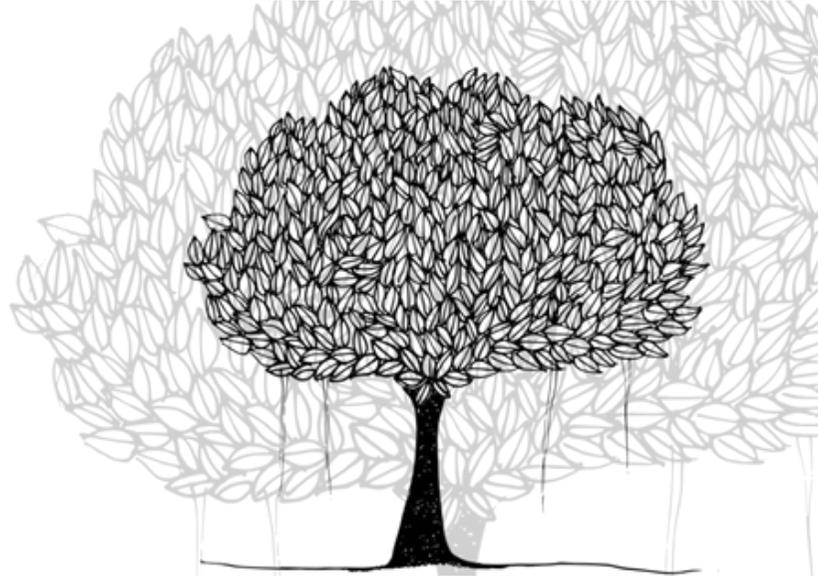


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# THE BANYAN



Issue 63

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April 17, 2020



Zhuhai International School: weekly newsletter

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## FROM THE FIRST FLOOR

Dear ZIS Community,

We have learned that our opening dates are to align with those announced by the Guangdong authorities. There are still details to be confirmed by the Education

Department but we can act following their latest guidance.

**The proposed timeline for our return to campus is as follows:**

**Monday, April 27th: Year 10 and Year 13 students**

Though this is not our entire community, we are grateful for the chance to have students back on campus - to hear voices in the hallways again!

**Monday, May 11th: Years 2 and up**

Staggered waves of Secondary and Primary students, dependent on local authorities and on the local epidemic status.

We await instructions from the authorities for the dates of return for our Nursery, Reception, and Year 1 classes.

Online learning will continue throughout for students who are unable to come to campus.

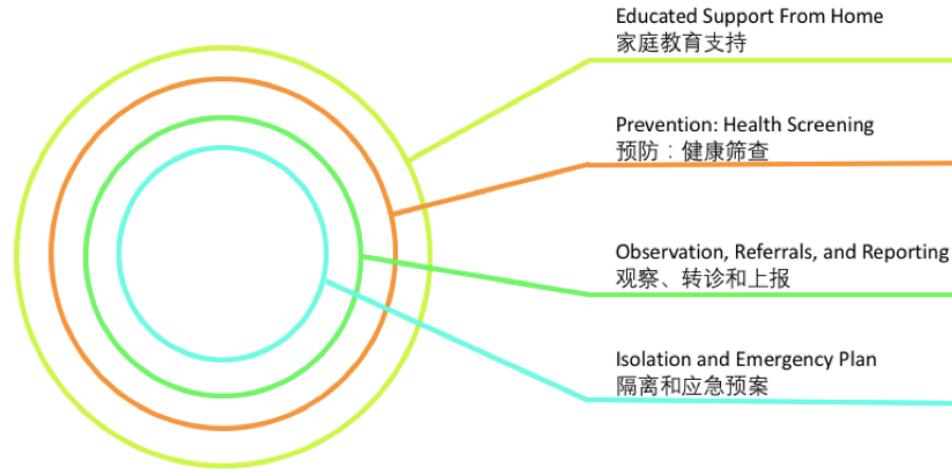
**For our families and staff who are overseas, we have no further information to share regarding international arrivals. Along with you, we await the opportunity to be fully reunited in our city and on campus.**

We have five teachers who have been unable to return to Zhuhai due to the current travel restrictions. In Secondary, Mr, Coffey, Ms. Hema, and Ms. Nadene remain overseas. We are making arrangements to cover their classes. I will work closely with Mr. Coffey to carry out the Head of Secondary duties while he is away. In Primary, Ms. Vanessa and Ms. Sharon are both overseas as well. In all cases, though far away, they will be leading the planning, supporting the learning remotely by working closely with students and teachers using available technologies.

Please continue to monitor your health at home and record student temperatures daily using the online survey. If you forget a day, you can still go into the survey to share the data.

If you have yet to review the Epidemic Prevention and Control Plan, please find it on our website at <http://zischina.com/resources/>

Epidemic Prevention and Control – 4 Layers  
疫情防控--4层防护



Ensuring a safe and healthy return to campus is a collaborative effort. We all play an important role in keeping our community healthy. Thank you for giving this your attention. Please contact us if you have any questions.

It has been good to see the return to classrooms happening across the world. Regardless of borders, ZIS lessons are happening across the globe, keeping our community connected. Students (and the rest of us) continue to discover that creativity and thinking know no boundaries. By keeping communication and idea sharing alive, we respond to the academic challenges set in our path.

As always, continue to share your questions, concerns, and feedback with us either through your Head of Section or with myself.

Warm regards,

**Andrew VanderMeulen**  
**Head of School**

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Perfectly Primary



Dear school community,

Our Year 4 teacher, Mr. Tom, shared a very poignant image in his WeChat group that I wanted to share with you all.

## Our Children are Little Heroes



It speaks volumes to the resiliency our children have built these past few months. The author of this image, Elizabeth Pantley, says it also serves as a reminder to “make this a happy memory in your child’s life. Make this a happy memory in YOUR life. Make this time

count for something positive. Follow your child's lead. Be aware of what they seem to need each day, and throughout the day, too. Are they moving quickly or slowly? Seeking space or snuggles? One of our greatest assets during this time is the flexibility to give our kids what they're communicating physically and emotionally. This can make for a much more peaceful home."

As our time quarantined at home is likely coming to an end in the near future, take time to reflect on all of the good in the midst of this challenging time. In the elevator of my building last week I met a parent who told me he has spent more time with his children these past two months than he usually does in an entire year. He said he's enjoyed having a chance to help them learn at home. Many of you have shared with me the joy you have in watching your child learn. This is the same joy that all teachers share. We miss watching their little eyes light up when we help them learn something new for the first time, and we really look forward to the time when we can see that again in-person.

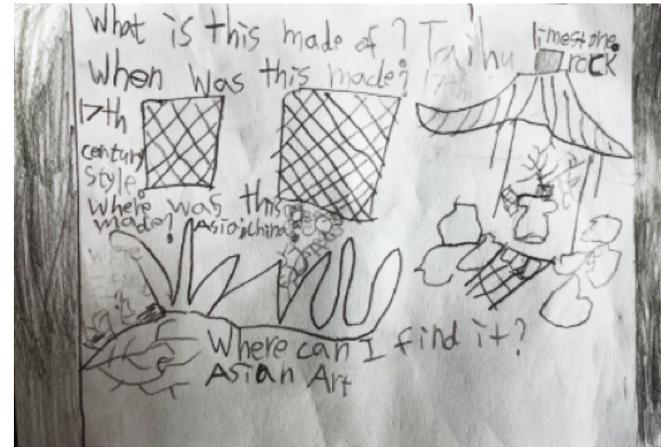
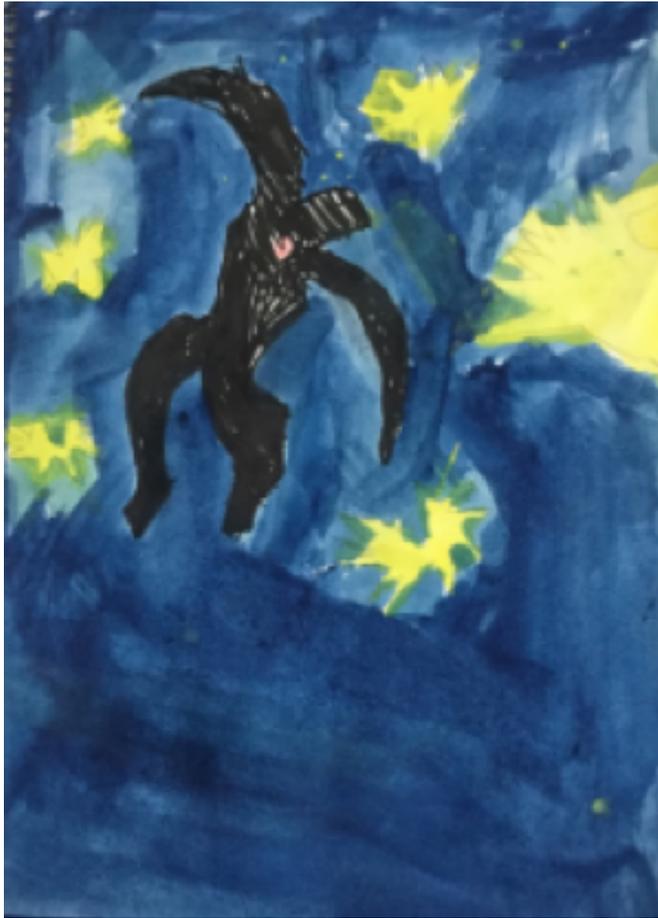
Below is some of the work from our little heroes in EY and Primary this week.

Warmly,

**Dr. Lana Staton**

**Head of Primary**





Secondary Segment



Middle Years Programme

Diploma Programme

Dear students and parents,

Welcome back to another successful week of learning this semester at ZIS. There is a lot of energy and positivity and as we channel it the results will become more obvious towards the end of this semester. Also I would like to express my gratitude to parents who have

communicated with us any adverse situation that your child may be having at home. This is helping us to support students a good deal better than we would otherwise be doing.

The announcement has been made that we expect campus will be re-opening for Y10 and Y13 students on 27 April, with other Secondary cohorts following suit beginning 11 May. Exact details on this to come. This means that Y13 students will be sitting exams on their second week back and getting feedback soon thereafter: details to follow nearer the time. Other cohorts will sit end of year exams on June 1 following the published calendar.

Confirmation of our campus re-opening means that there will be orientation laid on for new students and a gradual finding of one's bearings for everyone else. We will scrutinise classroom collaboration work, eating at lunchtime and even our approach to sports. We want to ensure that safety and hygiene requirements are consistently met.

Learning is neither linear nor glamorous, and our chance to learn uncelebrated at our pace online is coming to an end. We need to reflect now on the positives and opportunities working from home has given us and humbly integrate these changes into our lives as we become more social once again. I have seen positivity, creativity and resilience in large measure in our community and know that in so many ways our students are learning these values through our example.

I would like to thank all the adults at ZIS for showing our children and students the way forward using actions rather than words.

Kind regards,

**Micheal Coffey**  
**Head of Secondary**

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LS Space



## **Building on Strengths**

### ***What is Inclusion?***

Inclusion in education is not a new idea. It is a celebration of learning, an appreciation for differences, and a recognition that we all have something to gain from each other. This means that children with different learning needs, abilities, triumphs and challenges have the same opportunities to learn. This does not mean that everyone is taught the same way but rather, that the school ensures that each child is given a fair chance to learn.

"Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone."

- George Dei -

"Every learner matters and matters equally."

- UNESCO -

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."

- Martin Luther King, Jr. -

I learned early on about the real meaning of equity and inclusion, and that when those guiding principles are not met, they can have devastating effects on individuals, families, and communities.

- Lori Lightfoot -

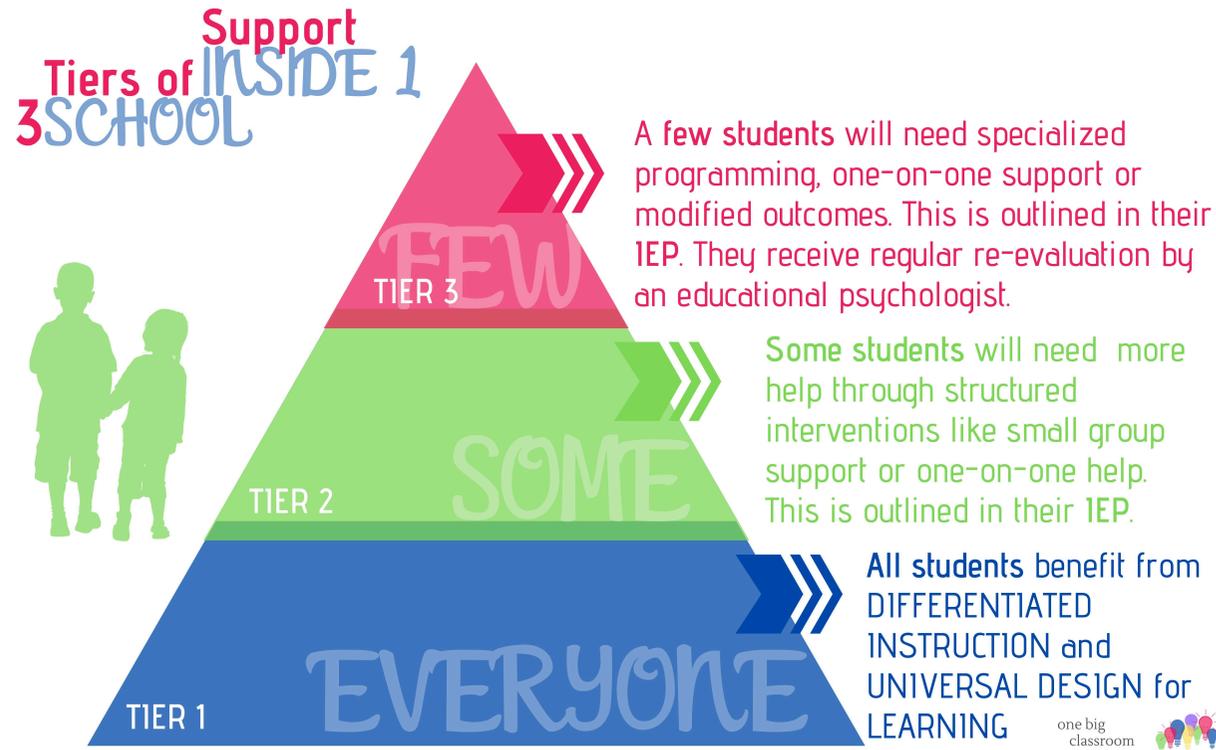
I believe it's our responsibility to show our communities the value of all people, to celebrate different, and to take a stand for acceptance and inclusion.

- Julie Foudy -

*Inclusion assumes that the SCHOOL be made to fit the child, not that the child be made to*

fit the school.

## The 3 Tiered Approach



*Inclusive schools typically use a 3-tiered approach to supporting exceptional children. Universal Design for Learning and Differentiation are at the foundation. All teachers, in all classrooms, use these two approaches to teaching to ensure that students' needs are met.*

*In the event that a child needs more help, more specialized support can be offered. This is often through accommodations like extra time, a scribe or reader to help work with text or specific tools like a recording device or braille books. This student may also receive some additional support from a Special Education Resource Teacher (SERT) in the classroom or*

*through a more individualized setting.*

*Finally, for the child who needs a completely modified program or requires a great deal more assistance in and outside the classroom, the third tier allows for the creation of a specialized learning experience that is well supported and very individualized.*

Warm regards,

**Mirjam Berghuis**  
**Head of Learning Services**



Lunch Menus,  
our food safety guidelines,  
and past editions of  
"The Banyan" Newsletter  
are available  
at [zischina.com](http://zischina.com)

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