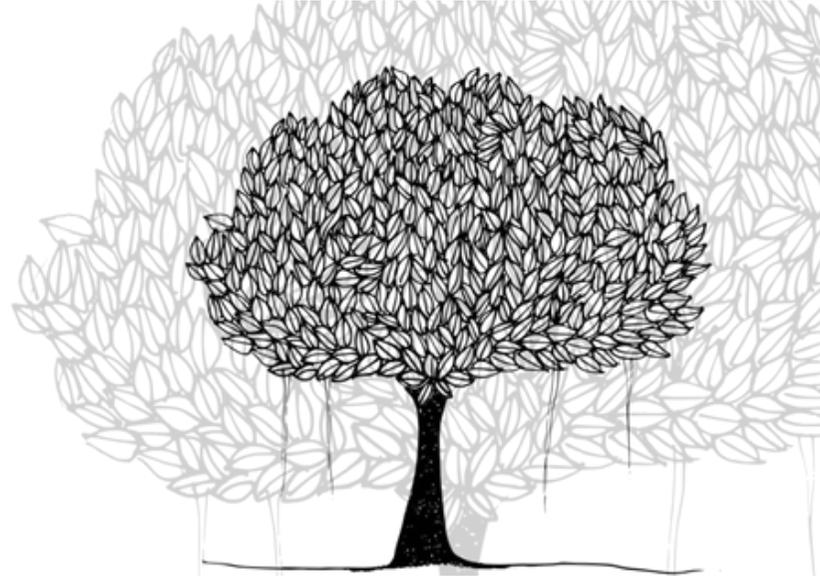


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THE BANYAN



Issue 62

April 3, 2020



Zhuhai International School: weekly newsletter

FROM THE FIRST FLOOR

Dear ZIS Community,

We have reached the end of nine weeks of distance learning. No doubt the fatigue of such an undertaking has already set in, possibly long ago. And this is completely acceptable -

making such dramatic changes to daily life, shifting our approaches to our studies, and creating new routines and ways of thinking takes energy of all kinds. We have arrived now at a week break, much deserved after the hours of Zoom and Teams meetings, thousands upon thousands of questions on IXL, countless texts, chats, emails, and conferences, and hundreds of learning experiences across the three programmes.

This holiday break is very much deserved. Congratulations to the students for all of the learning they have engaged in over these past weeks. Thank you to all of our fabulous teachers for all they have done to design, communicate, reflect, improvise, reflect, experiment, create, and execute week in and week out. Parents too need some time to catch their collective breath - supporting your children through their learning is a major task. We are grateful for all of your efforts. We always approach teaching and learning as a partnership between home and school, but we couldn't have guessed a few months ago precisely the nature of the collaboration that was to come!

Daily Temperature Recording

Continue to share your child's temperature over the break. All families should have received the survey link where you are asked to report the daily temperature of your child. This is most important for the families who are able to return to campus once it re-opens. For our families whose return is delayed by today's announcement, please fill in the travel related question still and begin to record your temperatures two weeks prior to your scheduled return flight (once it becomes available).

IB Examinations & eAssessment

The Year 13 and Year 11 students have learned that examinations will not be held this year. In order to determine student grades and to issue diplomas and certificates, student coursework has taken on a more central role and will be assessed by IB examiners. For a complete overview of the IB's solutions, visit <https://ibo.org/news/news-about-the-ib/covid-19-coronavirus-updates/>

Parent Feedback

You are welcome to continue to use the parent survey to share your feedback. The survey remains active and is checked regularly: <https://freeonlinesurveys.com/s/87DWDuat> We

have endeavoured to reply to all responses, so if you have not received a reply, please make sure that emails from zischina.com are permitted to arrive to your inbox. Please as always feel welcome to write the relevant Heads of section as well.

Should any updates become available during the break, a NewsFlash will be sent home to all families. We resume our studies after the break on Monday, April 13 - these will continue online unless we receive the announcement from the provincial and local authorities.

Warm regards,

Andrew VanderMeulen
Head of School



Perfectly Primary



Dear school community,

“As of the 18th of March, 849 million children and students have been forced out of schools and universities in a total of 113 countries.” (Global Partnerships for Education).

That statistic stopped me in my tracks for a moment when I read it. I imagine the actual number is higher, as they likely do not have all of the data around the globe available. While this is a staggering and sobering statistic, it also gave me a bit of hope in that we truly are all in this together. The entire world has been impacted by this virus and the implications it has brought with it. I believe in some ways, this will change the trajectory of

education globally. This generation of children all have an experience shared with their peers around the world. I believe that when our students share their stories about this time with others their age many years from now they will remember building reading forts in their living rooms, seeing their teachers and friends on zoom calls, going on indoor scavenger hunts, designing bridges with recycled materials, and turning solids into liquids in their kitchens. They will remember the creativity over the cabin fever, the designing over the daily temperature checks, and the family time over the fear. Focus on the positive, stay strong, and remember that we are all in this together.

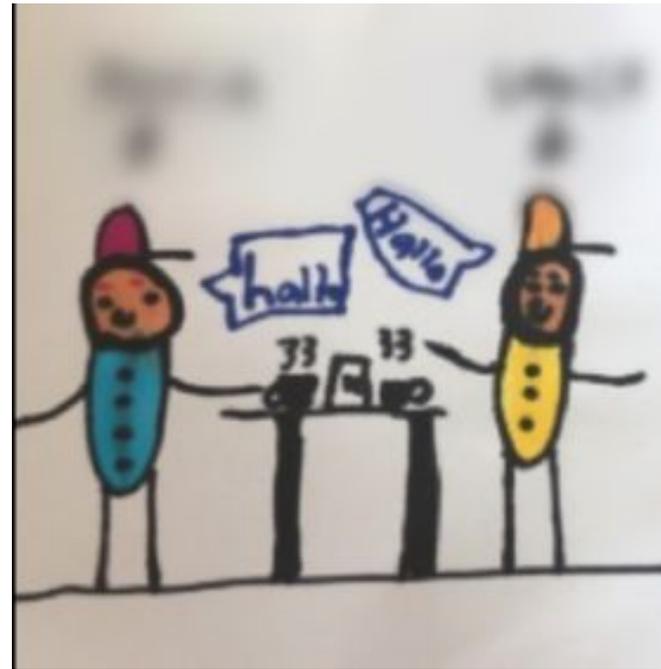
Students in Years 3 and 4 made cards for each other this week on Seesaw as a way to encourage one another. I love their kind hearts, and their messages of hope. A common theme was their excitement about being united again soon. Who can you encourage this week?

Warmly,

Dr. Lana Staton

Head of Primary





Secondary Segment



Middle Years Programme

Diploma Programme

Dear students and parents,

Nine weeks of online teaching and learning brings us a long way along the path of ZIS' digital school. It is not a reality that will go away when campus reopens but our digital school will accompany and support the bricks and mortar school we are used to living in day-to-day.

Here's one example of digital learning. In the Chinese department teachers are using Zoom, Padlet and Quizlet to make learning more fun and interactive for students. Uploading videos to ManageBac via the web browser is slow so they are recommending using the *ManageBac for Mobile App* for iPhone; Android is coming next year (2021).

Chinese students are also using QQ to work with along with two more Chinese-language apps: 人教点读 *Ren jiao dian du* and 知乎日报 *Zhi hu ri bao*.

It bears repeating that we value and appreciate your feedback and support for our students' learning and are very happy to be working more closely with you owing to the online learning circumstances. We will continue using our new digital learning skills and parents' skills resource once campus re-opens in order to strengthen, support and individualise the face-to-face work that we provide.

Next week is Qing Ming Festival, a deserved break after 9 weeks of Semester 2 work! After this week's holiday Secondary will be even more prepared for however long online learning lasts. Summative Assessments will begin kicking in with more regularity and we will be ready for full, coherent end of year reports.

Our detailed end of year reports of students' *performances of understanding* means we will be laying on end of year exams for all students on 1 June as planned. Year 13 students will also sit DP exams generated by their teachers, giving teachers a fuller picture of their attainments in understanding and application of knowledge throughout their 2 years of learning. We are gearing up for this and chomping at the bit for campus to reopen.

Year 11 will present their ePortfolios, probably before campus re-opens hence they will do it online. While eAssessment has been cancelled by the IB Ms Hema has no intention of cancelling it! When will it be? In the week starting 1 June 2020. In approximately 50% of its curriculum and assessment practices, IB learning is already digital. COVID-19 will only be seen as a hiccup in our IB student's learning for life and learning for the future.

Keep safe and remain healthy.

Kind regards,

Micheal Coffey
Head of Secondary



LS Space



Building on Strengths

During recent professional development, we were asked to create a visual to show how we see *Asset-based* or *Strengths-based Teaching and Learning*.

Strengths-based teaching is the opposite of the more common approach, deficit-based teaching, which focuses on a student's "weaknesses" instead of their qualities, talents and skills. With a strengths-based approach, we look at where the student is and build up from there.

In addition, this teaching style supports the growth of two important skills:

Self-determination: How a person takes responsibility for their own goals, successes and disappointments.

Self-advocacy: An important part of self-determination, this is the ability to speak on your own behalf in order to have needs met.

It involves understanding your own learning strengths and the ability to communicate what else is needed for success.

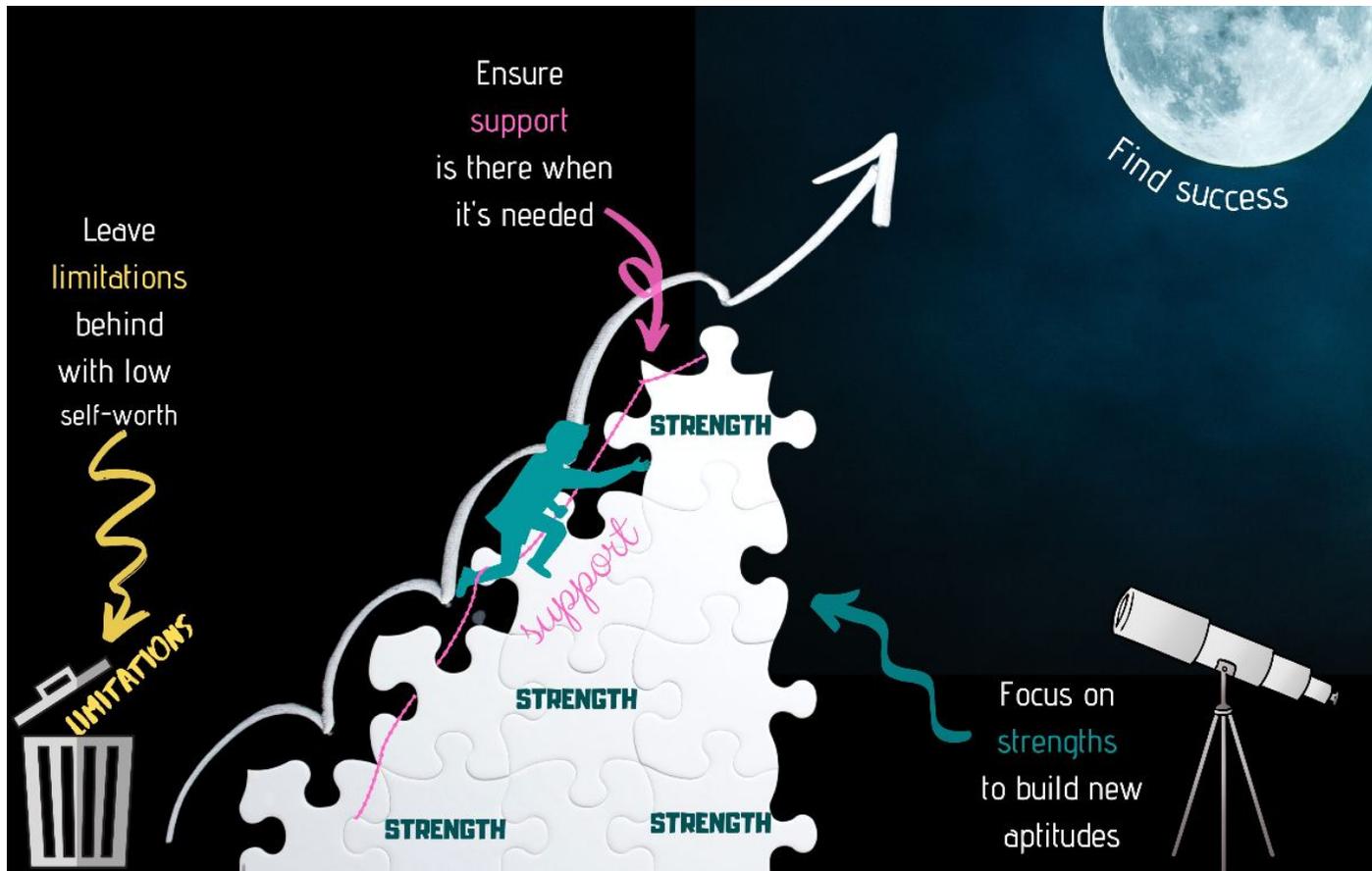
A deficit-based approach may make students unaware of their strengths, which results in poor self-determination and self-advocacy. This is not what we want for our children.

Learn more about this teaching style here:

[Explicit Instruction of Self-Advocacy Skills](#) (LD@school: Mary Land and Cheryll Duquette)

Warm regards,

Mirjam Berghuis
Head of Learning Services



Strengths-based teaching focuses on a student qualities, talents and skills. With a strengths-based approach, we look at where the student is and build up from there.



Lunch Menus,
our food safety guidelines,
and past editions of
"The Banyan" Newsletter
are available
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