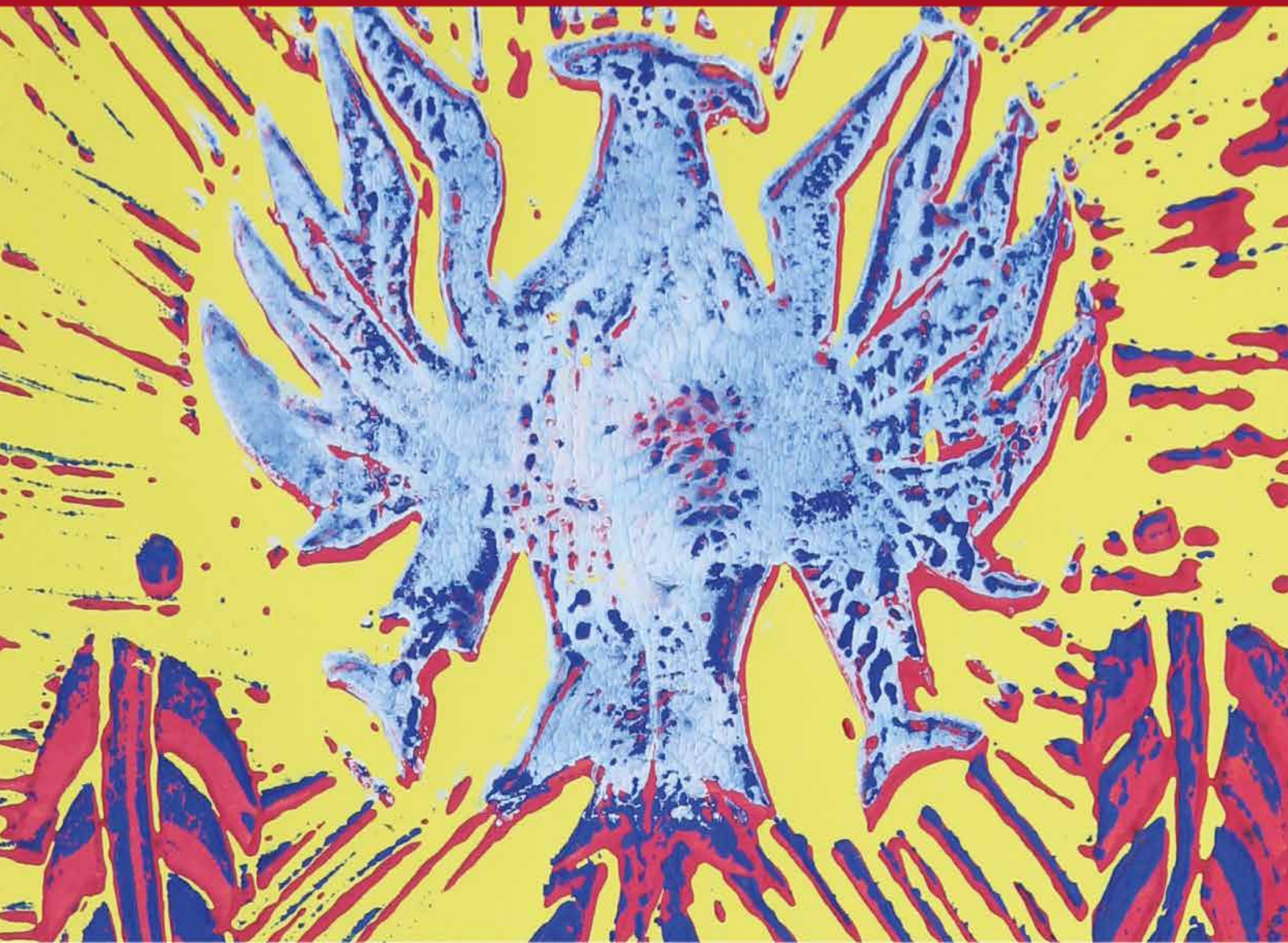


A SHANGHAI SINGAPORE INTERNATIONAL SCHOOL MAGAZINE

FLOW

SPRING 2021



LEADERSHIP

The Students Who Will
Inspire the Next Gen

Meet Our New Preschool
and Primary Principal

Cool Leaders From
Around the World



#StriveForExcellence

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NEW LEADERSHIP



Meet our new Preschool and Primary School Principal.

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EXPRESS YOURSELF



STEAM Week promoted recycling.

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EVENTS



Chinese New Year performance.

VOICES

Now, more than ever, outstanding leadership is what we need.

The world is in constant flux; no one can foresee how or when the next economic upheaval or pandemic will affect us, but when it does, we need and trust great leadership to guide us.

In business, education or politics, good leaders are role models for the people they lead: motivating them, supporting them and facilitating communications among them. Good leadership translates to long-term success with high morale and a high rate of employee retention. The importance of leadership in society should not be underestimated. People need laws and rules to govern their actions. Organisations of any size take on the personalities of their leaders. Good leadership helps shape a positive attitude, promotes harmony and facilitates maximum productivity.

No one ever argues against the need for good leadership. In fact, one can argue that the word 'leadership' is implicitly good, otherwise it's just bad management. As you'll see in the features inside (all written by our students), they make the case for all kinds of leadership skills: inspiring others through ingenious projects; motivating friends through hard work; and captivating the community through events or simple actions.

We hope you'll enjoy the stories!

David Fuhrmann Lim
Editor

COMMON KNOWLEDGE

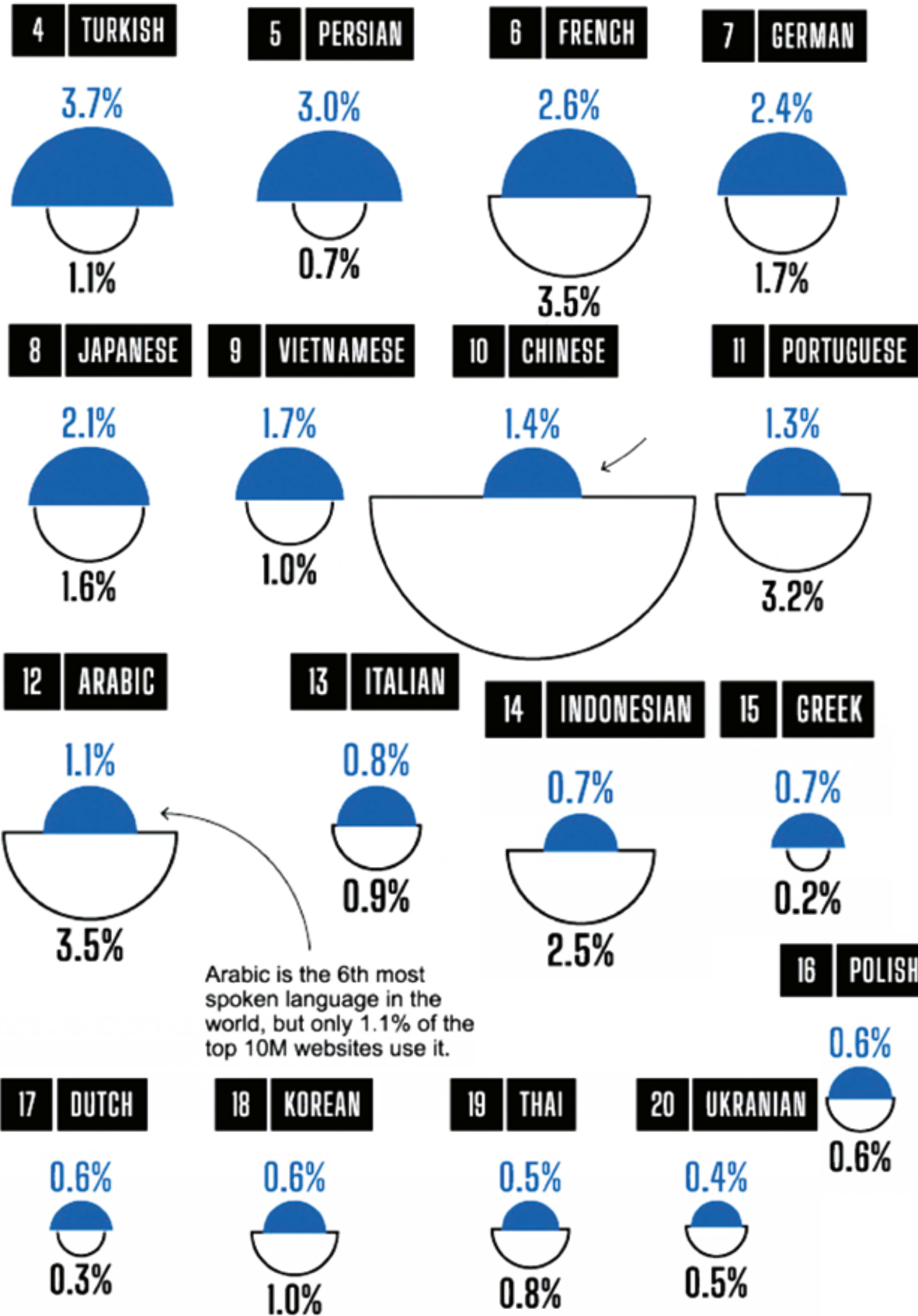
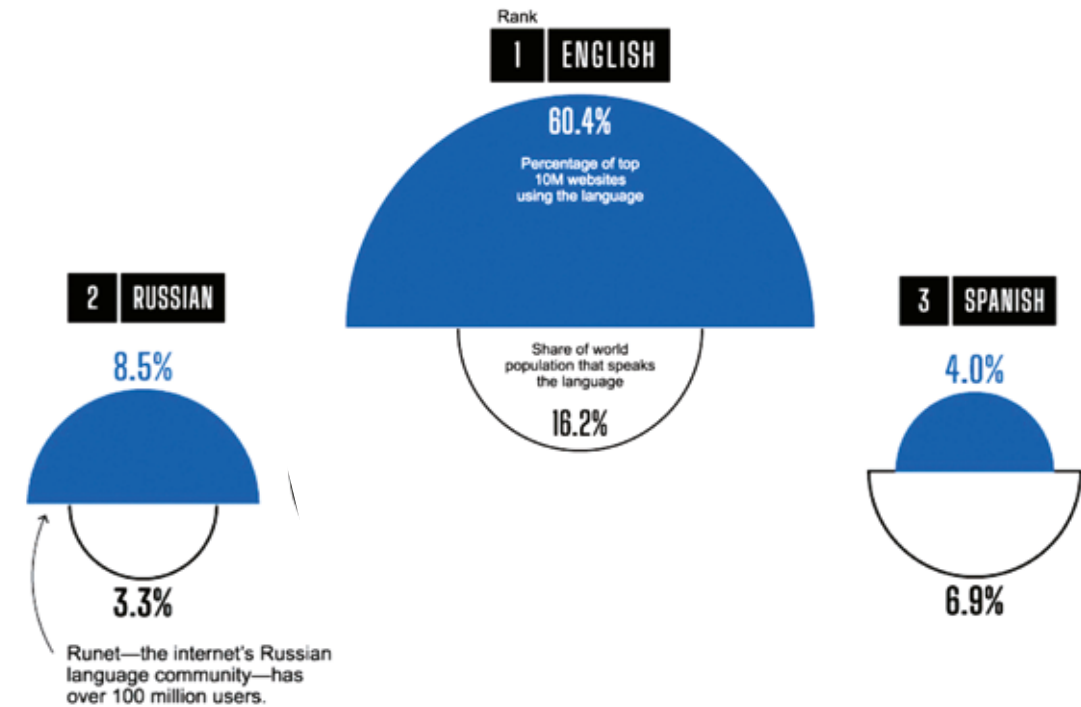
YOU’LL BE SURPRISED WHAT THE MOST USED LANGUAGES ON THE INTERNET ARE.

Online content on the world wide web is consumed in thousands of different languages. Some are more common than others, but it’s interesting to see that the online use of a language doesn’t always reflect how many people speak it. For example, Hindi is the third most spoken language worldwide, but it isn’t one of the top languages used on the internet.

Here’s a look at the top 20 most used languages on the internet, compared to their real-world use among the global population:

- English is the most commonly used language online, used by 60.4%, or about six million of the top 10 million websites. Not surprisingly, it’s also the most spoken language worldwide, with over 1.13 billion speakers.
- Chinese is spoken by 14.3% of the global population—more than 1.1 billion people—but it’s only used by 1.4% of the top 10 million websites.
- Interestingly, Russian takes the second spot in the ranking due to the significant online presence of Runet, the internet’s Russian language community. Furthermore, it’s also the official language of multiple countries that were formerly part of the Soviet Union.

Source: W3Techs, Ethnologue, and the United Nations via Hootsuite
Details: Based on the top 10 million websites by traffic rankings from Alexa.com.





BONDING PERIODS

WE SPED THROUGH TERM TWO WITH MYRIAD EVENTS AND LEARNING OPPORTUNITIES.

1/2. Senior school students visited art galleries around Shanghai and also enjoyed a printmaking workshop.

3/4/5. Students learnt about Chinese cuisine, opera costumes and poetry during our immersive Chinese Culture Week.

6/7. Everyone got in on the holiday spirit and celebrated the Spring Festival with performances.



1/2. More than 130 K-12 students performed at MetroTown Mall to spread Christmas cheer.

3. SSIS took part in an international school expo in Jing'an.

4/5. Mini Conferences allowed our teachers to impart professional knowledge.



1/2/3. The student-led project One Act Festival allowed actors and writers to shine.
 4/5. We welcomed K2 and Grade 6 parents into our campus for transition sessions.
 6/7. Parents could learn more through our Parent Education Programmes.
 8/9. During the Parent Teacher Conference, parents met with teachers and toured the campus.
 10/11/12. The online PUXIMUN II event involved 230 delegates from international schools in Shanghai.
 13/14. Our first Speaker Series guest Frances Deram spoke about being a social entrepreneur.

ME

Writer: Mah Jia Min, Grade 9

(*Quote by Mohammed Ali)

A discussion about leadership invariably prompts these questions: what is leadership? Who makes the best leaders? How many types of leadership styles are there? While scholars and corporate titans debate all its various definitions and categories, what's relevant to note is that the world (institutions, schools, book clubs, sports teams etc.) needs more exemplary leaders. No one ever makes the point to have fewer leaders or less leadership.

As a student, I've encountered leadership in many forms. Here's what I know leadership isn't: Being a leader does not mean being on top of a hierarchy of sorts or having a title or a position—it is not about authority or power.

A leader is someone who can compel lasting changes.

A leader has the capacity and ability to socially influence and maximise effort and hard work towards a goal.

A leader can communicate an inspiring vision, motivate those around them, and prompt them into action.

Here at SSIS, leadership is emphasised and encouraged at all levels. Through After School Programme (ASP), CAS groups or Student

Councils, there are active displays of students in leadership roles happening on the campus. For instance, science-loving students took the initiative to start Curie Club to fuel their passions and encourage other students to learn about the subject. Build Your Own School (BYOS) is a student-led project that won acclaim for its use of VR and 3D-mapping technologies. The Sabres Crew and Student Councils are the representatives of our student body. Besides these roles, students also take charge as leaders during small group projects.

The school reinforces the requirements and roles of leadership within the body (and faculty) because leadership is a defining attribute in our modern society. It's instructive to incorporate it into all aspects of student life and shape them into future leaders. Besides teaching students to become successful global citizens, the school also fosters a positive environment to improve all learning experiences. Student leadership creates a culture of ownership, collaboration, and achievement. It's often said that the future lies in the hands of our youths (I agree!) and that through the leadership skills passed on, student leaders grow up and hopefully create a bright, brilliant future for us.

Photo: Leadership by John Hain Pixabay

WE*

We can establish that such a school environment that encourages leadership can shape their students into charismatic, capable, and critical leaders. So that leads us to a pertinent question: are leaders born or made? Although it may be true that charisma and personality traits can be attributed to genetics, it does not mean that the environment surrounding one will not further shape them into brighter adults. Going through challenging experiences, building resilience to obstacles, and learning to overcome problems can have a transformative effect on a person's psyche and leadership abilities.

The decisions you make, adversities you face, and people you persuade allow you to recognise and seek the necessary experiences that come your way. Besides life experiences, the people you meet also shape your leadership skills: who you look up to; who influenced you most; and who you mentored as well can contribute to your leadership development and growth.

No one learns about leadership in isolation; there are communities of leaders that share the same ambitions and goals as you. Joining a group of people with the same dreams compel you to grow



and learn along with them; they are people you can lean on for support—it takes a village to raise a startup company. Being part of a community brings with it a spirit of being part of something even more remarkable than ourselves.

In the following pages, you will read about the various ways SSIS encourages leadership, learn more about the community that fosters it, and meet the leaders who bring positive learning energy to our environment.

POSITIVE CHANGES

OUR NEW PRESCHOOL AND PRIMARY PRINCIPAL, MS RAMIDA DIN, BRINGS DECADES OF EXPERIENCE AND A REFRESHING STYLE OF LEADERSHIP.

Writer: Mah Jia Min Grade 9 Sapphire

Photographer: Kven Wang

“I believe that school is about learning. Not only learning academically but learning to be concerned, contributing citizens. I like to see a balance in both,” says Ms Ramida Din, the new SSIS Preschool and Primary School Principal.

Ms Din is an experienced educator with over 25 years of leadership experience. Way before she became an educator, she was a student first. Ms Din received her teaching degree in Canada, which provided her many opportunities and choices. She says her teachers were extremely supportive, and her fellow students were easy going: there was little competition, but lots of positive feedback. During her high school years, she made many lifelong friends, played sports, and participated in varied activities.

Growing up, being a teacher was not exactly something she had a strong desire for. Ms Din was a science student in high school interested in dentistry and chemistry. At university, what piqued her interest was children’s psychology. “I didn’t know I would be interested in it,” she says

but found herself intrigued by how children learn. She changed to a Bachelor of Arts programme to continue her sociology studies; she had the requisite skills that allowed her to adapt quickly.

THE EDUCATION LOOP

Upon graduation, Ms Din took a part-time job at a tutoring centre. She connected well with the students—who were close to her age—and the experience made her consider teaching as a career. She then taught for two years in Hong Kong SAR before returning to Canada to receive her teaching degree. She paid her dues with a placement in her teaching practicum: a few days of the week, she got to observe how teachers taught and got hands-on experience. She earned a scholarship and was placed in a gifted class with only nine students. “Being a teacher is very rewarding,” she says, as the stint opened her eyes to how gifted students learnt.

After a teaching stint in Toronto, she relocated to Hong Kong SAR and stayed for more than 20 years. While there, she worked as a teacher,





curriculum coordinator, and summer school principal. In 2004, she had an offer to become a principal. “When you are the principal, you don’t get time to teach; I miss teaching in the classroom,” she says. She made sure to take time out each day to walk around the school and greet the community. Her style of leadership, as is apparent, is very people-centred.

SERVE THE PEOPLE

After serving as a school principal for eight years, Ms Din joined The Hong Kong Academy for Gifted Education, an organisation that serves gifted students in Hong Kong. There, she told her students that the academy provided the resources to enhance their talents and that she was there to help them reach their full potential.

When discussing altruism, she loved to tell her students the story of Nobel Prize-winning Physicist Charles Kao (he invented fibre optics). Mr Kao was born in China, grew up in Hong Kong SAR, and educated in the States. He was an archetypical example of a successful global citizen who

returned to his roots as a way to pay back and contribute. He was a chancellor of a university and contributed immensely to Hong Kong SAR’s education pillars. During award ceremonies, Ms Din used Mr Kao’s leadership example to inspire her students of their privilege and to remind them to return to Hong Kong SAR after they go overseas so they can contribute to their homeland.

CREATING WELL-ROUNDED CITIZENS

Besides hoping her students will grow up to be caring global citizens, Ms Din believes in a holistic learning environment that caters to children emotionally, physically, socially, and psychologically: “A teacher is just as important as a lawyer or a doctor; you are teaching the leaders of the future.” She wants students to develop their value systems and become well rounded (whole-person development) in every aspect of development, not just academically.

Her take is that children learn more and better from interactive activities, not just paper and



pencil tasks—especially for preschoolers. Ms Din believes in balancing learning through play and developing foundation skills; children should learn to learn and develop critical thinking skills and creativity. She wants an environment that provides only the best resources to foster children’s growth in the hopes that when they become young adults, they will contribute to society. Ms Din believes that a supportive school environment—giving students the right challenge—will allow them to reach their full potential.

A NEW PERSPECTIVE

“I am very privileged to come to SSIS; this is a place where students have a global perspective,” she adds. “Here I feel I can contribute purposefully.”

She has set a goal to ensure a smooth transition for students from K2 to Grade 1 and Grade 6 to Senior School. Her leadership style is to see a project to its fruition, so she caters to children’s needs and looks forward to the day they graduate. She envisions the future so she can work backwards to plan the

best ways for students to reach their milestones. She wants to ensure SSIS continues to be a tight-knit community where teachers and parents work to bring the best for our future leaders.

We admire her values and see her as a role model and a compassionate leader. With her passion, experiences and leadership, Ms Din is poised to bring effective learning and growth to SSIS.



我们

翻译: Gabby Ho

关于领导力的讨论总会提到以下几个问题: 什么是领导力? 谁是最好的领导者? 领导力的类型有哪些? 尽管学者和企业巨头们对领导力的定义和类别争论不休, 但值得注意的是, 无论是事业机构和学校还是读书俱乐部和体育队, 我们都需要更多模范带头的领导者, 而不会建议削弱领导层或减少领导力。

作为学生, 我也遇到过很多类型的领导者。我理解中的领导力并不意味着位高权重。一名领导者应该具有持续变革的意识和能力, 他的变革能为社会带来积极影响, 能够向与之共事的人们传达鼓舞人心的愿景, 激励大家行动起来, 朝着共同目标努力和奋斗。



在SSIS, 我们可以通过课后活动课程 (ASP)、CAS项目或学生会等平台学习和展示领导力。比如, 热爱科学的高年级学生自主创办了居里俱乐部, 通过有趣的科学实验鼓励和帮助低年级学生学习科学; 热爱科技探究的学生组织了BYOS团队, 利用虚拟现实 (VR) 和3D建模等技术创建了虚拟校园导览, 获得了社区的广泛好评。此外, Sabres运动队和学生会是学生群体的代表, 学生可以参加这些社团, 也可以在小组学习项目中实践领导力。

领导力是现代社会很看重的一项素质。学校将领导力学习融入到学生生活的方方面面, 自是对培养学生成为未来领导者大有裨益。除了培养学生成为优秀的全球公民, SSIS还为学生创设积极的教学环境, 提升学生的学习体验。学生领导力文化实际是培养学生的主人翁意识、团队合作与共同成就。人们常说未来掌握在我们年轻人手中, 我同意这个说法, 期待我们的学生领导者能够创造一个光明灿烂的未来。

有一点可以确定的是, 这样一个鼓励学习领导力的校园环境, 可以培养学生成为有感召力、有能力的领导人才。这引申出了一个问题: 领导者是天生的还是后天栽培的? 虽然个人魅力与人格特征确实可以归因于基因, 但这并不意味着一个人所处的成长环境不会将他塑造得更优秀、更聪明的人。体验各种挑战, 灵活应对障碍, 学习解决问题, 这些经历都会对塑造一个人的心理素质和领导能力有着变革性的影响。

你所做的决定, 你所面对的逆境以及你所影响的人, 都是你成长过程中的必要经历。除了生活经历, 你所遇到的人也会塑造你的领导力: 你尊敬的人、对你影响至深的人以及你指导过的人, 都在为你的领导力发展添砖加瓦。

没有人可以在孤立的状态下学习领导力。在社区中, 我们有很多与你有着相似志向与目标的领导者。加入一群与你有着相同梦想的人, 会让你更有动力向着目标学习和成长, 因为他们是你可以依靠并获得支持的人。成为社区的一分子, 会让你感受到集体的荣誉感和自豪感。

在后面的文章中, 您将了解到SSIS培养学生领导力的方式和平台, 对我们的社区有更深入的认识, 看看我们的领导者如何为SSIS的校园学习注入正能量。

积极变革

新任幼儿部及小学部校长 Ms Ramida Din有数十年丰富的教育经历, 她将以全新的领导风格带领SSIS发展。

翻译: Gabby Ho

“我认为学校是学生学习的场所。他们要学习的不仅仅是学术层面的知识, 更要学习如何关爱他人, 成为一名对社会有贡献的公民。我希望看到他们在这两种学习之间取得平衡, ” SSIS新任幼儿部及小学部校长Ms Ramida Din说道。

Ms Din是一位经验丰富的教育家, 拥有超过25年的领导经验。在成为一名教育家之前, 她也是一名学生。Ms Din在加拿大获得了教育学学位, 她因此获得了更多工作机会与人生选择。她说: “当年她的老师都非常支持她, 同学也十分随和。我们的竞争很少, 但有很多积极的反馈。” 在高中时期, 她结交了许多终生益友, 她积极参与体育运动及各类校园活动。

小时候, 教师并不是Ms Din最感兴趣的职业。高中时期,

作为理科生的她对牙科和化学方面深感兴趣。到上大学, 最让她感兴趣的却是 儿童心理学。Ms Din说道: “最开始, 我并不知道自己会被这个领域所吸引, ” 后来她发现自己对孩子的学习方式感兴趣, 因此转读文学士课程, 继续学习社会学研究。Ms Din的聪明才智与学习技能让她能够迅速适应新的课程研究。

教育循环

毕业后, Ms Din在一家教育培训中心做兼职。她和那些与她年龄相仿的学生们关系都很好, 这样的工作经验让她决定投身教育行业。她先在中国香港特区教了两年书, 再回到加拿大读教育学位。她用实习老师的工资来支付学费: 实习期间, 每周有几天, 她可以观摩学习其他老师是如何教学的, 并收获实践经验。此外, 她还获得了奖学金, 并被安排在一个只有9名学生的资优班授课。Ms Din认为: “教





师是一份非常有意义的工作。”正是在资优班工作的经历让她目睹了资优生是如何学习的。

在多伦多任教一段时间后，她搬到了香港并在那里生活了20多年。在香港工作时，她担任过学科老师、课程协调员，以及夏校校长。2004年，她获得了担任校长的工作。“当你是校长时，教书的时间就没有了；我非常怀念在教室里教书的那段日子。” Ms Din每天都会抽出时间在校园里走动，跟社区成员们打招呼，这充分体现了她以人为本的领导风格。

为人民服务

从事校长工作八年后，Ms Din加入了香港资优教育学院，这是一家服务香港资优学生的机构。在那里，她告诉她的学生，学院将提供资源来提升他们的才华，她的工作就是帮助他们充分发挥个人潜能。

在谈论利他主义时，她喜欢给学生讲诺贝尔奖得主物理学家高锟(发明光纤)的故事。高锟出生于中国大陆，成长于香港特区，并在美国接受教育。他是一个典型的、成功的全球公民，学成后回国报效家乡。他成为了一名大学校长，为香港教育做出了巨大贡献。在颁奖典礼上，Ms Din以高先生的领导榜样提醒她的学生，嘱咐他们出国留学后记得重回香港，为故乡做贡献。

培养全面发展的公民

除了希望她的学生长大后能够成为关爱他人的全球公民外，Ms Din坚信一个全面的学习环境能够在情感、社交以及身心方面满足孩子们的发展需求：“教师和律师、医生一样重要，因为我们教的是未来的领导者。”她希望学生们能构建自己的价值体系，不仅仅要精进学业，更要在各方面得到全面发展。

Ms Din认为，孩子们在教学互动中可以学得更好，学到更多知识。尤其是学龄前的孩子，不应该只关注书面上的学习任务。Ms Din坚信平衡游戏教学和基础技能培养是相当重要的；孩子们应该学会如何学习，发展批判性思维和创造力。她渴望为孩子们成长提供最好的教学资源和环境，希望等他们长大成人时能够为社会做贡献。她相信，一个

给予学生适量挑战的、支持型的学校环境，能够助力孩子充分发挥自己的潜能。

全新的视野

“我很荣幸能够加入SSIS，这里的学生拥有全球视野。”她觉得这是一所她可以带着目标为之贡献自己所长的学校。

她为幼升小及小升初的顺利过渡制定了发展目标。她的领导风格是将教学项目落到实处，不遗余力满足孩子们的发展需求，期待见证他们从学校毕业的那一天。她站在未来的前沿为学生们制定教学计划，力求找到最佳方式助力学生们实现个人发展的里程碑。她希望确保SSIS持续以紧密联系的社区发展，老师和家长携手合作为我们的未来领导者们带来最好的前景。

我们钦佩Ms Din的价值观，她是一位富有同理心的领导者，是我们学习的榜样。凭借她对教育的热忱、经验和领导能力，她定能为SSIS带来更高质量的学习和成长。

ONE STEP BEYOND

AT THE HEART OF THE DIPLOMA PROGRAMME HERE IS CAS (CREATIVITY, ACTIVITY, SERVICE), WHICH PROVIDES STUDENTS WITH INVALUABLE EXPERIENTIAL LEARNING OPPORTUNITIES.

Writer: Megan Hsu Chen Wei Grade 11 Ruby

Photographer: Kven Wang

CAS provides students with invaluable experiential learning opportunities and develops positive personal and interpersonal development. It is an opportunity for students to collaborate and initiate meaningful projects within the school or with the local community—a way for students to follow their passions and have a balanced, holistic school life. Through CAS, students create a portfolio of authentic extracurricular experiences that they can be proud of. “I have always been proud of the great dedication, initiative, creativity, and leadership our students have demonstrated through CAS,” says Mr James Cattran, CAS Coordinator.

Here at SSIS, there is a tradition of students completing a wide range of CAS experiences and worthwhile CAS projects that reflect issues of global significance explored through local perspectives. Here we highlight four projects that are either new or a legacy project that they are continuing from previous cohorts.

GREEN HOALOHA

This green initiative raises awareness about environmental sustainability and engages students to become more responsible and caring global citizens.

Eric Chin and Yu Xuan Ong (both Grade 12) have assumed the leadership roles for this project. “We made a list of sustainable goals that we want to achieve by the end of this school year, so we had something to work towards,” they tell us. Besides organising meetings, the two leaders also ensure that all members contribute and assume equal responsibility. The team is looking forward to delivering more presentations about pressing environmental issues and organising green events during assembly. “Our members make posters on energy conservation (light-saving) and food wastage to place around our new Senior block,” says Yu Xuan. To take the project to the next level, the Green Hoaloha team is planning to hold a fundraiser for Shanghai Roots & Shoots’ Million Trees Project; donations will help plant trees in



The Green Hoaloha leaders.

Inner Mongolia to reforest the area and improve both ecological and humanitarian conditions there. The team also plans to hold events during Earth Day by collaborating with the Student Council.

HEART TO HEART

A charity organisation aimed at raising funds to provide surgeries to underprivileged kids with congenital heart disease.

Xinyi Hoo and Jeremy Chen from G11 initiated



The Heart to Heart team.

this clothing drive to collect unwanted clothes and school uniforms. The collection is donated to the underprivileged kids in the Heart to Heart foundation. The idea is to provide warmth and care, reduce clothing wastage (as per the UN's sustainable development goals), promote good health, wellbeing, and responsible consumption and production.

"Everyone is encouraged to help by donating any unwanted clothes or school uniforms of any size!" the leaders say. Before the Christmas holiday, the Heart to Heart project was able to overachieve its target of one thousand pieces of clothing. To take the project to the next level, Heart to Heart plans to collaborate with The Renewal Centre, a drop-in shelter for homeless people that provides a place for showers, meals, and career-training. "After being volunteers at the Renewal Centre, we feel that getting more clothes for them is something

we can help with," says Jeremy. They hope that by promoting this collaboration, they can raise awareness about reaching out to a population that lives below the poverty line and give them a helping hand. "Our ultimate goal is to collect at least 200 pieces of clothes for the disadvantaged people there, and at least 1,500 pieces of clothes for the less fortunate kids," Xinyi explains.

ONE ACT FESTIVAL

The One Act Festival is a new and soon-to-be annual theatre festival for Senior School students to develop every aspect of their theatre skills, from acting to directing to set design.

With encouragement from drama teacher Ms Rebecca Weisz, Grade 11 students Harini Nasika and Saanvi Ravi Katyayan, the project's leaders (and passionate theatre fans), were able to share their ideas and start their initiative. "This was a



The One Act duo.

great opportunity for us to develop our leadership skills," they say. From promoting the event to encouraging student participation, everything was planned, organised and executed almost entirely by themselves. "We organised it in the PAC as it had all the professional light and sound facilities we needed," they recall.

On the day of the event, the two leaders were overwhelmed by the positive response from the students in the audience. The festival promoted the spirit of drama and inspired many students to participate. "It was a wonderful feeling to see so many supportive students," they tell us. They learnt a lot through this initiative, and, having hosted their first event, they want to do more! They hope to turn the One Act Festival into an annual event and get our neighbouring international schools involved. Saanvi and Harini hope to pass the baton to next year's G11 students to gain experience in organising the festival. "We look forward to being more involved in organising events in school and we now have these skills and memories with us forever," they say.

SABRES TV

A student-led video crew who film and provide footage of sports competitions or sports-related events so that students can appreciate the athletes and coaches can use it for analyses.

This group of passionate Grade 11 student-athletes—Amy Shi, Jonas Chang, David Park—founded Sabres TV as they shared interests in sports and its marketing aspects. "The major goal in Sabres TV is to promote our SISAC sports to the younger generations; we hope the videos will inspire them to join the Sabres family as athletes," Amy says. Through the sporting footage that they record and edit, they hope to add flair and excitement to student lives, and at the same time, provide coaches footage for analyses to improve performance. This relevant and rewarding project is a worthy initiative that demonstrates the team's



The Sabres TV members.

leadership skills. "As one of the leaders, I became more intuitive in public relations situations because the work requires us to know how to present our project to the public and produce a positive brand image for Sabres TV," Jonas tells us.

To date, they have filmed, edited and showed several SISAC and CISSA sports videos during assembly. The team is looking forward to creating more videos for upcoming sports events. They will soon be using social media to upload their videos so everyone in SSIS can access them and promote Sabres spirit to viewers outside the campus.

体验学习，社区参与

作为IBDP文凭课程的核心，CAS课程（创造、行动、服务）为学生提供宝贵的体验式学习机会。

CAS课程旨在通过体验式学习培养学生的个人及人际发展。通过CAS课程，学生可以在校内或本地社区发起有意义的项目，发展自己的兴趣爱好，获得平衡的、全面的校园生活。除此以外，学生还可以自主创设真实的课外学习体验，CAS课程协调员Mr Jamie Cattran说：“我一直为我们的学生在CAS项目中所展示的奉献精神、主动性、创造性和领导力感到自豪。”

在SSIS，学生除了学术学习，还需要完成一系列CAS项目体验，在社区项目中探究具有全球意义的问题。本文将分享四个由SSIS学生创设的CAS项目，其中包括新的项目，也有接棒前几届毕业生的项目。

心连心

心连心是一个慈善组织，旨在筹集资金帮助患有冠心病的贫困儿童获得外科手术机会。

G11的Xinyi Hoo和Jeremy Chen发起了给心连心组织捐衣的活动，目的是给有需要的孩子提供温暖，同时也为了减少浪费衣物，实现联合国的可持续发展目标，推广健康生活、理性消费和生产。两位项目发起人说道：“我们鼓励所有人将自己不需要的衣物和校服捐赠出来。”在圣诞假期前，心连心捐衣项目超额收到了1000件衣服。

为了提升这个项目，他们计划与日新中心合作（一个为无家可归者提供淋浴、餐食和职业培训的临时收容中心）。Jeremy说：“在日新中心担任自愿者后，我们觉得给中心捐赠衣物是我们力所能及的。”他们希望通过这样的项目合作，提高人们对生活在贫困线下的人口认识，并向他们伸出援助之手。Xinyi解释道：“我们的目标是为那里有需要的成人捐赠至少200件衣物，为孩子们捐赠至少1500件衣服。”

Green Hoaloha

这个环保项目旨在提升人们对环境可持续发展的认识，培

养学生成为更富责任感和更具爱心的全球公民。

今年，G12的Eric Chin和Yu Xuan Ong Green 接手了Hoaloha项目，“我们制定了一个目标清单，想在本学年结束前实现清单上的可持续发展目标。”除了组织会议，两名项目负责人还要确保所有成员都能够为项目做出贡献，共同承担责任。他们期待在学部晨会中发表更多演讲，向师生分享严峻的环境问题，组织更多环保活动。Yu Xuan说：“我们的成员制作了关于节能和避免浪费粮食的海报，并张贴在了新的中学部教学楼内。”为了提升Green Hoaloha项目，团队计划为“上海根与芽”组织的百万植树计划举办募捐活动，资助内蒙古地区植树造林，改善当地的生态和民生条件。团队还计划在地球日当天与学生会联手组织环保活动。

独幕剧戏剧节

独幕剧戏剧节是中学部新成立的年度戏剧节，旨在培养学生从表演、导演到布景设计等戏剧表演上的各方面技能。

在戏剧老师Ms Rebecca Weisz的鼓励下，G11的Harini Nasika和Saarvi Ravi Katyayan分享了自己的想法，并发起了独幕剧戏剧节项目。两位学生负责人说：“这是我们锻炼领导力技能的一个很好的机会。”从推广活动到鼓励学生参与，所有的策划、组织和执行几乎都由学生进行。“我们选择在演艺中心举办这场戏剧节，因为那里有最专业的灯光和音效设施。”

活动当天，两位活动负责人听到观众席上学生们的喝彩声都倍感激动。戏剧节弘扬了学习戏剧的精神，吸引了众多学生的参与。“看到有这么多同学大力支持戏剧节，我们真的很开心。”通过发起这项活动，他们学到了很多，也尝到了成功的甜头。他们希望以后能举办更多这样的活动，将独幕剧戏剧节变成一年一度的活动，并邀请周边的国际学校一起参与。

Saarvi和Harini希望将这个项目交棒到明年G11的学生手上，让他们积累策划和举办戏剧节的经验。“我们期待更多地参与组织学校活动，如今我们积累的这些技能和记忆将永远伴随我们。”



Sabres电视台

这是由学生自发组织的摄制团队，主要负责拍摄体育比赛或运动类相关活动，视频供学生们观看，供教练们用作教学分析。

因为对运动和市场传播方面感兴趣，几位G11运动员Amy Shi、Jonas Chang、David Park和Jeremy Chen成立了Sabres电视台。Amy说：“Sabres电视台最主要的目标是向低年级学生推广SISAC运动，我们希望通过这些视频吸引他们加入Sabres大家庭，成为我们团队里的运动员。”通过录制和剪辑运动类视频，他们希望为学生们的校园生活增添更多色彩，为教练们提供数据资源，以便帮助运动们获得更好的表现。这个项目充分展示了摄制团队的领导力，Jonas告诉我们：“作为项目的其中一名负责

人，我在公共关系方面变得更敏感了，因为我们需要思考怎样呈现我们的作品，为Sabres电视台树立正面的品牌形象。”

目前为止，他们已在晨会上展示了好几场SISAC和CISSA的活动视频，他们期望为接下来的运动类校园活动录制更多精彩视频。Sabres电视台团队不久会通过社交媒体上传他们的视频，让所有SSIS社区成员观看这些视频，向校外的观众们弘扬Sabres精神。

SMELLS LIKE TEAM SPIRIT

THROUGH PASSION, PERSEVERANCE, AND THE POWER OF PERSUASION, THE TEAM BEHIND BUILD YOUR OWN SCHOOL (BYOS) HAS SUCCESSFULLY CREATED A TECHNOLOGY PROJECT THAT BOTH SHOWED THEIR LEADERSHIP QUALITIES AND ENSURED THEIR LEGACY.

Writer: Sofia Binti Roslee Grade 9 Pearl

Photographer: Kven Wong

On 14 December 2020, the student-led BYOS team launched their VR experience to the whole school. In a mere hour, they showed how much they had accomplished in just a year: they'd rendered a 3D model of the entire school; they'd created a VR experience of SSIS's new building, the Integrated Learning Centre; and they'd done this with limited resources and an abundance of passion. Their eye-catching, entertaining and

remarkable presentation inspired a lot of students in the audience. The BYOS team members consist of Paarth K. Sharma, Sastra Quyan, Rahil Joshi, Gleb Tsikhanovich, Joon Guzman and Akshat Ranjan. A student-led project that is significant requires strong teamwork and leadership to bring their project to life. We interviewed them to learn more about their roles in the team and how they dealt with all their obstacles.



Trust Each Other

There has to be a structure in a group where people are given specific roles to ensure each task is completed punctually. For BYOS, the team decided to work like a company, where each member has a specific job, and they all work independently to complete the project. Having a particular role for each member allows them to focus and learn deeply about an aspect of the project. The leader ensures everyone stays on track and completes their tasks. In such an instance, trust is essential. You have to trust the individuals you are working with to be trustworthy, submit their assignments on time, and "to come through with their work," according to Paarth.

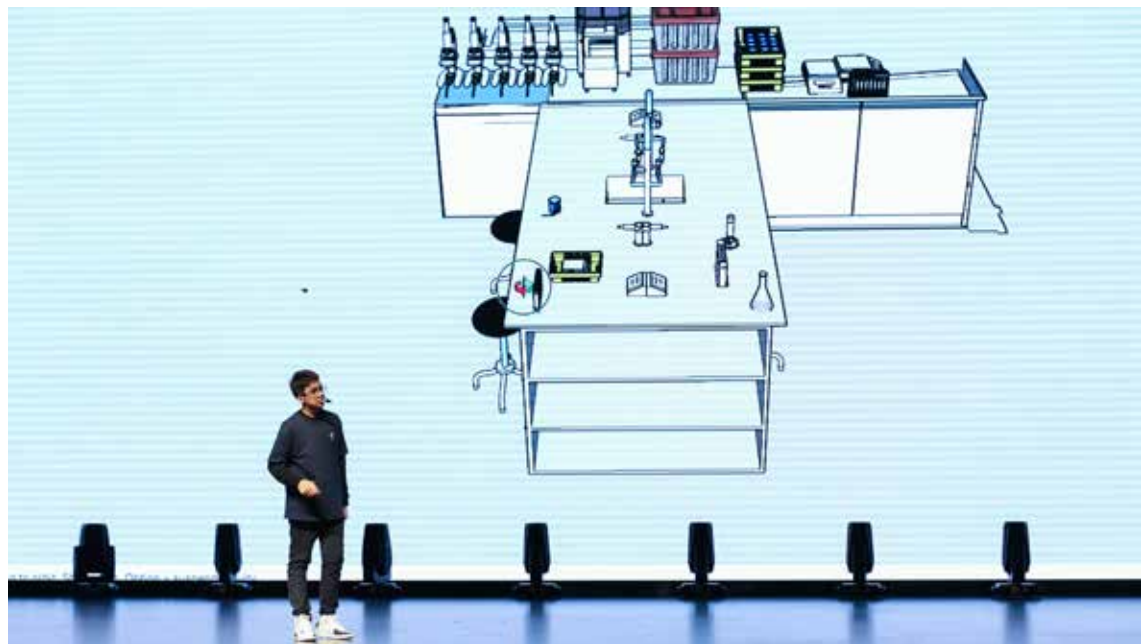


Listen and Learn

Every team or group needs guidance, advice and ideas to improve their project or team dynamic. In BYOS, Messrs Victor Datsiuk (Director of Technology) and Justin Kilgore (STEAM Coach) helped the students develop ideas and gave insight to the members but "never over-interfered with decisions," according to rendering expert, Sastra. It shows that there must be a balance between the team and their advisers, as some problems or discussions required an outside perspective. However, there were situations where the supervisors weren't able to guide their scope of expertise. When that happened, the team members had to learn code and use complex software that the teachers didn't have experience with. This required them to learn everything from scratch, according to Gleb, who is in charge of VR. Being open to learning and listening helped to improve the project to the next level.

Disagreements are Useful

"Arguments are the result of a brilliant quality called passion," Paarth admits. A significant part of being in a team are the arguments or heated discussions, as it shows how passionate the mem-



bers are and builds the relationship among the members. However, disputes can go out of hand, and members can get upset. The team's solution was to allow these heated discussions to continue. "It ranged from a two-minute solution to three-hour calls," according to Rahil. After allowing it to simmer, the team—after a good night's sleep—would then gather to process the argument, make clear-headed decisions, and reach a logical solution.



Learning From Failure

Being in a student-led team allowed the members to grow, learn and become leaders: they became independent bosses; they diffused differences in opinions and ideas; and they created their roles and took ownership of their tasks. They acknowledged that they wouldn't always succeed in the beginning, but their passion drove them nonetheless. "That is part of the experience, to learn from failures and have no regrets," Akshat tells us. In every team, it is crucial to guide your members through their obstacles, take risks and solve problems. Fail forward, as the axiom goes. Over the past year, the team members gained leadership skills while working on a passion project. They learnt to collaborate and found success. They experienced roadblocks, heartbreak, and snags yet realised an opportunity to express their creativity. What they have achieved is undisputed, and subsequently, BYOS has become a motivation and inspiration for other students to be ambitious, risk-takers and become leaders.

少年当自强

BYOS学生团队凭借对科技探索的热情和不懈追求，成功创建了以学校为主体的科技项目，充分展示了领导力和社区奉献精神。

翻译: Gabby Ho

2020年12月14日，以学生为主导的BYOS项目团队与全校师生分享了他们创建的VR项目。在短短一个小时的精彩演讲中，BYOS团队向SSIS社区展示了他们通过一年时间的努力学习和刻苦钻研，所取得的成就：他们绘制了整个SSIS社区的3D模型；实现了SSIS新大楼（综合实验楼）的虚拟导览体验；利用有限的资源和无限的热情成功打造了一个虚拟现实版本的SSIS校园。这场引人入胜、精彩绝伦的演讲和展示，启发了观众席上的众多学生。BYOS团队成员有Paarth K. Sharma、Sastra Quyan、Rahil Joshi、Gleb Tsikhanovich、Joon Guzman和Akshat Ranjan。一个项目的成功需要强大的领导力和团队合作精神，我们采访了BYOS团队，了解成员们在团队里的角色以及他们是如何克服困难的。

相互信任

在BYOS团队中，每个人都有相应的职能，这样每个人都能专注项目的某个方面，深入学习、研究、独立完成任务。项目领导者则要确保所有人都能如期完成任务。在这样的情况下，成员间的相互信任是必不可少的。Paarth分享道：“你必须信任你的合作伙伴，相信他们能够按时完成工作，并提交任务。”

聆听与学习

每个团队都需要指导、建议和新的想法来提高项目的质量和团队的活力。SSIS科技总监Mr Victor Datsiuk和STEAM课程导师Mr Justin Kilgore帮助BYOS一步步实现想法，为他们提供建议，就像负责3D渲染的Sastra所说“他们从不过度干预我们的决定”。项目在遇到某些问题或讨论时需要一些来自外部的观点，因此他们需要在导师指导和团队独立探究之间取得平衡。但遇到导师没有使用某款软件的经验时，根据负责VR操作的Gleb所说，团队成员们只能通过自学代码，从零开始摸索学习。而团队成员

们开放学习和虚心聆听他人意见的态度，帮助他们把项目推向一个新高度。

争论有益

Paarth认为：“因为对项目的热爱，才会有想法的碰撞和争论。”团队中不免会发生争论或激烈的讨论，这都是源于成员们对项目的热爱，而在思想的碰撞中，成员之间的关系也会日益深厚。但有时候，争论和情绪都可能会失控，BYOS团队的解决方案就是让这些激烈讨论继续下去。Rahil说：“这样的争论跨度可能从两分钟到三小时的电话会议。”头一天的争论无果后，成员们睡上一觉，第二天以清晰冷静的头脑继续讨论每一个论点，最后总结出合乎逻辑的解决方案。

从失败中汲取经验

在这样的学生领导项目中，成员们得以学习、成长，分享自己的意见和想法，承担各自的角色及任务。他们承认，最开始着手项目并不总是一帆风顺，但他们对实现虚拟校园的热情支撑着他们不断前进。Akshat告诉我们“从失败中汲取经验教训是学习的一部分，我们不感到遗憾。”在每个团队中，引导成员克服困难、承担风险和解决问题是至关重要的。

在过去的一年里，BYOS团队成员们在项目探究中培养了领导力技能，学会了如何团队合作，朝着共同目标努力奋斗，争取胜利的果实。这过程中，他们经历了考验与心碎，但也落地了自己的创意和想法。BYOS团队的成功是有目共睹的，他们已成为了S

TOP NOTCH

INSPIRING LEADERS BRING DIFFERENT STYLES OF LEADERSHIP TO MOTIVATE AND ORGANISE. HERE, WE FEATURE FOUR GLOBAL LEADERS WHO BRING CHANGES WITH THEIR UNIQUE STYLES.

Writer: Hoo Xin Yi, Grade 11 Ruby

Artwork: Grade 9

Ask a roomful of people which leader inspires them, and you will learn that everyone will choose leaders with different abilities, skills, and attributes—not all styles will work for everyone. But you will discover that inspirational leaders have a few things in common: they can motivate people, bring out their best, and guide them towards common goals. They can articulate a shared mission in a way that offers a sense of purpose beyond the ordinary.

According to research that interviewed hundreds of CEOs worldwide, some CEOs defined leadership as having business acumen, like setting a vision or achieving goals for a company. Other people focused on traits like empathy, humility or diversity. Every answer was different but also spot-on. Every leader has their definition of leadership, which influences the culture and direction of their company. The purpose of leadership can also change as the leaders themselves grow and change.



Here, we feature four global leaders—a Prime Minister, two activists, and a CEO—and see how they use their leadership styles to influence and inspire.

Jacinda Ardern

The 40th Prime Minister of New Zealand, a politician who has served as the leader of the



Art: Megha Nair Grade 9 Amber

Labour Party since 2017.

The Covid-19 pandemic may be the most urgent test of political leadership the world has ever witnessed. In 2020, every country's leader faced the same potential threat, and every leader reacted differently, some more decisively than others. Ms Ardern successfully led New Zealand into the festive season with barely any Covid-related restrictions inside the country; there is no community transmission of the virus. The secret to her success lies in her conservatism.

Ardern's instincts have been to protect and conserve. She proceeded cautiously through the ongoing pandemic, providing reassurance and the promise of normality to those fearing the worst. In the best conservative tradition, she unified the nation, as she had done in the wake of other crises. Her general approach to the outbreak had a large degree of positive consensus across the political spectrum. Even the rightwing Acting Party leader, David Seymour, said, "She's very good at reading public mood and putting out unifying messages. She's done that three times now: she did it after Christchurch (earthquake); White Island (volcano) eruption; and through the Covid-19 period." Mr Seymour concluded that Ms Ardern was "a superb front of house leader".

Another lesson learnt from Ardern is that "political leaders can be both empathetic and strong." Ardern's leadership style is one of empathy during a crisis that could have compelled people to fend for themselves. Her messages were clear, consistent, and compassionate. Her approach didn't just resonate with her people on an emotional level—it also worked remarkably well.

Jean Liu Ching

Jean Liu (also known as Liu Qing) is the President of Didi Chuxing, a ridesharing company in China.

The world's largest mobile transportation company has revolutionised how people in China travel, and in doing so, she is resolving some of China's most challenging social, economic and environmental challenges. As the President of Didi Chuxing, Ms Liu has helped to build a platform that offers a wide range of transit options, which now serves an astounding 400 million users in more than 400 cities. The company is working on dozens of urban transportation projects to improve efficiency even as it provides flexible job opportunities for over 17.5 million drivers.

Ms Liu has been speeding up the globalisation process of Didi Chuxing by leading the merger between the company and Kuaidi Dache, its rival



Art: Lian Chin Grade 9 Pearl

firm. The company then expanded its services by adding ridesharing and bus services and established partnerships with other ridesharing companies, such as Grab and Ola. In August 2016, under her stewardship, Didi Chuxing bought Uber's operation in China for US\$35 billion. In 2018, Forbes China listed her in their 'World's Top 50 Women in Tech', and in 2021 she placed #40 in their '100 Most Powerful Women' list.

While her success is validated, it's her hiring practices that set her apart. "Forty per cent of our employees are women. The rate is higher than that of other tech companies in China and Silicon Valley," Ms Liu said. "In the internet era, the key to a successful business is understanding the customers' expectations—and half of our customers are women."

Despite her success, Ms Liu is motivated 24/7 by focusing on goals that are much bigger than herself, guiding the company to a higher purpose.

In July 2020, Didi Chuxing launched the new robotaxi service in Shanghai, where users could hail driverless cars from its app. The company is valued at \$50 billion, but she ensures that its innovations don't ever let up.

"Transportation is the lifeline of our cities. The artificial intelligence revolution in the way humans and things move around will redefine our physical world and our fundamental way of life," Ms Liu said. "We call on tech innovators, businesses and policymakers to work together to make sure this sweeping process benefits all our local communities and stakeholders."

Colin Kaepernick

An American civil rights activist and National



Art: Grace Kim Yesung Grade 9 Sapphire

Football League (NFL) quarterback.

Has one man ever been so defined by one body part as Colin Kaepernick? As a footballer, he played six seasons for the San Francisco 49ers. But during the national anthem (always played

before a regular game), he took a knee to protest police brutality and racial inequality. He caused such a furore that he instantly became part of the cultural conversation.

Like many other leaders in the world, Kaepernick wanted to see changes, so he decided to protest. It all happened on 26 August 2019 when Kaepernick's kneeling gesture during the anthem was first noticed. After the game, he addressed the media for the first time by stating, "I am not going to stand up to show pride in a flag for a country that oppresses black people and people of colour. This is bigger than football, and it would be selfish on my part to look the other way. There are bodies in the street and people getting away with murder."

Not only were Kaepernick's actions viewed as un-American, in many ways, his actions were also considered as anti-white (read: racist). "Once again, I'm not anti-American," Kaepernick explained. "I would posit the opposite—that if you are protesting something your country is doing, you're doing it because of a deep concern for your country."

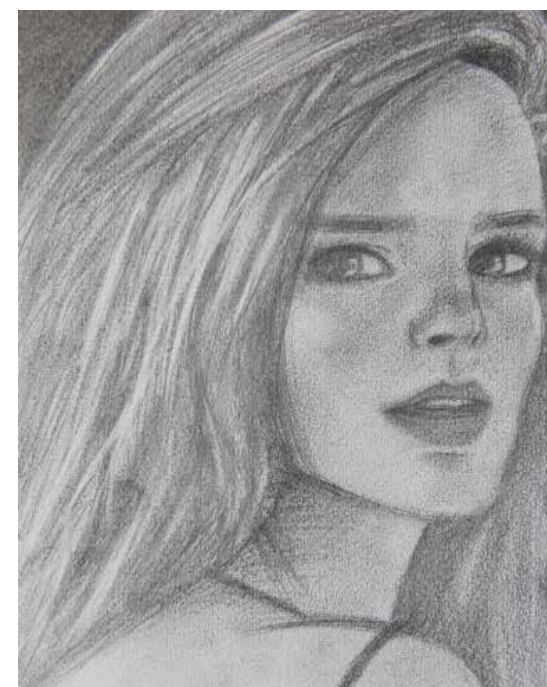
Underlying criticism towards Kaepernick's protest is the misguided idea that professional athletes (especially professional black athletes) should keep quiet and just play. But real leaders don't have to follow conventions. Since his protest, his action has become a rallying cry for racism and injustice. Now, many athletes around the world will kneel before games to protest. His movement has garnered action. While the football league still denies him a chance to play, he has parlayed his activism into a book deal, TV series, charity organisations, a Covid-19 relief fund, Nike partnerships, and Amnesty International's highest honour.

Kaepernick represents a new generation of leadership whereby leaders are not people who occupy positions of authority but by personifying a

practice open to anyone at any moment. The goal of adaptive leadership is to have a positive social impact. Adaptive leadership builds on the past and involves experimentation. And all he needed was his knee.

Emma Watson

English actress (Harry Potter), model, and activist. She has gained recognition for her roles in both blockbusters and independent films and



Art: Emily Xu Grade 9 Pearl

her women's rights campaigning.

"Stop defining each other by what we are not, and start defining ourselves by what we are."

She could easily have been defined forever by her role as Hermione in the Harry Potter films, but Emma Watson refused to subscribe to how society choses to see her. And though she's only 24 years old, Ms Watson has already been involved in promoting girls' education for several years and previously visited Bangladesh and

Zambia as part of her humanitarian effort. She has worked tirelessly to promote fair trade and organic clothing and served as an ambassador for Camfed International, a movement to educate girls in rural Africa.

In 2014, Watson was appointed as a UN Goodwill Ambassador. "Being asked to serve as UNWomen's Goodwill Ambassador is truly humbling," she said. "The chance to make a real difference is not an opportunity that everyone is given and is one I have no intention of taking lightly. Women's rights are so inextricably linked with who I am, so deeply personal and rooted in my life that I can't imagine an opportunity more exciting. I still have so much to learn, but as I progress, I hope to bring more of my knowledge, experience and awareness to this role."

As the UN Goodwill Ambassador, Watson helped launch the UN Women campaign, HeForShe movement in September 2014, which would undeniably be her most remarkable leadership feat. The HeForShe movement affirms that gender equality is "not just a women's issue; it's a human rights issue". The movement is an "invitation for men and people of all genders to stand in solidarity with women to create a bold, visible and united force for gender equality". Ms Watson emphasised that the HeForShe movement is about freedom and breaking gender stereotypes so that men and women can be free to be both sensitive and strong. She believes that breaking the stigma around what it means to be masculine, and allowing men to be vulnerable, will subsequently lead to women's equality.

Fame came easily to her, and she has used her celebrity stardust to bring attention to causes that matter to her. And that, we can all agree, is truly magical.

HOME IMPROVEMENT

THE SCHOOL CAN PROVIDE RESOURCES AND OPPORTUNITIES FOR A STUDENT TO GROW, BUT A HOME THAT NURTURES AND NOURISHES WILL ENABLE A STUDENT TO FULFIL THEIR POTENTIAL.

Writers: Saanvi Ravi Katyayan, Grade 11 and Anouska Panda, Grade 10



Amy and her mother.

SSIS has always been a home that nurtures and nourishes students to reach their potential, though parents also play a crucial role in the child's learning journey. We interviewed several student leaders' parents to understand how their child has progressed over the years and learn what factors helped with their development.

Amy Shi (Macau SAR, China) Grade 11, in SSIS since June 2016

Amy is a thoroughbred member of the SSIS community, with a personality that reflects the school values she has absorbed over the years. She has been a core member or contributor

to numerous school and community events. This student-athlete is present at most sporting events like DI SISAC Basketball, Volleyball and Badminton—either participating or filming it. She is also a Student Councillor and events coordinator of the Sabres Crew. Amy is the current leader of the Bark4life programme, which promotes the “Adopt, Don't Shop” motto by finding homes for rescued cats and dogs.

Parent: Mrs Shirley Ang

“We've been blessed with the opportunity to watching my daughter grow from a timid and introverted girl into a confident, mature young leader. She is passionate and actively

engaged in the SSIS basketball, volleyball, and badminton teams. Through it, she has developed sportsmanship, confidence, and friendship with her teammates. I have been cultivating Amy to be independent since young. I encouraged her to participate in summer school, overseas camps, and volunteering at charity events to support the needy. Through these experiences, she has learnt to be caring, self-determined, and empathetic. I have to admit that it is not easy for me to let my child go, but when I see her finding her way and being responsible for her actions, I know I have made the right decisions.”

On Home and School

“One of the reasons I chose SSIS is its core value in developing students to become holistic learners, the quality I value most in my child. When Amy first joined in Grade 7, the diverse opportunities, her enthusiasm and respect allowed her to fit in quickly and meet new friends. Her teachers encouraged her throughout, motivating her to perform her best. She has used the opportunities given by the school, and is actively involved in the sports teams, Sabres Crew, school magazine, and has even started her own initiatives Sabres TV and Bark4life.”



Paarth and family.

Paarth K. Sharma (India), Grade 11, in SSIS since June 2011

During his time at SSIS, Paarth has found multiple ways to contribute to the SSIS community. He has taken on numerous leadership roles—Secretary General of MUN, leader of the student-led tech project Build Your Own School (BYOS)—and has always shown himself to be a holistic learner. He also was a former Student Councillor, a World Scholar's Cup scholar and was an organising member of the TEDxTianshan Park event.

Parents: Mr. Mukesh Sharma, Mrs Nidhi Sharma

“A decade with SSIS has changed Paarth completely. He has grown into a very confident child with excellent communication and academic

skills. His confidence and communication skills were developed through Model United Nation activities; Paarth helped elevate MUN to the next level by organising the first multi-school MUN at SSIS—it was a proud moment for us witnessing the event in 2019.

His academic excellence got honed through participation in the World Scholar's Cup; he received 14 gold medals and represented SSIS in Singapore. As a technologist and as a parent, I witnessed their BYOS project come to life, and it mesmerised us, the whole school, and beyond. That was the moment when we knew that he needed wings to realise his dreams.”



Jeremy and family.

On Home and School

“His teachers and the principals have played a significant role in his development. The curriculum is the right mix of academic rigour and personal development; teachers never overload him with work. He always has time to develop his hobbies, such as writing and learning musical instruments. He developed a strong reading habit (he read 95 books in Grade 4!) and wrote his memoir ‘My First Book’ in Grade 5. All his school teachers have always been supporting him—that encouraged him to do better.”

Jeremy Chen (Singapore) Grade 11, in SSIS since June 2016

Jeremy has made immense contributions to the SSIS community and has been a part of several event organising committees. He has been central to the Heart to Heart Clothing Drive, an organisation aimed at donating clothes to those in need, and through committees such as Renewal Centre. He is also a leader and core member of the Bark4Life programme and a former Student Councillor. His creative side is apparent through his leadership role in Sabres TV, a student-led crew who film sports activities in school. Jeremy is also a member of the IGCSE tutoring programme. Through academics, sports and activities, Jeremy is the vivid personification of SSIS.

Parents: Mr Chan Sihim, Mrs Gu Fang

Through the support and encouragement of his peers and teachers, Jeremy has gained a lot of confidence throughout the years. As a result, he has utilised his time to help his school mates: some teachers even use him as a sort of Teacher Assistant, which enabled him to enrich his ability to express himself better.

“Jeremy is a lifelong learner who is keen to discover new experiences. Over the years, he has improved his academic and sports performances and helped others along the way. This is the aspect that we are delighted to see and hope that he continues to develop while pursuing his dreams.

On Home and School

“We encourage our children and remind them of the importance of public speaking and expressing themselves confidently. We like to thank the school for organising SSIS Got talent, which has given students a chance to showcase their talents which allowed him to participate in a few musical performances. Through it, he has gained confidence in presenting himself in public.”

Saanvi Ravi Katyayan (India) Grade 11, in SSIS since March 2019

In just two years, Saanvi has made impactful



Saanvi and family.

contributions to the SSIS community. She conceptualised and co-led the One Act Festival, an event where students showed their passion for the performing arts by presenting short skits of their own. She also created IGCSE Tutoring, a student-led programme to support IGCSE students with real-time academic help. She is currently the Public Relations Officer for the Sabres Crew, a diligent Student Councillor, and a DI SISAC basketball team member.

Parents: Mr. Ravi Katyayan, Mrs Somiya Katyayan

“Saanvi was a learner, reader, and sportsperson through her childhood. Since joining SSIS in 2019, her engagements started expanding further from academics to sports, drama, Sabres Crew, Student Council, Curie Club and numerous projects. Her leadership abilities, passion, and commitment are apparent in her ability to co-create and collaborate. She has an eye for the needs and understanding of her peers’ strengths and a healthy respect for all.

“As an IGCSE student, she would occasionally get stuck with certain concepts and would explore solutions. This led her to create the IGCSE Tutoring

Programme to help other students. I believe that many IGCSE students are leveraging this tutoring programme’s power, and this can only grow further! To me, these projects signify her purpose-driven leadership approach—with a focus beyond oneself!”

On Home and School

“SSIS enabled Saanvi to discover herself in a short period, influenced by the enabling school ecosystem that includes inspiring teachers, Principals, management, engaging students and outstanding infrastructure. The actor in her was emboldened through the ‘Café Murder’ production. She harnessed her sporting skills through sport and SISAC and learnt organisation skills through Sabres Crew and Student Council. All these were complemented with constructive feedback from her teachers, raised her level of excellence to showcase her personality and strengths!

家校无间

学校可以为学生提供成长所需的资源和机会，一个有爱的家则可以助力学生发挥无限潜能。

翻译: Gabby Ho

家长在孩子的学习过程中扮演着至关重要的角色，而SSIS作为学校则一直像家一样滋养着所有学生，助力他们更好地发挥个人潜能。我们采访了几位学生领导者的家长，看看这些年来他们的孩子如何在SSIS取得进步，了解哪些因素帮助他们的个人成长。

Amy Shi（中国澳门特别行政区）G11，自2016年6月起在SSIS学习

Amy是SSIS社区的优秀成员，她的人格魅力充分展示了学校的价值观。Amy是学校及社区众多活动的核心成员和贡献者。这位学生运动员积极参与、拍摄大部分体育活动，比如D1 SISAC篮球、排球及羽毛球活动。她还是学生会成员和Sabres运动队的活动协调员。目前，她负责学校慈善组织Bark4life项目，宣扬“领养代替购买”的理念，帮助流浪猫狗寻找温暖的家。

家长: Shirley Ang女士

“我们很幸运能够看着女儿从一个胆小内向的女孩，成长为一个自信、成熟的年轻领导者。她对运动充满热情，积极参与SSIS篮球队、排球队和羽毛球队的活动，也因此培养了体育精神和自信心，与队友们建立了友谊。从Amy小时候起，我就一直锻炼她的独立性，鼓励她参加夏校、海外训练营、参加慈善活动的志愿工作帮助有需要的人等等。通过这些经历，她学会了关爱他人，培养了自主性和同理心。我承认，放手让孩子走自己的路并不容易，但当我看到她能对自己的行为负责，我知道我做了正确的决定。”

关于家校

“我选择SSIS的一个原因是因为它的核心价值是培养学生成为全面的学习者，这是我最看重的素质。学校给予Amy丰富的学习和体验机会，尊重她的个人成长，再加上她自身对学习的兴趣和热情，帮助她在G7加入SSIS时便能够迅速地融入集体，认识新的朋友。她的老师一直

鼓励她、支持她、让她能够坚持做到最好。她自己也充分利用了这样的学习机会，积极参与Sabres运动队、学校杂志、Sabres电视台和Bark4life慈善项目等活动。”

Paarth K. Sharma（印度），G11，自2011年6月起在SSIS学习

在SSIS读书期间，Paarth以不同的方式为SSIS社区做贡献。他曾担任模拟联合国（MUN）秘书长、学生主导科技项目BYOS团队的领导者、学生会成员、世界学者杯参与者以及TEDx Tianshan Park策展志愿者。

家长: Mukesh Sharma先生, Nidhi Sharma女士

在SSIS读书的这十年彻底改变了Paarth，让他成长为了一个非常自信，有着出色的沟通和学习能力的人。参加模拟联合国活动（MUN）培养了Paarth的自信心和沟通技能，他策划组织了SSIS首个跨校合作的MUN活动，将这项活动提升到了一个新的高度。我们很自豪可以在2019年见证这场盛大的活动。在代表SSIS前往新加坡参加世界学者杯活动中，他凭借自己在学术上的努力和出色表现收获了14枚金牌。BYOS项目的成功让我作为一名技术专家、Paarth的家长感到自豪，这个项目的成功落地也震撼了整个学校和社区。那一刻，我们知道他需要一双助他飞向梦想的翅膀。”

关于家校

“SSIS的老师和校长在Paarth的成长过程中发挥了重要作用。这里的课程完美结合了学术和个人发展，老师从不会让他有太多作业负担，让他能够有时间发展自己的兴趣爱好，比如写作和学习乐器。他养成了很好的阅读习惯，在G4的时候读了95本书，G5的时候写了一篇名为《我的第一本书》的传记。所有老师都很支持他，激励着他一次比一次做得更好。”

Jeremy Chen（新加坡）G11，自2016年6月起在SSIS学习

Jeremy是SSIS社区多个活动组委会的成员，多年来他为社区做了不少贡献。他一直是“心连心”服装募捐活动的核心成员，该活动旨在通过上海日新中心这样的慈善组织，向有需要的人捐赠衣服。Jeremy是Bark4Life宠物领养项目的领导者及核心成员，也曾是一名学生会成员。在领导Sabres电视台这个拍摄体育活动的项目时，Jeremy发挥了无限的创造力。此外，他还是IGCSE辅导计划的成员。他在学术、体育和活动方面都有出色的表现，很好地代表了SSIS。

家长: Chan Sihim先生, Gu Fang女士

在老师和同学的支持与鼓励下，Jeremy这几年建立了很强的自信心。因此，他也利用自己的课余时间帮助在学业上需要提高的同学，有的老师甚至把他当作小助教。在帮助他人学习的同时，他自己也锻炼了表达能力。Jeremy是一个终身学习者，他热衷尝试各种新的体验。这些年来，他不断提高自己在学业和体育方面的表现，也在这过程中帮助了不少同伴。我们很高兴看到他有这样的成长，希望他在追梦的同时能够继续给身边的人带来积极的影响。

关于家校

“我们一直提醒孩子公开演讲的重要性，鼓励他要自信地表达自己。我们要感谢学校组织SSIS才艺秀活动，让学生们能够有机会展示才艺，参加音乐表演。Jeremy通过这个活动培养了公开展示自我的信心。”

Saanvi Ravi Katyayan（印度）G11，自2019年3月起在SSIS学习

在短短的两年时间里，Saanvi为SSIS社区做了很有影响力的贡献。比如，Saanvi参与构思并筹备组织第一届独幕戏剧节，为学生们提供平台通过独幕剧的形式展示大家对表演艺术的喜爱。她还成立了IGCSE辅导计划，利用业余时间帮助其他同学提升学业表现。目前，Saanvi是Sabres运动队的公关人员，是兢兢业业的学生会成员，以及D1 SISAC篮球队队员。

家长: Ravi Katyayan先生, Somiya Katyayan女士

Saanvi从小就是一个爱好学习、阅读和运动的孩子。自2019年加入SSIS，她的校园活动从学术领域扩展到体育、戏剧、Sabres运动队、学生会、居里俱乐部和其他众多项目活动。在合作组织活动的过程中，她的领导力、冲劲与责任心一览无余。她关注同伴的需求，了解他人的长处，并尊重对待所有人。作为一名IGCSE学生，她偶尔会在一些问题上感到困惑，但她会主动寻找解决方案。这也是她成立IGCSE辅导计划的原因。我相信很多IGCSE学生都在这个辅导计划中成长了不少，我相信他们会越学越好的。我认为这些项目展示了她以目标为导向的领导方式，不仅关注自己的发展，更关注同伴的成长和发展。

关于家校

“Saanvi能在这么短的时间里挖掘自己的闪光点，有赖SSIS整个学校生态系统的影响，包括激励她成长的老 师、校长、管理层、学生以及一流的教学设施。在参与制作“-Café Murder”音乐剧让她在表演方面更有自信；参与学校的运动活动和SISAC赛队锻炼了她的运动技能；在Sabres运动队和学生会上她学习了组织技能。所有这些经历，加上老师建设性的反馈，提升了她各方面的能力，也给予了她展示个性和执行力的平台！”

ALL TOGETHER NOW

THREE OTHER LEADERSHIP GROUPS ON CAMPUS INVOLVE STUDENTS WHO WANT TO SERVE THEIR FELLOW STUDENTS. LET'S MEET THEM!

Writers: Saanvi Ravi Katyayan Grade 11 and Jason Lee Hyunjun G7

Photographer: Kven Wang



Sabres Crew

Sabres Crew is a student-led project in school responsible for organising and planning events for the athletic teams in school. It aims to ensure that students who have been training for an extended period in multiple sports activities in school are recognised through inter-school tournaments and events such as Spirit Day and Sports Award Nights. "The Sabres Crew has been an amazing student-driven initiative which helps to promote sporting events, Spirit Days, and is an advocate for Sabres Spirit and helps with our school's culture," says Mr James Cattran, CAS Coordinator and IGCSE/IB Geography Teacher.

Although the Sabres Crew has immense support from teachers throughout the development process, they can independently organise events with their ideas. Sabres Crew is all about initiatives within the group, followed by a clear and decisive plan! "I think leadership means I not only have to manage the group of people that I work with but also be able to collaborate well and be open-minded to their ideas," says Aditi Dadwal, the President of Sabres Crew.

This year has been a challenging year due to Covid-19 restrictions on various sports activities. To make up for this, the Sabres Crew Core Leadership Team—under the guidance of Director of Sports Katrina McClure— took up a new initiative to introduce the 'Stronger Together' tournaments within the school to give all players a sense of camaraderie. In light of this, the SISAC Volleyball and Basketball Seasons and CISSA soccer have successfully been completed so far. The Sabres Crew hopes to continue supporting SISAC and CISSA teams and end the year with a Sports Award Night to recognise all our exceptional players' Sabres spirit.

Senior School Student Council

The Student Council is an integral part of the SSIS Community. Their mission is to improve students' school life on campus by hosting events, organising fundraisers, serving as role models (demonstrate our I4C values to uphold and maintain the school's reputation) while also creating strong bonds between teachers and students. These leadership roles and responsibilities help build independence, cultivate creativity, strengthen resilience, and allows them to become future leaders and contributing global citizens. So whether it's a big event like Winter Formal or smaller initiatives like Dress Down Day (where students can donate 5 RMB to wear their preferred clothes), the student body looks up to these de facto leaders for guidance and direction. "It's so inspiring to see our students' passion for their peers and their dedication to their roles at school," says Student Council Coordinator Theresa Lau (IB English B, IGCSE Global Perspectives and G8 English Teacher).



Within the Council itself, student leaders also have to motivate and help each other. "I try to guide as much as possible when it comes to helping the younger councillors, whether they are ExCos or just general members," says President of the Student Council Jonas Chang (Grade 11)—a member since Grade 9.

Jonas wants all Councillors to be more independent so they can work better. He also wants all members (not just ExCos) to have their roles within the Council to develop more skills. "I was encouraged by my senior at that time to join SC; I joined because I also wanted to take up the challenge."

Being in the SC is challenging because one has to juggle school work (IGCSE and IBDP) and the demands of the teachers, the student body, and the community. Jonas understands that it is a real challenge. Still, he knows encouragement from friends and seniors go a long way to helping his members: "My goal is to see everyone

accomplishing something on their own. So far, I've seen lots of it, and I'm proud of it. Pretty much every Student Council member has accomplished something: writing a proposal to the Department Heads to get an event approved, or simply going up the stage during assembly and being an emcee."

To Jonas, excellence is not just about the achievements in itself, but working hard on something, looking back, and knowing that all of their hard work has paid off.

Primary School Student Council

In SSIS, we believe that all students are unique individuals with different talents and abilities, who can learn and grow, and eventually, make a difference to society. The school creates opportunities to nurture student leaders into engaged citizens who will bring positive changes to the community. One of the many ways is through the Primary Student Council (SC)—an integral part of the SSIS community. While the Primary SC doesn't host as many events as their

Senior counterparts, they are no less inspiring to their peers and still have the critical task of representing the Primary students, being the link to the teachers, and creating an overall better school experience for all.

“The Primary Student Council play an important role in the school. First, the students go through a democratic process to gain election into office. Once they have passed that, they are tasked with coming up with initiatives and drives that will benefit all students,” says James Illott, Primary School Assistant HOD Student Development.

One of their key roles in school is to find solutions to problems they hear about. “Students tell us about the little and big problems they’ve encountered, and we brainstorm to find solutions,” says Shin Ahhyun (Grade 6), President of the Primary Student Council. Within the Council itself, she tries to bring all the finishing touches to the other members’ projects, such as Chinese New Year and Christmas activities. “I finalise the projects, or help with what we are planning.”

Like all good leaders, when Ahhyun joined last year, she wanted to challenge herself, so she worked to get elected as the President. Having achieved that, she is striving to work on projects that she didn’t get to do last year because of the pandemic. “I want to arrange more than 15 activities in a year before I graduate,” she tells us. Their leadership role requires independence, creativity and initiative. Through the diligence and enthusiasm that the members display, other students are likewise inspired to join and take on leadership roles (inspiring other students to lead and join is also another of the SC’s tenets). It is a responsibility for their young shoulders, but they seem to deal with their roles effortlessly. We are proud of the work they do, the care they show, and the resilience they demonstrate.



领导力的凝聚

SSIS校园里还有三个以服务学生群体为宗旨的领导团队。让我们来认识他们吧！

翻译： Gabby Ho

Sabres团队

Sabres团队是以学生为主导的项目，主要负责为学校体育队策划和组织活动，旨在通过如体育精神日、体育颁奖典礼及校际体育比赛等活动，表彰那些长期参与多项体育训练的学生。CAS协调员、IGCSE/IB地理老师Mr James Cattran说：“Sabres团队是个很棒的学生主导项目，旨在推广体育活动、体育精神日活动，以及宣扬Sabres精神和SSIS校园文化。”

虽然Sabres团队在整个发展过程中都得到了老师们的大力支持，但他们也能根据自己的想法独立组织活动，他们先是提出想法，再制定清晰的执行计划。Sabres团队主席Aditi Dadwal认为：“领导力意味着我不仅要管理整个团队，还要能够与团队成员们很好地合作，对他们的想法持开放态度。”今年对Sabres团队而言是充满挑战的一年，由于疫情原因各项体育活动的组织都受到限制。于是，Sabres团队的核心领导成员在体育总监Ms Katrina McClure的指导下发起了新的校内赛事——“在一起，更强大”锦标赛，旨在让所有运动员们享受有爱Sabres精神。目前，SISAC排球季和篮球季都已圆满结束，团队希望继续支持SISAC和CISSA体育队，并在学年末举办体育颁奖典礼，表彰所有优秀的运动员们。

中学部学生会

学生会是SSIS社区不可分割的一部分。他们的使命是通过组织校园活动及慈善活动，提升学生群体的校园生活；践行I4C价值观，维护校园良好形象，成为学生的学习榜样；增进师生对彼此的了解，建立深厚的师生情谊。学生在担任这些领导角色时能够培养独立性、创造力、加强应变能力，学习成为未来的领导者和对社会有贡献的全球公民。所以，无论像冬季舞会这样的大活动，还是像换装日这样的小活动（学生捐赠5元就能穿自己喜爱的衣服上学），学生群体都会向这些学生领导们寻求指导。

学生会协调员（IB英语、IGCSE全球视野、G8英语老师）Ms Theresa Lau说：“看到他们对提升同龄人的校园生活如此有冲劲，对自己在学生会里的岗位兢兢业业，实在鼓舞人心。”在学生会内部，学生领导者们也会相互鼓励和帮助彼此。自G9加入学生会的Jonas Chang（G11，学生会主席）说：“在帮助低年级的成员时，无论他们是执行委员还是普通成员，我都会尽可能多地为他们提供指导。”

Jonas希望所有学生会成员都能够更加独立，这样他们才能更好地服务学生群体。他还希望所有成员，不仅仅是执行委员们，能够在学生会中各司其职，培养更多方面的技能。“最初是学长们鼓励我加入学生会，而我自己也想接受这个挑战。”

加入学生会确实是一个挑战，因为学生们既要兼顾（IGCSE和IBDP）学业还要满足老师、学生群体和社区的需求。Jonas深知作为学生会成员的不易，但他也知道来自朋友和前辈们的鼓励能够在很大程度上帮助其他学生会成员。“我的目标是要看到每个人都能独立完成一些任务。到目前为止，我看到很多成员都做到了，我为他们感到自豪。基本上每位成员都完成了一件事情：比如给系主任写一份提案，让活动获得批准，或是在晨会中担任主持人。”对于Jonas而言，卓越不仅仅是获得一些成就，而是一个人在某件事上的努力付出。当他回首过去，发现自己所有的努力都有好的回报，这就是卓越。

小学部学生会

在SSIS，我们相信所有的学生都是独立的个体，拥有自己的天赋和特长。他们在这里学习、成长，并最终将在社会有所作为。秉持这个理念，SSIS旨在培养学生领导力，使每个学生成为积极影响社区的一员，途径之一就是学生会。小学部学生会是SSIS社区不可分割的一部分。尽管小学部学生会不像中学部学生会那样举办那么多活动，但他们对同龄人的积极影响丝毫不逊色，他们同样肩负着代表学生、联系老师、提升校园生活质量的重任。

小学部学生发展助理主任James ILOTT认为：“小学部学生会在学校里扮演着重要角色。首先，学生在加入学生会前要经过民主选拔，经过选拔考验后，他们需要提出有利于学生发展的活动策划和主张。”他们的其中一项工作就是要为学生们的问题寻求解决方案。小学部学生会主席Shin Ahhyun（G6）说：“学生们告诉我们大大小小的问题，我们就要集思广益，寻找解决办法。”在学生会中，她的任务是总结成员们的想法，并协助他们将活动项目（比如春节和圣诞活动）落地，“我的工作参与项目策划，并对所有学生会项目进行确认和收尾工作。”

像所有优秀的领导者一样，去年加入学生会时，Ahhyun想要挑战自己，因此她努力表现，争取当选学生会主席。担任主席后，她努力实现因为去年疫情搁置的活动项目，她说：“我希望能够在我毕业前，一年内成功组织15场活动。”

担任领导角色的学生需要具备独立性、创造性和主动性。学生会成员们所展示的热情与冲劲激励了更多学生想要尝试领导者的角色，这也是学生会发展的意义所在。这些年轻领导者虽肩负着重任，却对他们的任务应对自如。我们为学生会所做的贡献，他们对同学们的关怀和他们所展示的坚韧精神深感自豪。



A TALL ORDER

WE SPEAK TO MR TONY RAMPTON, OUR HOD OF STUDENT DEVELOPMENT, ABOUT LEADERSHIP, DISCIPLINE, AND PLAYING HOOPS FOR NEW ZEALAND.

Writer: Amy Shi Chen U Grade 11 Amber Photographer: Kven Wang

“I think playing a sport and understanding that team environment plays a huge part in leadership and also shaped me as a leader, and I feel that the most important thing to being a leader is to listen.”

The first and most unmissable thing you'll notice about Primary School teacher Mr Rampton is just. How. Tall. He. Is. This former Kiwi basketball player might be the tallest person this side of Minhang district. The second thing you'll notice when you speak to him is his affable and outgoing demeanour, making him so easy to interview.

In his role, Mr Rampton creates an environment or lesson plans for teachers to help students develop socially and emotionally. He also oversees holistic wellness and development within the Primary division: “We look at students that need help academically, socially, or emotionally. We look at how we can support them as a team and give them the opportunity to develop. We also look at students that may need an opportunity to extend their academic side.”

Goals for student development

The current goal for Mr Rampton is to bring those merits out of our students and facilitate them in realising the importance of the I4Cs values to their life. “When you get into the real world, it is more than just learning in academics; it is about getting along with others,” Mr Rampton tells me. For instance, collaboration plays an essential role in offering students a better prospect when they enter society. This is because developing collaborative skills from an early age allows students to learn how to work together and achieve synergy. Collaboration is also beneficial to the teachers, as it helps them join forces with one another and develop the best learning environment for SSIS students.



These qualities make Mr Rampton the right person to be our school's HOD of Student Development. The Student Development Department aims to provide each student with the opportunity to develop holistically, learn in a caring and nurturing atmosphere, and adapt to challenges.

Life as a pro basketball player

Mr Rampton's life as a leader started not from his education background but during his career as a pro basketball player. After graduating from university, his pro sports career took him from Finland to New Zealand and later to Australia,



where he played for 11 years. “Life as a professional basketball player is pretty cool,” remembers Mr Rampton, though he admits that the arduous training during those 11 years was a daily grind. “Usually, we trained for about three hours in the morning, and we came back after lunch and shoot or lift for an hour in the afternoon, which is usually pretty intense. The highlight of my basketball career is attending the Sydney Olympics in 2000, Athens Olympics in 2004, and representing New Zealand in the Commonwealth Games in 2006, where we won a silver medal.”

His leadership journey

During this time, he learnt all the values and valuable lessons that would help him in his current role, like collaboration and communication. “I think basketball obviously shaped me as a person but also shaped me as a leader,” he acknowledges. Listening to other people, having them share their opinions, and seeing through their perspectives are essential traits for a leader. Moreover, Mr Rampton claims that making tough decisions back in the day as a professional athlete (e.g., whether

to play when he had an injury) also shaped his view on leadership and helped him in the workplace as a leader dealing with challenges.

Experience helps

“Being a coach has helped and developed me as a leader,” Mr Rampton adds. “I feel that I am good at listening to others in figuring out what needs to be done. For example, when there is a disagreement, I want to listen to both sides, and I do not believe there is only one way to do something. So when I lead my team, I would try to let them know that everyone is free and encouraged to voice their opinion. Listening allows me to make more informed decisions.”

Leadership style

“I would describe my leadership style as predominantly democratic,” Mr Rampton admits. “I like to give feedback and collaborate with my team to make sure they feel that they have a voice in the decision-making process; I want to hear what they have to say. I believe that the more opinions you can get provide you with a better understanding of the decisions you are making.” Indeed, a good leader does not just maintain the general workforce’s productivity but also empowers and inspires the team to express their voice without restraint.

“Most people have leadership skills, but maybe it just hasn’t been discovered or developed.” He suggests our students “work on being more resilient,” especially in the current evolving situation where resilience will play a significant role.

As an SSIS student, I can gain a solid understanding of what the Student Development Department is about through Mr Rampton’s leadership experience and advice. I learnt about the traits that leaders need and understand how critical it is to listen during any decision-making process. And as an athlete, I am most intrigued at how sports can come to play in helping to shape a leader.

在运动中培养领导力

我们采访了学生发展主任Mr Tony Rampton，了解他关于领导力和纪律的看法，以及他在新西兰担任国家篮球队员的故事。

翻译: Gabby Ho

“我认为参加一项运动，以及深入了解整个运动团队对培养领导力有着非常重要的作用，对我而言，这样做能够塑造我的领导素养。我认为作为一名领导者，最重要的是要懂得聆听。”

当你第一眼看见小学老师Mr Rampton时，你一定会被他的身高吸引住。这位前新西兰国家篮球队运动员可能是闵行区最高的人了。当你和他交谈时，你会注意到的第二件事是，他的言谈举止都非常和蔼可亲。

这些品质让Mr Rampton成为我校担任学生发展主任的最佳人员。SSIS学生发展部旨在让每位学生得以全面发展，让他们在精心培育的校园环境中学习，并能够应对不同的挑战。Mr Rampton为老师们创设合适的环境或制定教学计划，从社交及情感方面培养学生的全面发展。他还要监督小学部的整体健康与发展，“我们关注学生在学术、社交及情感发展上的需求，思考我们如何做为一个团队为学生们提供发展机会。我们还会关注那些在学术方面需要拓展学习的学生。”

学生发展目标

Mr Rampton现阶段的目标是要帮助学生们培养这些优点，认识14C价值观在生活中的重要性。他说：“在生活中，你要关注的不仅仅是学业，也要关注如何与人相处。”拥有良好合作能力的学生，进入社会后会更有发展前景。从小学习如何与人合作的学生能够更好地实现协同效应。合作对于教师而言也是非常重要，因为只有合作无间才能为学生们创设最好的学习环境。

职业篮球运动员的人生

Mr Rampton的领导生涯是从成为职业篮球运动员开始。大学毕业后，他开启了职业运动员生涯，从芬兰开始到新西兰再到澳洲打球11年。尽管这些年来，每天都要坚持刻苦训练，但他回忆道：“职业篮球运动员的生活还是挺酷的。通常我们早上会训练3个小时左右，午饭回来后接着投篮或者举重一个小时，这样的运动量是相当大的。我的职业篮球生涯最大的亮点是参加了2000年悉尼奥运

会，2004年参加雅典奥运会，以及代表新西兰参加了2006年的英联邦运动会，并获得了银牌。”

成为领导者的路上

在这段时间里，他学到了能够帮助他表现得更出色的所有价值观和经验，比如团队合作与沟通。“我认为篮球运动塑造了我的人格，也培养了我的领导力。”聆听他人、让别人分享观点、从别人的角度看问题等等都是一个领导者必备的素质。此外，他表示，经历了职业运动员要做的艰难决定（比如受伤时该不该坚持打球）也塑造了自己对领导力的看法，帮助他在职场上以领导者的高度应对挑战。

经验之谈





“担任教练的经历让我成长为一名领导者，我认为我比较擅长倾听他人的意见，从而发现需要改进和完善的地方。比如，当出现分歧时，我会听取双方的意见，我认为可以用多种方法去做同一件事。因此，当我带领团队时，我会尽量让队员们知道他们每个人都可以自由发表自己的意见。善于聆听让我能够做出更明智的决定。”

领导风格

“我认为我的领导风格是民主型的。我喜欢与队员们合作，听听大家的意见并反馈他们我的看法，让他们感受到在决策的过程中他们是有发言权的。我相信你听到的想法越多，你对这个决策的理解会越清晰。”的确，一个好的领导者不仅能保持团队的生产力，还能让团队成员放开怀抱表达自己。Mr Rampton认为：“大多数人都有领导能力，但可能还未发现或培养这方面的能力。”他建议我们的学生“努力提高心理韧性”，因为心理韧性在如今这样瞬息万变的社会中有着非常重要的作用。

作为一名SSIS学生，通过Mr Rampton分享的领导经验与意见，我对学生发展部有了更清晰的认识。我学到了领导者需要具备什么品质，以及在决策的过程中聆听他人的重要性。作为一名运动员，让我感兴趣的是体育运动能够培养一个人的领导力素质。

TEACHERS' Q&A

	Which leader do you admire, and why?	What does leadership mean to you?	What new skill do you want to learn this year?
<div>NORHAYATI OTHMAN</div> <div></div>	The late Prime Minister of Singapore, Mr Lee Kuan Yew: He struggled and sacrificed his life to help build a nation. He was the mastermind behind the successful and progressive Singapore we have today.	Leadership means to be resilient to obstacles in life, innovative to the changing times, firm in decision making, being unbiased, honest and sincere in whatever one faces.	My team and I had an opportunity to conduct a workshop for parents. We had a fruitful session interacting and sharing our expertise in early childhood education with parents.
<div>ALEXANDER KU</div> <div></div>	Carl Sagan: He had the rare combination of scientific wisdom and vision and the ability to communicate its effect on our society to the masses.	Dwight Eisenhower (ex-US President) sums it up best: "Leadership is the art of getting someone else to do something you want done because he wants to do it." A great leader is a risk-taker with a vision and has a blend of unique skills and attributes to inspire.	With SSIS having such a diverse student population, it has inspired me to improve my foreign language skills.
<div>JOY ZHENG</div> <div></div>	Martin Luther King Jr: He inspired, advocated, and cared for the people and their needs.	Being a servant to the people I lead, supporting them, speaking up for them, and inspiring them to be the best version of themselves.	To solve a Rubik's cube!
<div>DAVID HERRING</div> <div></div>	My current New Zealand Prime Minister, Jacinda Ardern: She sets a great example by being prepared, leading from the front and by example. Most importantly, she cares.	Leaders should show passion, empathy, integrity, and loyalty toward their staff; this way, they lead through example and know how to build respect and trust. This creates an environment that is not only efficient but, more importantly, effective.	I am determined to sort my Chinese out this year. I feel a bit embarrassed to say I don't know any Chinese, although I am in my third year here. In fact, I signed up for and had my first formal lesson yesterday: "Zhe shi ni de baozi ma?"

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

Writer: Gabby Ho

What's the best thing about the subject you teach?	What's the best advice a teacher ever gave you?	What's your favourite thing about Shanghai?
I try to provide my students with what I know and entice their curiosity to wonder with questions and share and provide information to feed their thirsty young brains. "When you learn, teach. When you get, give." — Maya Angelou	When I was in primary school, my form teacher Mrs Wong once told me to appreciate myself and that honesty can help mould confidence and a better me.	My favourite thing about Shanghai is being immersed in its culture: accept, adapt and appreciate; build friendships and explore nature at its best.
For many of our youngest students, golf is one of the first sports they will learn. As their gateway, it brings me a tremendous feeling of accomplishment when we can instil in them a lifelong passion for the sport.	That if I wanted to become an expert at anything, it would take 10,000 hours of deliberate practice. Breaking it down and looking at the most successful people globally, I realised that they all had this in common.	My favourite thing about Shanghai is witnessing the remarkable economic and urban transformation of the city.
To get to know each student and be there for them when needed.	When I make a mistake, I would ask myself, "What would I do differently next time?"	Being close to my family.
I really love learning about the world we live in. Teaching humanities gives me the perfect opportunity to learn about so many different cultures and places worldwide. Now that I am in China, it has given me the perfect opportunity to develop my Chinese knowledge.	Hmmm. Advice? Is it okay if we skip this question? I wasn't the best of students ;)	I am still pretty new to Shanghai; I really do love urban exploration, choosing a new location every weekend and having a wander around. I recently went to Dishui Lake. Wow, it is a huge, beautiful lake and is very peaceful!

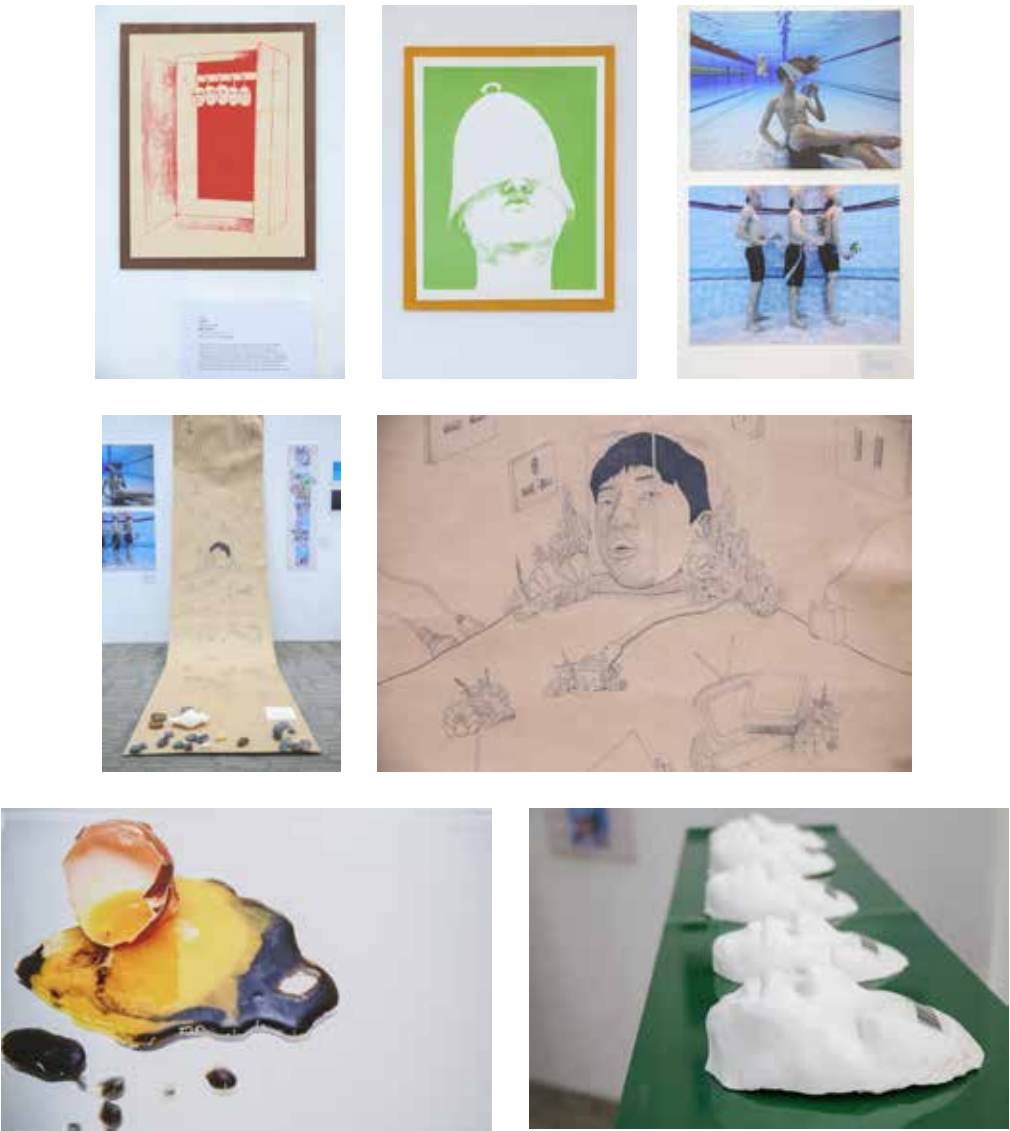
EXPRESS YOURSELF

THIS YEAR WE HAD TWO GRADUATING IB STUDENTS—TOMY KIM DO YEOB AND VICTOR HSU CHE-WEI—WHO EXHIBITED THEIR ARTWORKS IN THE PSG LOUNGE.

Tommy Kim



Victor Hsu



BOARD GAMES

"We wanted the Grade 4 students to use their creativity to make up board games, and they went to town with it! Their original games have rules and were playable, while also displaying a sense of colour-matching and composition," says Ms WANG Zhiyi, Primary Art Teacher.

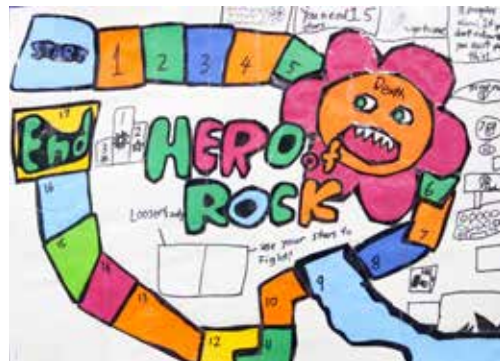
Sung Kuan Ting



Henry Gao



Ding Bo Cheng



Maggie Lu



Jedidiah Tan



Kim Jimin



STEAM WEEK

According to Ms Avegail VERGEL, Primary STEAM and Social Studies Coordinator, the students from various grades were encouraged to create artwork to support STEAM Week's recycling drive. Part of the materials they used was recycled materials in keeping with the theme.

Quek Yan Ning



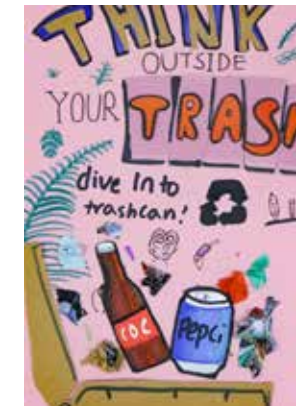
Zhu Wang Yu



Daniel Heo



Lee Sung Chul



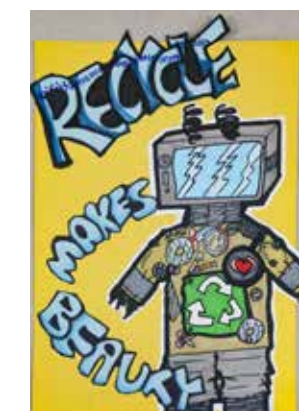
Nina Chen



Michael Li



Sophia Lee



Abby Koh



MAKING FACES

The Preschool kids found inspiration of a different sort when drawing these scary faces. According to Ms Liz Hou, Preschool Creative Arts Teacher, she wanted them to imagine what it was like to be at the dentist. This brought up many mixed emotions in the kids, who aptly translated how they felt into their artwork.





TERM TWO

FROM SPORTS TO STEAM WEEK, WE EMBRACED MANY CREATIVE LEARNING OPPORTUNITIES.

Despite being split into two days, Primary students were united in their pursuit of fun, sporting excellence and created many precious and memorable moments. Upper Primary students were placed on teams with students from different classes and grade levels as it allowed them to make new friends and work together to achieve success. The main focus was for students to display their I4C values, which they did through their show of sportsmanship and school spirit.



Our Senior students battled the cold with high energy and enthusiasm and displayed sportsmanship and collaboration during the Annual Sabres Sports Day. Students welcomed the introduction of water polo and water volleyball and played for every point to earn the championship title for their houses.



We celebrated 100 Days of School with many creative activities and used the time to reflect on what we'd done and learnt. For Pre-nursery, Nursery and K1, each child wore on a T-shirt with either 100 items or the numeral '100' on it; K2 children dressed up as (tiny) 100-year-old people. Each Primary grade worked on a particular 100 theme, which afforded learning from Mathematics to English to sustainability. And during the Senior School assembly, students showed a light-hearted video which they'd produced.



STEAM Week showed our strong focus on interdisciplinary learning to prepare our students for the real world. All the fun activities in Primary STEAM and Senior School Innovation Lab allowed the students to work hands-on, collaborate, and think critically—using the design thinking process to solve problems, develop adaptive skills, and fill their sense of wonder. In the process, the students found enjoyment while engaged in exploration and discovery.

Book Marker

Use an app to keep track of what you're reading: Bookly, HabitMinder, and Book of the Month. The best part is it'll show you how far you've come by the end of the academic year.



Hop to It

What to do with all that extra bubble wrap laying around? Turn it into an indoor game of Bubble Wrap Hopscotch! Both kids and parents will love to hop it and pop it.



Easy Does It

We all need help with writing clearly and concisely. Use <https://rewordify.com> to reword a sentence or a paragraph—the programme will simplify English by reducing text complexity. There's nothing to download, just enter your text into the yellow box at the top of the page and voila! You'll instantly see a more accessible version for fast understanding.

Sample Original:

Rewordify.com is a sublime web site that expedites learning in myriad ways. It helps with reading betterment, and it invites discourse on more topics.

Sample Output:

Rewordify.com is an amazing web site that speeds up learning in many ways. It helps with reading improvements/ positive change, and it invites intelligent conversation about more topics.

The World at Your Fingertips

lingro.com creates an online environment that allows anyone learning a language to quickly look up and learn the vocabulary most vital to them. This free multilingual online dictionary turns any website into an interactive language learning tool.

Here's how to capture your screen.

Mac:

- Press Command+Shift+3 to capture the entire screen.
- Press Command+Shift+4 to take a picture of the window the mouse cursor is currently hovering over.

PC:

- Press the Print Screen key to take a screenshot of the whole screen.
- Press Alt+Print Screen to screenshot the active window.
- Press Windows key+Print Screen to take a screenshot that includes the entire Windows interface

Search Better

In the web search bar, use the following to focus your results:

- "filetype:" e.g. Sanya beaches filetype:jpg
- "site:" e.g. Yellow river site: www.nationalgeographic.com



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

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Cover art by MA Yeeun. Students designed and created their lino prints based on an investigation into what their animal spirit was. Through this History and Visual Arts cross-curricular project, students learnt the importance of nature and animism.

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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