



Coming Events

- Nov 2: Staff Development; Students dismissed at 1:00 p.m.
- Nov 6: Upper School Report Cards#1
- Nov 18: Lower School Report Cards (Unit 1 and 2)
- Dec 12: Winter Holiday Program-

Preparing Students for Life Beyond School

Jeffrey Fischmann, Director

After our students leave QISS, we want them to gain admittance to the best schools of their choice.

In order to do so, we must provide them with a solid academic foundation. However, an educational program that focuses solely on preparing students for standardized exams may not be adequately preparing them for the world beyond the school-house walls. What, in fact, do students need to be prepared for life? Our answer to that question is that students need a mindful heart.

What is a mindful heart? A mindful heart is one that is vital, courageous, sensitive, intelligent and compassionate.

Students need to be vital in body and mind because it takes abundant mental and physical energy to meet the challenges of the day. Therefore, we must build up their vitality in sports, the arts and the academic disciplines.

Students need courage because life will certainly confront them with many difficult challenges. Therefore, we must challenge them to overcome their fears.



Damon hard at work

Students need sensitivity to better understand those around them so as to collaborate effectively in this globalized world. Therefore, we must call upon them to analyze situations from multiple points of view, not just their own.

Students need intelligence to make sound judgments and thereby contribute to their own happiness and the happiness of others. Intelligence is developed through reflection, analysis and synthesis, not the mere recall of facts and information. Therefore, we must challenge them to use higher levels of cognition in the completion of their assignments.

Finally, students need compassion in order to become moral, ethical beings. Compassion is the highest form of intelligence for it makes us humane, not just human. Therefore, we must call upon students' natural instincts to be of service to others.

QISS is devoted both to the development of academic proficiencies and, more importantly, to the development of character traits that enable our students to apply what they know in a vital, courageous, sensitive, intelligent, and compassionate manner. This prepares our students for life beyond school.

The Power of Imagination

Peter Burnside, US Principal

Students love to daydream and imagine they are someone or somewhere else—anywhere but sitting at a desk in school. At QISS we tap into this tendency and harness the power of imagination through Key Assignments, which put students in different roles. For example, in quarter 1:

- Grade 6 students became architects in math and science and had to design an earthquake resistant building.
- Grade 7 students were archeologists making sense of broken artifacts and theorizing about the nature of an ancient civilization.
- Grade 8 students were composers auditioning to become a part of the famed percussion group "Stomp"
- Grade 9 students were advertising executives, proving through logic the quality of their product slogans.
- Grade 10 students were farmers, engineers, scientists, and miners debating the cause of a fish kill in their town's reservoir.
- Grade 11 and 12 students were radio producers who had to interview an extraordinary person and produce a radio show.

Through situations and simulations such as these, students get closer to the real world by dealing with real challenges and communicating in an authentic way. They get a chance to apply their knowledge and skills as adults do—in a world created far from the chair, the desk, and the chalkboard. It's challenging, it's meaningful, it's fun, and it answers the question, "Why do we have to learn this?"

Counselor's Corner

David Addicott, Counselor

This month I will focus on the second of our Expected Schoolwide Learning Results (ESLRs). These are the goals we are working toward with all students in order to fulfill our mission of "Developing Mindful Hearts." Here is the second ESLR:

II. QISS Students will be Courageous individuals who:

- Act on their principles with integrity and honesty, with a strong sense of fairness, justice and respect for others.
- Take risks to explore new possibilities and are willing to defend their beliefs.

Courage is an essential ingredient of success and fulfillment. Courage enables us to overcome our fears and do things we really want but are afraid to try. Whether we are learning something new, making a new friend, or trying to solve a difficult problem or resolve a conflict, we need courage just to make the attempt. So, growing, learning, and improving conditions for ourselves and for others require that we be courageous.

Naturally, we want our children to have courage, but, as parents, we also do not want our children to get hurt. So, while encouraging risk-taking, we must also ensure that those risks are not too great. At the same time we need to ensure that our concerns for our children's safety, success, or popularity do not prevent them from taking responsible risks.

When our kids have attempted something difficult that did not succeed, it is really important to recognize their courage. "I know how hard/scary that was for you; I'm really proud of you for trying!" We can also help our kids to take responsibility for their choices either to risk or not: "Where did you get the courage to try that?" or "How did you feel afterward when you decided not to try out for talent show? What do you think you'll do next time?" Perhaps the most powerful way to influence our children to be more courageous is by modeling risk taking ourselves and acknowledging our own struggles and mistakes.

US Dance

Julia Kuttig

On the 23rd of October, at LPG Cafe, I attended my first ever QISS Dance Party.

I thought it was pretty fun. We had pizza, Coke, Seven-up, and other softdrinks. There were about 70 students there. It was loud and fun, with the music constantly playing. There was a lot of different Korean, Chinese and English music.

We played Musical Chairs, which was really fun. First, the students played a few rounds and then the teachers. It was fun watching how they fought for the chairs. In the end, Mr. Leonard won. The winner of the student's game, Vincius, received 100 RMB.

The best part, though, was probably the dancing. Then, the student council said those who thought they could be dancing queen or king, had to come up.

For the dancing king, Simon, Cody and a guest went up.

For the queen, You Jin and I went up. But then, Annie came up too, just for fun. Those in favor of You Jin becoming dancing queen had to clap. And a lot did! Then those who thought I would become a good dancing queen had to clap. It was the same as for You Jin.

The result, for the boys, Simon won. For queen, both You Jin and I won. That's when the dance party ended.

I can't wait for the next one!



Teaching for Understanding

Alberto Gutierrez, LS Principal

Teachers at QISS are the catalyst for enduring understanding in our students. As a result, each teacher approaches each child as a unique and special learning individual. Teachers at QISS delve into the needs of each student and provide the tools they need for success in acquiring enduring knowledge. Teachers engage students by providing frequent and meaningful feedback that requires individual guidance for each student.

As children become confident in their understanding, they become the teacher and teach others. The greatest evidence of truly understanding a concept is when an individual can teach his or her understanding to others.

Understanding is one of our many important goals that all teachers strive to reach for each student at QISS. Thus, we encourage you, as a parent, to ask your child to teach you an important concept learned in the classroom. Your



child will become the teacher, and demonstrate the understanding taking place at QISS.

QISS Students Save the Planet

Scott Garbus

Early in the morning of Saturday, October 17th, a group of QISS students dragged themselves out of their perfectly comfortable beds, grumbled quietly to themselves about needing more sleep, and preceeded to save the earth.

These intrepid heroes were participants in the Beach Clean-up sponsored by the Global Issues Group. Although they sacrificed their treasured sleep-time, the students were rewarded with a beautiful day, fresh air, and the cheerful company of their peers as they cleared litter from the Olympic Sailing Beach.

In addition, faculty members Mr. Adicott, Mr. Arnold, Mr. Craig and Mr. Garbus were in attendance. A sleepy but enthusiastic cheer went up at the surprise appearance of Mr. Leonard, who also pitched in.

An anonymous source close to the GIG was quoted as saying, "Who knew that picking up trash could be so much fun?"

Fun with Chinese ~ Jenny Fang

良药苦口，忠言逆耳。

Good medicines are bitter, good advice is never pleasant to the ear.

良(liáng)药(yào)苦(kǔ)口(kǒu), 忠(zhōng)言(yán)逆(nì)耳(ěr)。
good medicine bitter mouth, loyal words against ear.

活到老，学到老。

There is still much to learn after one has grown old.

The pursuit of knowledge is an endless effort.

No dog is too old to learn new tricks.

活(huó)到(dào)老(lǎo), 学(xué)到(dào)老(lǎo)。

live to old, learn to old.

饭后百步走，活到九十九。

Take a walk after each meal and you will live to be 99 years old.

饭(fàn)后(hòu)百(bǎi)步(bù)走(zǒu),

meal after hundred step walk

活(huó)到(dào)九十九(jiǔ shí jiǔ)。

live to ninety-nine

临时抱佛脚。

To embrace Buddha's feet and pray for help in time of emergency (i.e., to do something too late and without preparation).

临(lín)时(shí)抱(bào)佛(fó)脚(jiǎo)

encounter time embrace Buddha feet



Julianna, Ariel and Sara
Best International Performance Winner

Talent Show

Keith Snider

On Wednesday, October 21st, some QISS students attended a talent show with participation by all four major international schools in Qingdao. The show was a fabulous success, and all of the students performed well and had fun. Prizes were awarded at the end of the show and here are the results:

Best in Show: Jinie Yoon, Daniel Yoon, and Lina Emrich

Best Costumes: Cindy Lee and Amy Oh

Best International Performance: Aerial Kim, Juliana Wang and Sara Wang

Best Acting: Vini Rosa and Simon Emrich



Cindy and Amy
Best Costumes Winner

PAC

Here is some updated news from the PAC. Like we wrote to you before, we will publish the ROOM PARENT list.

Our goal is to have two room parents for each class, if possible one Korean-speaking and one English-speaking parent. When parents speak more languages we will ask them to welcome the new families, so that they can communicate in a common language.

The Room Parents will help new families in their class. The Room Parent will help in the class when teachers ask for help. Sometimes they will be asked to help in organizing some new events, like last year when the parents helped to organize field trips for upper school.

Enclosed is the Room Parents list. There are still some open places; if you are a parent of a child in that class and you would also like to help, please let us know. On the webpage you can find the email addresses and the minutes from the last meeting: <http://www.qiss.org.cn/pacsc.html>

Thank you.

Continued on p.4

PAC Room Parents List

| grade | name | email | Languages |
|-------|-------------------------|--|------------------------|
| PreK | Cynthia Fernandes | cfernandes@giss.org.cn | |
| | Johanna Akesson | jojioakesson@hotmail.com | Swedish /English |
| K | Joshua Doyle | joshua_doyle72@yahoo.com | |
| | Johanna Akesson | jojioakesson@hotmail.com | Swedish/English |
| | Rania Vivona | raniavivona@hotmail.com | Italian/English |
| G1 | Sami Hendrickson | shenrickson@giss.org.cn | |
| | Maria Schneider | desesperado@bluewin.cn | Spanish/German/English |
| G2 | Diana Teng | dteng@giss.org.cn | |
| | Aihua Gu | ahua525@hotmail.com | Chinese/English |
| | Kim,Son Young(Robin) | rlatpantk@freechel.com | Korean/English |
| G3 | Verena Theimel | vtheimel@giss.org.cn | |
| | Gwen croix | gwenolive_croix@hotmail.com | French /English |
| | Park,JuYoun(Eddie) | piao3@naver.com | Korean |
| G4 | Sharon Ammerman | sammerman@giss.org.cn | |
| | Shazia Khan | prdesi@usa.net | English/ Urdu /Hindu |
| | Choi, JiYoung(Alicia) | cjymm@naver.com | Korean |
| G5 | Alexis Yachechak | ayachechak@giss.org.cn | |
| | Marcela Lickova | marcela.lickova@gmail.com | Slovak /English |
| | Ym Min Young(Lucy) | minyong398@yahoo.co.kr | Korean |
| G6 | Mr Leonard | dleonard@giss.org.cn | |
| | Jana Halikova | jajkahalikova@gmail.com | Slovak /English |
| | Choi, Jin Yang(Cindy) | pcpp@daum.net | Korean |
| G7 | Laura Neagos | lneagos@giss.org.cn | |
| | Helene Lagendijk(Livia) | helenelagendijk@hotmail.com | English/Dutch |
| | Ham Jeung Ok(Isaac) | qing8585@daum.net | Korean |
| G8 | Keith Snider | ksnider@giss.org.cn | |
| | Jana Halikova | jajkahalikova@gmail.com | Slovak /English |
| | Cheng Jing | cjsdoo7@163.com | Korean |
| | Wi,HyunHee(Eunice) | whh0315@nate.com | Korean |
| G9 | Joe Shulist | jshulist@giss.com.cn | |
| | Yuntou Beunte | familiebuente@163169.net | Chinese/German/English |
| | Lee,MeYoung(Danny) | ivy9@hotmail.com | Korean |
| G10 | MR Dunwoody | bdunwoody@giss.org.cn | |
| | Yalin Yu /Emrich | kranzcn@163169.net | Chinese/German/English |
| | Mam,KyungWo(Bailee) | ariadnek@hanmail.net | Korean |
| G11 | Tamara Studniski | tstudniski@giss.org.cn | |
| | Kwen,Kate(Casey) | kig1207@naver.com | Korean/English |
| G12 | Scott Garbus | sgarbus@giss.org.cn | |
| | Helene Lagendijk | helenelagendijk@hotmail.com | English/Dutch |
| | Lee Laura(John) | gongju916@hanmail.net | Korean |



Lara works on her painting

Magazines Please!

Please donate old magazines for the art classes.
Any language, color or black & white,
we take them all.
Thank you for your support.



November 2009

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|---|--------------------|--|--------------------|---|-----|
| 1 | 2 Staff Development; half day Day 2 | 3 Day 3 | 4 Day 4 | 5 Day 5 | 6 U.S. Report Cards #1 Day 6 | 7 |
| 8 | 9 Day 1 | 10 Day 2 | 11 Day 3 | 12 Day 4 | 13 Day 5 | 14 |
| 15 | 16 Day 6 | 17 Day 1 | 18 L.S. Report Cards UI-2 Day 2 | 19 Day 3 | 20 Day 4 | 21 |
| 22 | 23 Day 5 | 24 Day 6 | 25 Day 1 | 26 Day 2 | 27 Day 3 | 28 |
| 29 | 30 Day 4 | | | | | |