate membership, create book and calendar polls, schedule meetings, track RSVPs, communicate via a club message board, rate books and share reviews.

Hear Hear

Audible is offering free audiobooks for children to listen to. The offerings are all available to stream with no login and no payment information exchanging hands. Titles include 'Timeless Tales of Beatrix Potter' as well as classics like 'Jane Eyre' and 'The Call of The Wild'. Parents can pick something to entertain their children while on road trips.

<https://stories.audible.com/discovery>

Never Miss the Bus Again

Put your phone into an empty glass for the night before sleeping. The reverb will cause the alarm to be a few times louder than without it!

Clear as Crystal

Make reading web articles easier with **Readermode**, a Chrome extension which allows you to customise how you see an article on the web (clutter-free). As you read, you can highlight portions of the text you'd like to remember, while the built-in translator can help you with any foreign language sections. Yes, it also removes all those annoying ads!

<https://readermode.io/>



A Logical Extension



Tomato Clock is a simple browser extension that helps with online time management. Just click and it sets a 25-minute timer for work, then reminds you to stop and rest your eyes, look away from the screen. You can click for a Short Break (five minutes) or Long Break (15 minutes). That's it. Now take your break.

FLOW is published each SSIS school term for the education community, our media partners, parents and students.

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The innovative artworks on the cover are by Grade 8 students as part of their 3D Assemblage project. They were inspired by French artist Jean Dubuffet's performance piece 'Coucou Bazaar' and Art Brut style.

FLOW is an SSIS magazine that features stories about SSIS and the community, and it is a platform for the students to express their writing, artworks and opinions. The magazine is edited by David Fuhrmann Lim, also the school's Communications Manager. He's a veteran journalist and a seasoned magazine editor of several international publications. FLOW is his first magazine project in China.

For any editorial matters, or if you wish to provide commentary or contribute articles, please contact our editor at marketing@ssis.asia.

SHANGHAI SINGAPORE INTERNATIONAL SCHOOL

Guiding Statements

Our Philosophy

SSIS believes in the holistic development of a resourceful, confident and independent learner within a caring and nurturing environment to become a global citizen.

学校理念

学校坚信在一个充满关爱和精心培育的环境中，能把学生培养成聪慧、自信、独立和全面发展的学习者。

Our Vision

The realisation of a lifelong learner with strength of character and love of humanity.

学校目标

我们的目标是培养具有坚强意志和对人类充满关爱的终身学习者。

Our Mission

We are committed to develop in our students a passion for life and a love for learning through a holistic and well-balanced education.

学校使命

我们致力于通过全面而均衡的教育，培养学生对生活的热情和对学习的孜孜追求。

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#StriveForExcellence

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