



"At QISS, intelligence means think critically, flexibly and reflectively."

February & March	
Feb 1	China Day
Feb 4-8	Chinese New Year Holiday
Feb 11	Half Day of School (Afternoon Inservice)
** Students go home at 1 p.m.	
March 14	L.S. Report Cards#2
March 24-28	Spring Holiday



Staffing Process at QISS

Director: Jeff Fischmann

International Schools around the world are all engaged in recruiting teachers for the 2008-2009 school year.

QISS primarily uses two experienced, reputable agencies to find qualified teachers: International School Services (ISS) and SEARCH Associates (SA). Both these organizations screen teacher candidates and establish professional files that include teacher resumes and confidential references.

I attend recruitment fairs, referred to as IRCs, where candidates and heads of school come together to conduct interviews and offer employment contracts. It is an extremely competitive process as the demand for teachers is growing at a greater rate than the supply of qualified teachers as new schools are created and established schools expand their enrollment.

During the first week of January, I attended

the SA recruitment fair in Bangkok and was able to hire three very qualified, experienced international school teachers. I will be gone the entire month of February attending recruitment fairs in San Francisco (SA), New York (ISS) and Seattle (ISS). I have seven more positions to fill to fully staff the school. I am very optimistic for the prospects for the next school year.



Year of the Rat: A time for Renewal

Upper School Principal: Peter Burnside

The rat sits at the top of the Chinese Zodiac. As the first animal in the 12-year sequence, it signals a time of renewal—a good time for a fresh start. As we head into the year of the rat, we envision a new campus being built, a school redefining itself, and teachers and students coming to school with renewed energy as winter yields to spring.

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Jenny, grade 7: Self-Portrait



Comparing the IB Learner Profile with our School's ESLRs

Lower School Principal: Tim Green

As the Lower School continues its feasibility study, analyzing our current curriculum and exploring the IB Primary Years Program (PYP), we are continually comparing and contrasting our current philosophies and methodologies with that of the IB curriculum. Interesting enough, and it actually comes as no surprise, our current program compares favorably with the IB structure. One example would be the comparison of our school's Expected Schoolwide Learning Results (our ESLRs) with the IB

Learner Profile. The aim of the PYP program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. PYP learners strive to be:

Inquirers: They develop their natural curiosity. They acquire skills necessary to conduct inquiry and research and show independence in learning. They actively

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Upper School Principal (continued)

We are also reminded by our accrediting agency, WASC, that we should not wait 12 years to renew, but we should be in a constant state of renewal and continuous improvement. As we prepare for our spring accreditation visit we are reflecting on what actions we have taken to improve the school over the past three years, how they have impacted student learning, and what we should do next.

This year's April visit will culminate with a review of the school's renewed 5-year action plan and we will begin another accreditation cycle. As we move through the next few years—the Ox, Tiger, and Rabbit—we will keep in us the spirit of the rat as we work hard to continuously improve and renew.

Happy New Year!



W A S C



Bruce, grade 7: Self-Portrait



Christina, grade 7: Self-Portrait

Check out our new QISS poster!



QISS Focus on Intelligence

Counselor: David Addicott

During the next few weeks, both upper and lower schools will be focusing on the 4th of our Core Character Traits, Intelligence. What do we mean by Intelligence at QISS? Basically we have defined Intelligence as thinking critically, thinking flexibly, and thinking reflectively. Critical Thinkers question assumptions, look for evidence, and try to make sense of things in their world. Flexible Thinkers are able to look at problems from different points of view and use imagination and creativity in their search for solutions. Reflective Thinkers are critical of their own work and are able to make connections with prior experience.

At home, parents can help develop their children's Intelligence in many ways. When kids make irrational or wild assertions, you can gently challenge them by asking, "How do you know that? What's your evidence?" Helping children to view things from different perspectives is extremely important. By modeling this for your children, you can help them to be open-minded. Finally, parents can encourage reflection by not judging their children's work themselves but instead asking the children to identify what they've done well and what they might want to improve next time. In general, just try to notice when your kids are using these good thinking skills and encourage them to do more.

W A S C

Lower School Principal (continued)

enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and

understand their strengths and limitations in order to support their learning and personal development.

Now, to refresh your memory, The QISS Expected Schoolwide Learning Results are:

- Students will Demonstrate Strong Academic Skills
- Become Self-Directed Learners
- Work Collaboratively in Diverse Groups
- Use Information Technology Proficiently
- Demonstrate Vitality, Courage, Sensitivity, Compassion and Intelligence

As you can see, our philosophies regarding what we want our students to be, the 21st Century skills we wish them to obtain, are very similar to the PYP IB Profile. Although worded differently, our current goals for outcomes for our students do indeed match the IB PYP Learner Profile.



Steve, grade 7: Self-Portrait

PAC Social Committee News

Co-Chair: Christine Barnes

Xin Nian Hao!. Happy Chinese New Year from the PAC Social Committee. We wish all students, teachers and staff a happy holiday.

Now that the new QISS logo is ready, we will be organizing the printing of school bags and t-shirts which will be available to buy at a reasonable price. These should be ready by the beginning of March.

The Community Board is proving to be very popular. Please remember, you can post your own notices there – just put it in the envelope and one of the Committee members will check and pin it on the board for you. Look out for monthly birthday notices!



Saskia, grade 7: Self-Portrait



Angela, grade 7: Self-Portrait



Drawing on the Right Side of the Brain

Art Teacher: Danial Gosnell

In order to learn how to draw in a realistic style, one must first learn how to see. Seeing means not merely looking, but being able to perceive the object one wishes to draw. Then one might ask, "Well, how do I perceive?" Grade Seven students learned a new way to perceive objects they were asked to draw.

The Grade Seven class completed a semester-long course, working from Betty Edward's book, *Drawing on the Right Side of the Brain*.

It is a widely held accepted belief amongst the literati that the left side of the brain dominates analytical thinking, while the right side dominates perceptual and visual aspects. Grade Seven students finished various exercises to teach the how to "draw on the right side of the brain." This course culminated to a final project where each student drew his or her own self-portrait.

