

# QISS Newsletter

"At QISS, Courage means taking risks, being honest, and having integrity."

December 14, 2007

Qingdao No.1 International School of Shandong



## Book Donation and Season's Greetings

Director: Jeff Fischmann

This is the season for giving and I want to thank Mr. and Mrs. Hong, and their son, William (a student in our Kindergarten), for their generous donation of new books for our library. This is a very substantial addition to our library's growing collection. It is a gift that will keep on giving for many, many years to come.

I want to wish everyone a warm, restful, joyous holiday season. We have all come a long, long way since August. We've seen the birth of our new school and we've overcome many challenges along the way. There is lots of hope that QISS will continue to develop and realize its potential.

None of this could have happened without the dedicated efforts of so many who have given so generously of themselves. A hearty thanks to the professional faculty, staff and parent community for their strong support and understanding. Many thanks to Executive Director Li, the Qingdao Education Bureau and the Municipal

Government of Qingdao for all their financial support and hard work on behalf of our community.



## January & February

Dec 17-Jan 4	Winter Vacation
Jan 8	2nd Semester ASA starts
Jan 16-17	Parent - Teacher Conference
Jan 18	End of Second Quarter
Jan 25	U.S. Report Cards #2
Feb 1	China Day
Feb 4-8	Chinese New Year
Feb 11	1/2 Day of School (Afternoon Inservice)



## Planning IB

Lower School Principal: Tim Green

As mentioned in our last newsletter, the Lower School has begun the process of becoming an IB school, thus incorporating the PYP (Primary Years Programme) into our existing structures and organization. Both Mr. Fischmann and Principal Li have endorsed our plan to move ahead in this direction, and as I have also mentioned, it will entail committing a very substantial amount of time, training, work and money to achieve this goal. Listed below, is a short outline highlighting the steps necessary for implementing the Primary Years Programme at QISS:

**Step I: Submit the "Notice of intention to offer the Primary Years Programme" form online.** (\* Completed Nov. 09, 2007)



## Vacation HW: Read

Upper School Principal: Peter Burnside

A few weeks ago I asked a group of Korean students, "When do feel like you are really learning English?" Their response: "When we read."

The message I got from these students is the same message I want to pass on to others: **reading is good for you.** The more you read, the more you enjoy reading. The more you enjoy reading, the more you read. And the more often you encounter new words in a context you can understand, the more vocabulary you learn.

What's more, if your goal is to read better in English but English is your second language, reading in your first language will help. That's right—you need to develop good reading skills in

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### Step II: Begin Feasibility Study.

(\* Nov. 13, 2007 – April, 2008)

- Review PYP materials, examine PYP philosophy and curriculum to determine how it may be interpreted and applied at QISS, develop a school strategy and calculate costs
- Purchase the PYP Starter Pack, study materials, discuss with faculty
- Workshops and more discussions about implementing PYP (\*completed)
- Write a formal request for the Preliminary Visit to be held in March, 2008 (\* completed)
- Attend the Introduction to the PYP for Administrators course in Hong Kong, (March, 2008).

**Step III: Preliminary Visit:** Tentatively planned for this April, an IB Asia-Pacific representative will conduct a preliminary visit to the school to: A) identify the QISS philosophical basis,

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Anna, Grade 11

## Lower School Principal (continued)

organization, pedagogy, etc. B) assess the compatibility of the PYP philosophy and requirements with existing structures, facilities, philosophy, C) identify potential impediments which might prevent or impede successful implementation of the PYP program, D) acquaint school administration with PYP standards, general requirements, and propose timelines of implementation, E) professional development.

### Step IV: Begin "Candidate Status" in August 2008

**Step V: Candidate phase:** Continued preparations to deliver the program; teachers attend training at PYP workshops in Hong Kong in September 2008; curriculum development; collaborative planning time. Timelines are drafted for authorization, providing dates for Pre-Authorization and Authorization visits.

### Step VI: IB Authorization Visit in 2008/9 (date to be announced)

### Step VII: Authorization to teach the IB program is granted or denied

As you can see, we have lots to do!

The IB Programme ensures a world-class education through a standardized curriculum and a balanced array of assessment methods. It is also a way of assuring

expatriate families that their children will receive a quality education with transferable credits and entry qualifications for schools around the world. Its rigorous curriculum and inquiry-based approach to learning prepares students to move to the next level of their education, and eventually, for becoming global citizens with the necessary 21st Century skills. I'm confident that QISS will meet this challenge successfully!

I would like to wish each of you and your families a safe and relaxing winter vacation. Merry Christmas and happy New Year! I look forward to seeing you in January!



## PAC Social Committee News

PAC Spoke Person: Christine Barnes

The PAC Social Committee is pleased to announce that the Community Notice board is now on the wall on the 2nd floor, near the door leading to the cafeteria. Please put your community-based advertisements in the envelope provided and we will pin them on the board. Keep an eye on the board as we will also use it to post pictures and notices of school events.



The wishbox at the Winter Program produced more than 100 wishes for the new school!! All of these will be looked at and passed on to Tim Green. Thank you all for supporting the Winter Program so wholeheartedly. Sorry we ran out of mulled wine and hot chocolate!

Remember the next main social event at the school is China Day on 1 February. We are looking for parents who are able to provide Chinese

## Upper School Principal (Continued)

your first language before you can apply them in a second language. We like to stress "English Only" at school, but if you are learning English, you should be reading a lot in your first language to maintain your love of reading and advanced reading skills.

Here's another reason to read in your first language. If you are struggling to understand your homework, be it protein synthesis, the universal law of gravitation, or the principles of economics, read about it in your first language, then go back and read it again in English. It will probably make a lot more sense.

Whether English is your native tongue or second language I urge you to read read over the winter vacation. Last reason—if you are traveling to Europe or North America for the holidays, it's a long flight. You'd better have a good book.



Jenny, Grade 9



Casey, Grade 9

# Post-Impressionism

Art Teacher: Dan Gosnel

Impressionism originated in France in the late 19th century. It began with a group of artists rebelling against the accepted way of painting, and ended up as the first avant-garde movement in the western art world. At first their paintings were considered ugly and offensive to the public, and in later generations these same paintings were, and still are, considered the most valued paintings in the history of art. These artists, however, lacked cohesiveness and did not remain together for very long. These painters left a lasting legacy and had a profound influence on the art movements to follow. What grew out of the Impressionists was a group considered even more radical, where their images were scorned by critics and the public. This group of painters was the Post-Impressionists.

The Post-Impressionist art movement grew as an extension of Impressionism, however, using more expressive



Jane, Grade 11



Mike, Grade 12



Jane, Grade 12

brushstrokes and emotionally charged color. Just as the Impressionists shocked and offended the public, the Post-Impressionists found a way to shock the public even more with their expressive color and images. The leading artists most known for Post-Impressionism are Paul Gauguin, Paul Cezanne, and Vincent van Gogh. Several Post-Impressionist painters rejected the indifferent objectivity of Impressionism in favor of a more personal, spiritual expression. In general, Post-Impressionism led the way from a naturalistic approach and towards the two major art movements of early 20th century art that superseded it: Cubism and Fauvism. Many sub groups of Post-impressionism include The Nabis Movement and the Neo-impressionist movement.

The students in the High School Elective Art Class were introduced to the artists of the Impressionist and Post-Impressionist art movement. We discussed the differences between the two art movements, why they were so important to the Western art world and the ramifications it had on a society of that time period. Students then chose a painting from the Post-Impressionist movement they liked, and did research this artist, where

they subsequently wrote papers on their chosen artist. The second part of this assignment students used acrylic and oil paint on canvas, and attempted to emulate the style and color used by the artist they chose.



## PAC (continued)

snacks. If you can help, please get in touch with Christine "C" summerwishy@yahoo.co.uk

We are still looking for volunteers to be Room Parents. For further information, again please contact Christine.

We have a fun vacation task for Lower School students. They will all be given a picture of QISSY the Sheep to decorate and take on holiday. They can then send us a photo of themselves and QISSY during the vacation. The photos can be emailed to us, or given in on return to school. Email to [helenelagendijk@hotmail.com](mailto:helenelagendijk@hotmail.com). After the holiday, we will display all the photos we receive on the Community Board. The most original gets a prize!

Happy Holidays from the PAC Social Community Group.



*The Winter Holiday Program was a great success. Good Food. Lots of fun. Holiday Spirit. Thank you for helping make this event so wonderful. We couldn't done it without the help and support of our parents and students. Thank you!*  
*Watch the Winter Program Clip at QISS Explore (Login: QISS, Password: friend)*

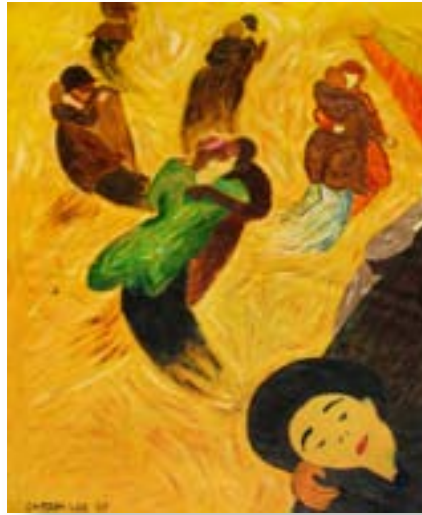


## Survival Chinese

Chinese Teacher: Jenny Fang

Telling day, day of the week, month and year.

- The way to read a year is simply to read every figure, e.g.  
一九九七年  
(Yī jiǔ jiǔ qī nián)  
二〇〇五年  
(èr líng líng wǔ nián)
- The names of the twelve months are formed by adding "月" to each of the numerals from 1 to 12, e.g.  
一月 (Yī yuè)  
十二月 (shí èr yuè)
- A day is indicated in the same way as a month, i.e., to add "日" or "号" to each of the numerals from 1 to 31. e.g.  
十二号 (Shí èr hào)
- Weekdays are indicated by putting "星期" before each of the numerals from "一" to "六". The seventh day is written as "星期日" or "星期天".  
星期一 (Xīng qī yī)
- The order of the year, month, day and the days of the week is as follows:  
2005年6月12日 星期日  
èr líng líng wǔ nián liù yuè shí èr rì xīng qī rì



Jason, Grade 11

2007年12月25日 圣诞节 (Christmas)  
èr líng líng qī nián shí èr yuè èr shí wǔ rì shèng dàn jié



## Class News

Chinese Teacher: Lisa Zhang

The first week of December, Rozen, Maria, Seba, Dana each made a Powerpoint presentation about Chinese culture. Rozen discussed Chinese economics, Maria took us to see the Terracotta Warriors and Horses, Seba explained the history of the Great Wall. And Dana taught us about the Chinese gods who taught us mathematics, medicine, and house-building.

Next semester, we are looking forward to learning more about Chinese history and culture.



## Business Manners

Chinese Teacher: Cynthia Xin

When negotiation is entered, the right of decision-making often depends on who are present at the meeting. In most cases, verbal communications are enough. Too many gestures may leave others an impression of arrogance. As to eye contact, when you speak, looking into others' eyes will do, for cultural differences puts a limit on it. And you'd better not take the Chinese nod for agreement; it's only a sign that they are listening attentively. Chinese prefer formal meetings, but after that is usually a dinner together to show their hospitality. However some Westerners think it a waste at public expense. One piece of advice may be 'Do as the Chinese do.' When you become acquaintance with the Chinese partner, a private lunch meeting or dinner at home is a good opportunity to know each other.

当进入谈判阶段的时候，决策权通常掌握在出席人的手中。多数情况下，口头的商谈就足够了。过于注重礼节会给别人以骄傲自大的印象。眼神交流就是在谈话中，看着他人的眼睛，由于文化的不同，眼神的交流也是有限度的。最好不要用中国式的点头来表示赞成，因为那样通常只表示我再认真地听。中国人乐于举行正式的会议，通常在会议结束后会有晚宴，来表示他们的盛情。然而，有的西方人会认为这是一种对公共开支的浪费，有一条建议就是：“像中国人做的那样做”。当你和你的中国合伙人熟悉以后，私人的家庭午餐或晚餐聚会就会成为相互了解得很好的机会。



Josephine, Grade 9



Naoki, Grade 11



Andy, Grade 11

*All Second Semester Activities After School will start January 8<sup>th</sup>.*