

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

March 21, 2008



Qingdao No.1 International School of Shandong



## Staffing, Governance, New Campus

Director: Jeff Fischmann

During the months of January and February, I conducted an extensive, worldwide search to recruit new teachers for the 2008-09 school year. I attended recruitment fairs sponsored by International School Services, the Council of International Schools and Search Associates. These fairs were conducted in Bangkok, San Francisco, New York City, and Seattle. I am pleased to report that all the available positions have now been filled by qualified, credentialed teachers.

Before I left for my recruitment trip, a special task force of QISS parents drafted an Articles of Association that was submitted to the Qingdao Education Bureau and the school's accreditation agency, the Western Association of Schools and Colleges (WASC). The Education Bureau has reviewed this document and proposed several changes to bring it into conformity with Chinese law. A second draft is now being crafted

in Chinese by our Executive Director, Principal Li. This second draft will be

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Diana, Grade 10: Self Portrait



## WASC Three-Year Revisit

Upper School Principal: Peter Burnside

Three years ago, the former QIS was accredited for the first time by the Western Association of Schools and Colleges (WASC). This accreditation was transferred to QISS this fall when we moved and changed ownership. The milestone of initial accreditation brought a higher level of quality and accountability to the school, but accreditation is never permanent, nor is it a gift.

The first accreditation resulted in a three-year term, which is now up for renewal. On April 10 and 11, Dr. Marilyn George (Associate Executive Director of WASC) and Andrew Watts (Head of TEDA International School) will be at QISS for what is known as a "Three-Year Revisit". Dr. George and Mr. Watts also visited in October to verify the change in location and ownership.

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## March & April

March 24-28	Spring Holiday
April 12	Science Fair
April 15	PYP Preliminary Visit
April 18	U.S. Report Cards #3
April 21-25	Festival of Words
April 25	L.S. Progress Reports
April 28-May 2	Labor Day Holiday



## Inquiry-Based Learning

Lower School Principal: Tim Green

There's an old adage that states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning, the approach to instruction emphasized by the PYP International Baccalaureate Programme and other schools throughout the western world that emphasize "Best Practices" in education. Inquiry implies student involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge.

"Inquiry" is defined as "a seeking for truth, information, or knowledge by questioning." Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. The process of inquiring begins with gathering

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## Lower School Principal (continued)

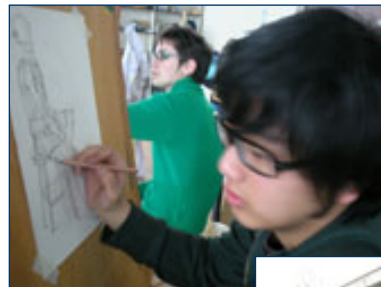
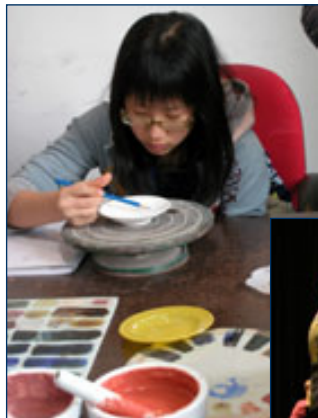
information and data through applying the human senses: seeing, hearing, touching, tasting, and smelling.

Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less prone to ask questions as they move through the grade levels. In traditional schools, students learn not to ask too many questions, but instead to listen and repeat the expected answers.

Some of the discouragement of our natural inquiry process may come from a lack of understanding about the deeper nature of inquiry-based learning. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied.

Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available. What's needed is an understanding of how to get and make sense of all that data.

Educators must understand that schools need to go beyond data and information accumulation and move toward the generation of useful and applicable



*How does the water cycle work?  
Find the answer to this question  
at the QISS Science Fair!*



### *Pushing the Limits*

Art Teacher: Daniel Gosnell

knowledge - a process supported by inquiry learning. In the past, every country's success depended on its supply of natural resources. Today, it depends upon a workforce that "works smarter."

Content of disciplines is very important, but as a means to an end, not as an end in itself. The knowledge base for disciplines is constantly expanding and changing. No one can ever learn everything, but everyone can better develop their skills and nurture the inquiring attitudes necessary to continue the generation and examination of knowledge throughout their lives. For modern education, the skills and the ability to continue learning should be the most important outcomes.

Subject content is very important indeed, but only as a means to get to an end, not as an end in itself. The knowledge base for disciplines is constantly expanding and changing. No one can ever learn everything, but everyone can better develop their skills and nurture the inquiring attitudes necessary to continue the generation and examination of knowledge throughout their lives. For modern education, the ability (skills) to continue learning should be the most important outcome for all students to master.

The 2007-2008 ACAMIS High School Fine Arts Conference was hosted by Concordia International School in Shanghai, where QISS brought eight high school students to take part in various culturally enriching activities. About 250 visiting high school students from various international ACAMIS schools took part in this exciting event, which included the visual and performing arts. Students took part in seven majors or interest areas headed by renowned professionals in music, theatre and visual art.

The theme of this year's cultural convention was "Pushing the Limits – Expanding Experiences in the Arts." The main goal of this conference was to provide students with quality, in-depth experiences in music, theatre, and visual art, beyond what they usually learn in their classrooms during the school year.

QISS students stayed with host families and became friends with other students from international schools from around China. Our students came back from this conference with memorable experiences and enriching knowledge they gained from their interest are Daniel Gosnell and InSun Han were chaperones.

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A B C D E F G



## New York Artist, Director (continued) Chuck Close

Art Teacher: Daniel Gosnell

Some artists show great determination and perseverance in their art by letting nothing stand in their way when they wish to express themselves. This is true of contemporary American painter, Chuck Close.

At the height of his career, New York painter, Chuck Close, became paralyzed from the neck down and was forced to paint holding a brush with his teeth. After several years of rehabilitation, he gradually gained partial control of his arm so a brush could be taped to his hand. It was at this time in his career when he became most well-known for his gigantic close-up portraits based on photographs. In his New York studio, Chuck Close still creates his three-meter high paintings using the grid method. QISS's high school elective art class explored the techniques Chuck Close uses and then created self-portraits based on what they learned.

Before beginning our self-portraits, students completed several exercises in color studies and value gradation. After gaining some insight and confidence in color theory and value, students began their portraits using acrylic paint on canvas, using a similar grid method Chuck Close still uses. This grid system Close uses was standard practice for a group of painters in the 1970's known as Photorealists.



Lucy, Grade 10: Self Portrait

translated into English and will be submitted in its draft form to the WASC Committee on April 10 – 11. It remains the school's goal to have an approved governance structure in place before the end of the school year.

Finally, I've been informed that the Qingdao Municipal Government is continuing with its preparatory work to build a new campus for QISS. Although there are no recent announcements to report, the mayor's office and the Qingdao Education Bureau are on public record for promising that construction of the new campus will begin during 2008 and will be completed in 2009. We will keep the community informed as we receive updates on this important project.



## Upper School Principal (continued)

In preparation for the April visit, QISS administration and faculty have reviewed our progress over the past three years and prepared the revisit report. A PDF version of this report is being sent home by email on Friday, March 21. The report describes our profile (student and staff characteristics and achievement data) and reviews progress on five major initiatives.

For each initiative, we are required to report on how our actions have affected student learning. This is often a difficult question to answer decisively, but it is a question that we must continue to ask ourselves with each decision we make—how will this affect learning?

Following the revisit, QISS may be granted an additional three-year term of accreditation, or a shorter term if there are serious concerns. Regardless of the term length, the visiting committee (Dr. George and Mr. Watts) will leave us with "Critical Areas of Follow -Up" which we must weave into an action plan for the future. Please look over the WASC report so that you are familiar with our current profile, actions taken over the past three years, and thoughts about the future. There will be a parent meeting with the visiting committee to be confirmed on either April 10 or 11.



John, Grade 10: Self Portrait



## Library Improvement

Librarian: Mal Arnold

Building almost from scratch, the QISS library today is moving forward to be the PYP Library of our community. With great support from the government, another order of over 400 titles just arrived earlier this week. The order includes great novels, picture books and non-fiction books. Almost all of these books are hard cover and specially bound which guarantees to last for a long time, though of course the prices are triple from paperback or soft cover.

Furthermore, all of these books came with a barcode, which is another huge step for the library circulation system we just bought. This means that next school year, students will be able to search with ease within the library catalog to find books that support their learning and interests. Also, with the system in place, we'll be able to build a better library collection.

Another step to becoming a PYP Library is we're building a Native Language Corner to support Mother Tongue acquisition at QISS. Children will learn English better if they're strong with their mother tongue language. This program will help students enjoy their own language and adapt to English more quickly. You can show your support by donating books in your mother tongue or native language that you no longer need. Just drop them off at the library at your convenience or let your child carry them to school and give them to their homeroom teacher. The librarian will send a note back with your child to thank you and inform you that the books have reached the library.





## Birthing Customs in China

Chinese Teacher: Cynthia Xin

### Part 1: Newborn Children

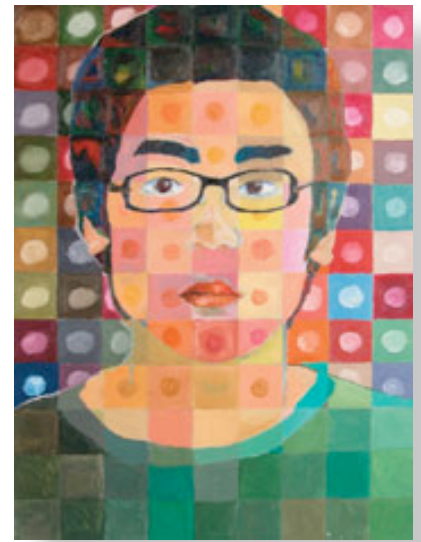
Chinese people put their family in a very important position. They regard the family blood stream as continuously running and maintaining the life of the whole nation. That is why children production in China becomes a focus for all members of families. It is even accepted by them as an essential moral duty. There is a Chinese saying that of all who lack filial piety, the worst is who has no children.

The fact that Chinese people pay great attention to children production and can be supported by many customary practices. Many traditional customs about preproduction of children are all based on the idea of children protection. When a

wife is found to be pregnant, people will say she "has happiness," and all her family members will feel overjoyed about it. Throughout the whole period of pregnancy, both she and the fetus are well attended, so that the fetus is not hurt in any way and the new generation is born both physically and mentally healthy. To keep the fetus in a good condition, the going-to-be mother is offered sufficient nutritious foods and some traditional Chinese medicines believed to be helpful to the fetus.

中国人把家庭摆在了很重要的位置，因为他们认为那样意味着整个家族血脉的传承，而且也意味着整个民族的延续。那也就是为什么在中国孩子的生养成为了所有家庭的核心。生孩子养孩子也就作为道德职责为人接受。因此，中国有一句古话叫做：“不孝有三，无后为大！”

事实上，中国人这么关注孩子的生养问题也是长久以来的习惯，有关怀孕期间的许多传统观念都是基于对孩子的保护。当一个妻子怀孕了，人们都会说她“有喜了”，并且所有的家人都会感到非常高兴。整个怀孕期间，她以及她的孩子都会得到很好的照顾，无论如何都不会受到任何伤害。因此下一代人就会健健康康的生出来。为了给孩子提供一个好的条件，准妈妈会吃营养充足的食物，人们也认为吃中药对胎儿也非常有好处。



Sebastian, Grade 10: Self Portrait



Josephine, Grade 10: Self Portrait

### Vocabulary

舒(shū)服(fu)	comfortable
不(bù)舒(shū)服(fu)	sick, uncomfortable
大(dài)夫(fu)	doctor
吐(tǔ)	to vomit
发(fā)冷(lěng)	to feel cold
冷(lěng)	cold
东(dōng)西(xī)	things
发(fā)烧(shāo)	to have a fever
头(tóu)	head, top
疼(téng)	ache, pain, sore
咳(ké)嗽(sou)	cough
拉(lā)肚(dù)子(zi)	to have diarrhea
量(liàng)	to measure
体(tǐ)温(wēn)	body temperature
消(xiāo)化(huà)不(bù)良(liáng)	indigestion
药(yào)	medicine
次(cì)	time/number of sequence
后(hòu)	after, later
饭(fàn)后(hòu)	after meals



## Survival Chinese

Chinese Teacher: Jenny Fang

A: 你(nǐ)哪(nǎ)儿(er)不(bù)舒(shū)服(fu)?  
What's wrong with you?

B: 大(dài)夫(fu), 我(wǒ)吐(tǔ)了(le), 发(fā)冷(lěng), 不(bù)想(xiǎng)吃(chī)东(dōng)西(xī)。  
Doctor, I have been vomiting. I also have chills and have lost my appetite.

A: 你(nǐ)发(fā)烧(shāo)吗(ma)? 头(tóu)疼(téng)吗(ma)? 咳(ké)嗽(sou)吗(ma)?  
Do you have a fever and headache?  
Do you cough?

B: 不(bù)知(zhī)道(dào)发(fā)烧(shāo)不(bù)发(fā)烧(shāo), 头(tóu)有(yǒu)点(diǎn)儿(er)疼(téng), 不(bù)咳(ké)嗽(sou)。  
I don't know if I have a fever.  
I have a little headache. I don't cough.

A: 拉(lā)肚(dù)子(zi)吗(ma)?  
Do you have diarrhea?

B: 拉(lā)了(le)两(liǎng)次(cì)。  
Yes, two times.

A: 我(wǒ)量(liàng)一(yí)下(xià)你(nǐ)的(de)体(tǐ)温(wēn)。  
Let me take your temperature.

B: 好(hǎo)。  
OK.

A: 你(nǐ)有(yǒu)点(diǎn)儿(er)发(fā)烧(shāo), 你(nǐ)是(shì)消(xiāo)化(huà)不(bù)良(liáng), 吃(chī)点(diǎn)儿(er)药(yào)就(jiù)好(hǎo)了(le)。  
You have indigestion. You will be fine after taking some medicine.

B: 这(zhè)药(yào)怎(zěn)么(me)吃(chī)?  
What is the dosage for this medicine?

A: 一(yì)天(tiān)一(yí)次(cì), 一(yí)次(cì)一(yí)片(piàn), 饭(fàn)后(hòu)吃(chī)。  
Three times a day and one pill each time, to be taken after meals.



# Weekend Technology Workshop

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Aiming to enhance teacher knowledge of specific technology skills to improve student learning and classroom management.

**Saturday April 19th and 26th 9:00 am – 4:00 pm: 15 hours of instruction, study, and project building.**

**Instructor: Bradley Arnold: [barnold@qiss.org.cn](mailto:barnold@qiss.org.cn)**

## Using Adobe PhotoShop, InDesign, Illustrator and Acrobat

- Editing photographs with Photoshop
  - Using Illustrator's drawing tools
  - Resizing and reformatting photographs for your publications
  - Selecting and editing parts of pictures
  - Making posters, collages and mosaics
  - Adding special effects
  - Adding text
  - Automating common commands and keyboard shortcuts
  - Printing strategies
  - Publishing for the Web or PowerPoint
  - Putting together multiple page documents
  - Creating interactive documents
  - Making a table of contents and index for books and magazines
  - Layout and design principles
  - Getting these 4 applications to work together
- Discussion on classroom use for graphic design: projects, communication, standards and benchmarks, teaching resources

### Workshop Fees: 700 RMB

Coffee/Tea, lunch, and learning materials are provided.

### Workshop credit upon completion

Participants fulfilling requirements will receive a certificate and credit from the Director of QISS.

These courses may also be taken for college credit through the University of San Diego (for an additional fee). Contact the instructor for more details.

## RESERVE YOUR SEAT NOW

### Location:

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