

# The COLLEGE

Term 1 2019 - 2020



DULWICH COLLEGE | SUZHOU |

苏州德威英国国际学校



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# From the Headmaster

MIKE O'CONNOR



Leading Dulwich College Suzhou (DCSZ) is a pleasure that I respect and cherish. It is a pleasure because every day our students enthusiastically engage in many different and challenging pursuits, and they do so with determination and grace setting a wonderful example for what it means to be a DCSZ student. Our students embrace the guiding statements of the College and also the very essence of what it means to Learn WorldWise on a pathway towards being able to Graduate WorldWise, so that they can Live WorldWise. Highlights of first term include a myriad of exciting adventures and learning experiences that DCSZ students have embraced.

Within the realm of the Arts students in IGCSE and IB classes delivered an astoundingly brilliant recital that was thoroughly enjoyable for all who witnessed it. This was the first time the College live streamed such an event and with hundreds of views it was obviously a successful endeavour that we will repeat in the future. College students attended the Royal Shakespeare Company Festival at Dulwich College (Singapore) and the quality and maturity of student performance displayed here was also of an exceptional standard. The Festival of Music was held at Dulwich College Beijing with a large DCSZ cohort participating and representing themselves and the College in exemplary fashion. The talented heart

of our College is beating strong and we shall continue to celebrate these mentioned events as well as the many others that help create a vibrant community for our students.

Sporting opportunities abound at DCSZ and the first term saw another successful series of events that are literally too many to list. The Junior Football tournament and fixtures, swimming carnival, netball events, College sports day all showcased the talents and participation ethic of our students. I would like to highlight a volleyball achievement. Our Senior School boys and girls teams travelled to Kaohsiung to participate in the ACAMIS tournament and I was most pleased that our boys were awarded the sportsmanship award. Integrity and personal values breed character and these students are clearly attaining these critical attributes.

College students continue to achieve excellent academic outcomes. Within DUCKS our approach to student-centred learning continues to yield a happy and productive environment for our youngest learners and is widely acknowledged as the leading model within the DCI family. An approach that places student inquiry at the heart of student learning in both DUCKS and Junior School ensures a bubbly, yet focussed learning experience for these students. Junior School students are being well prepared for their ongoing learning journey and report that their topic based units of learning for term one challenged and

engaged them. Excellent progress in Years 7-9, across the IGCSE and also IB programs are placing our students on track for their future plans. Again, we celebrated with students who attained Best in Country and Best in World IGCSE results from last year. This is normal practice at DCSZ but it must be noted, is not normal at other schools. This is another aspect of the Dulwich Experience that we can all be proud of.

The first College University Fair to source information for students and families, the reaccreditation of the College with CIS and WASC (reinforcing the quality of our provision) and the acquisition of a Guinness World Record also contributed to a breathless and hugely successful first term.

Enjoy the Christmas break with your families and loved ones.

Best wishes,

Mike O'Connor  
Headmaster



# DCI sets a GUINNESS WORLD RECORDS™ title for largest sustainability lesson (multiple venues)

- Mrs Evelyn Anderson  
Director of Active Learning

At Dulwich College International (DCI), our students are educated about sustainability and encouraged to take action so that they are prepared to embrace the social and environmental challenges facing the planet. According to the United Nations and the 2030 UN Sustainable Development Goals, quality education is the foundation for creating sustainable development. Besides improving quality of life, inclusive education can equip students with the tools and skills they need to develop innovative solutions to the world's biggest problems.

As part of this commitment, on Wednesday 30th October 2019, DCI held the world's largest environmental sustainability lesson (multiple venues) and achieved a GUINNESS WORLD RECORDS™ title - the global authority on record-breaking achievement. More than 3000 students participated in the lesson, live-streamed from Dulwich College Shanghai Pudong to all 11 schools within the network and spanning eight cities.

Themed 'Living a Sustainable Lifestyle' and co-developed with students as young as eight years old from all across our family of schools, this fully vertically-articulated lesson demonstrated the importance of environmental protection and conveyed the message that each person can and should effect tangible positive change. As said by Mike O'Connor, our Headmaster, "one of the marvelous aspects of school is the opportunity to engage in some things that are truly extraordinary and working collectively to achieve something that our students will always remember; the day they went into the record books!"

"Our vision is for our students to Live Worldwise - to have the skills and motivation to make a positive difference in the world," said Fraser White, Founder, CEO and Chairman of Dulwich College International. "It is our responsibility to create future leaders who will champion sustainability across the globe but this also gives us an amazing chance to find new ways of working and new ways of teaching."

The lesson also served to kick off 'Sustainable November' - a larger month-long movement encouraging sustainable living across our family of schools. Students, staff and parents were encouraged to stay committed to the pledges they made as part of the lesson and support one another in making 'teaspoons of change' to their daily habits. As our family of schools now extends across 13 campuses with more than 9000 students, the message of Sustainable November is that we can all do something - one small action, if repeated by many individuals, can have an enormous and meaningful impact on our global shared environment.

To learn more about how DCI has integrated sustainability into its entire curriculum, visit: <https://www.dulwich.org/dulwich-difference/sustainability>





# How We Uphold and Develop Our International Reputation



We take great pride in our pursuit of excellence here at the College and we want our families to feel assured that we are evaluated to the best international standards available in the international schools arena. To that end, at the beginning of this academic year, we welcomed a team of evaluators from the Council of International Schools (CIS) to the College as part of our five-year re-accreditation cycle. Now, as many of you who have been in the College for a number of years will know, there are quite a lot of accrediting agencies in the international teaching community, but CIS stands out as being a world leader in that regard. CIS has been in existence for over 50 years, and they are committed to incorporating international and intercultural perspectives into their programmes, so that students can move forward with the attitudes and understanding that will provide them with a solid base wherever their studies or work may take them.

## The Accreditation Process

To become a member of the CIS community, schools need to undertake a rigorous application procedure which comprises two site visits by an evaluation team, as well as writing a self-study report that involves participants from the entire school community. This process took us about 18 months to complete and was a truly collaborative venture. One of the major differences between a CIS accreditation and a national accreditation, such as ISI, is that CIS evaluate the school based on its own assessment of its current position and future direction. This means that the College undertook a thorough root to branch self-assessment of how we are performing against the CIS standards and design aspirational, yet realistic,

targets of where we hope to be in the coming five years. This planning process was invigorating and challenging, and it really helped the teachers to clarify what we stand for, what makes the College unique, and where we see the College moving to. The product of all this year-long self-assessment was almost 90,000 words of reflective writing and 1,000 pieces of evidence!

## CIS Comments and Recommendations

Feedback from the evaluation team is that the atmosphere in and design of the College were amazing and that the children were so happy in their learning. I think that this point is worth reflecting on and just taking a minute to appreciate. I know that as students, parents, and teachers, we are, rightly, always looking for areas to improve upon, and that is our challenge and pleasure, but it is also worth thinking about the positives that exist in the school and take a few minutes to appreciate those.

One of the recommendations that evaluation team made was about developing a 'vertically articulated' curriculum and assessment, ensuring that there is better transition and consistency between year groups. This is definitely something we had picked up in our conversations with parents and teachers, and we were happy to have this confirmed. We have made this a priority this academic year and currently have three teacher focus groups working on developing consistency in certain aspects of lesson design, assessment, and reporting.

They also recommended that we re-evaluate the methods of communication that we have in the College with a view to again making greater consistency between schools and reducing the number of platforms used. Again, I think that we have started to make some positive in-roads in this regard, with the trial and incorporation of Seesaw, Everest and SchoolsBuddy as our main platforms. I realise that we have made some mistakes, but as our College guiding statement says, "we learn from everything we do", and I know that we will continue to improve with your feedback and support.

Finally, they recommended that we continued to develop how we are using our local context and the students' cultural backgrounds to support learning and teaching in the College. We have a very multi-cultural community here in the College, and it is that richness of perspective and understanding that we can leverage to make the classroom a more engaging and relevant space for all students. CIS did recognise that we have done some good work in this area, particularly in terms of the International Day and national celebrations, but they said that we should keep pursuing excellence in making the most of our students' heritages and cultures.

If you have any questions about the CIS accreditation process or any of the commendations/recommendations, please feel free to contact me on [mark.jones@dulwich-suzhou.cn](mailto:mark.jones@dulwich-suzhou.cn) and I would be more than happy to listen to your viewpoints and answer any questions you have.

- Mark Jones  
Director of Teaching and Learning





## DCI Shakespeare Festival - Singapore

'Magic and Mayhem' were the qualities on show as 40 Junior and Senior School students performed in this year's Shakespeare Festival.

The actors travelled to Dulwich College Singapore for a week with Education Associate Practitioners from the Royal Shakespeare Company (RSC), followed by evening performances from the schools enjoying the 'Magic and Mayhem' themed productions from various Dulwich schools.

The Senior School Company performed *The Apothecary*, a reimagining of a scene from *Romeo and Juliet* when Romeo buys some poison; Miss Wakeman fused drama, dance and a sprinkling of "Oliver" in an extremely well-received performance.

Not to be outdone, the Junior School children devised a short piece that encompassed the theme of the festival 'Magic & Mayhem' to full extent containing extracts from *Macbeth*, *Hamlet*, *A Midsummer Night's Dream* and *The Tempest* with guidance from Mr Wright. With a short amount of time to rehearse, the children's dedication to the piece was evident throughout and the performance was well received by the audience and RSC practitioners who praised the quality of the performance from one of the youngest groups at the Festival. The children showed great excitement and enthusiasm when attending workshops, learning new drama skills and making friends from across the network.

We can't wait for next year's event!

- Thomas Byrne  
Head of English/Extended Essay Co-ordinator



# Junior School Art

- Lia Winfieldale  
Junior School Art Teacher

Creativity is blooming as Junior School Art kick start the year with fantastic projects focusing on developing children's understanding of tools and consolidating skills.

In **Year 3**, children have been exploring what makes a healthy body and lifestyle. Inspired by the colourful artist, Keith Haring, children began to develop their drawing skills of the human body and applying their knowledge to create paintings in the style of the artist.

In **Year 4**, children were exposed to different artists who are masters at painting water. They looked at Claude Monet's waterlilies paintings and focused on capturing the form of water through using different tones and techniques.

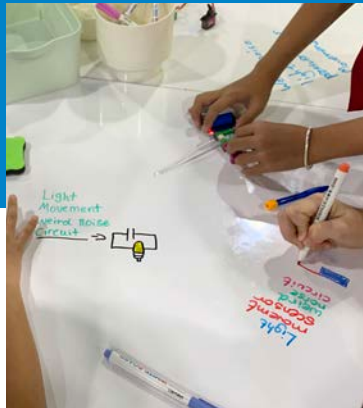
In **Year 5** children developed their understanding of how artists communicate through sewing and embroidery by looking at various artists from the past and present. They consolidated their sewing skills of basic stitches and learned how to thread the needle and satin stitch. Inspired by images exchanged and traded on the Silk Road, they embroidered fans as products that could have been sold on that journey.

In **Year 6**, children explored characteristics of what makes a good leader and identified their own qualities within that role. Redesigning the characteristics into symbols, children used a mixed media approach from screen printing technique, painting skills and drawing skills to create their own leadership portraits.





# New SE21 Innovation Hub for Junior School



Over the summer, the Junior School Science laboratory underwent major renovation and was transformed to a state of the art, modern learning space called the SE21 hub. At Dulwich College International, the "S" in SE21 stands for STEAM\*, the "E" for entrepreneurship and environmental sustainability, and "21" for the 21st century skills developed in our approaches to learning framework.

The SE21 hub provides a spacious environment for pitching ideas, robotics, coding, 3D design and printing, film and virtual reality. Students can be engaged in entrepreneurship and real-world problem solving, pulling in elements of engineering, filmmaking and project-based learning.

Within the first term, all classes in the Junior School had the opportunity to engage in meaningful lessons within the SE21 hub to experiment, brainstorm, collaborate and innovate. Year 3 commenced on their first Stop-Motion animation project where they learnt the skills and challenges of creating a realistic film. Year 4 used robotics and programming to simulate how floodgates work. Year 5 started their fun-filled coding lessons where students can continue at home and at their own pace. Year 6 explored electronic blocks with sensors to investigate how they can be used to automate tasks and responses.

## This is what our students have to say about SE21:

*"To create things is to make the world a better place."* - **Kevin Z**

*"By overcoming a challenge, you can learn something new."* - **Benjamin Q**

*"Challenges are seeds, they grow into beautiful plants if you want them to."* - **Rio N**

*"Everything starts with an idea. Without challenges, we wouldn't be where we are today."* - **Jonathan N**

*"To me, SE21 means to build something, not giving up, and try to invent new things rather than copying other people's ideas."* - **Jihoon M**

In the future, SE21 will also seek to improve character strengths to enable students to develop entrepreneurial skills adapted to new ways of imagining work in our growing "gig economies". This will require the development of creative literacy, as well as the ability to invent opportunities rather than follow established careers.

\*STEAM - Science, Technology, Engineering, Art and Mathematics







# HackD Shanghai 2019

- by Craig Godbold, Senior School Computer Teacher, Head of Art and Technology &  
Joe Humphrey, Junior School Teacher

From the moment the lights went down, the smoke machines blew and the music started, our young hackers were fully logged in and engrossed in Hackathon 2019. With over one hundred and twenty of the best and brightest students from all over China, the third annual Hackathon was destined to be an amazing experience for our fifteen Junior School and six senior school pupils. It did not disappoint!

The pupils were split into collaborative "think tank" groups of four at Dulwich Shanghai Pudong, and set tasks from eight scenarios, all under the theme of technology "On the Move". With workshops on robotics, programming, microbits, wearable tech, arduinos, virtual reality, facial recognition, cryptography and 3D printing, the precedent was set for a most interesting weekend.

Throughout the weekend pupils worked tirelessly to create prototypes to solve their "real world" scenarios, which they presented on Sunday afternoon in the auditorium to parents and peers alike. The weekend was a huge success for

the students, and staff, with all thoroughly enjoying themselves and taking away new friendships and skills. We are proud to write that two of our Junior School pupils were part of the winning team, creating a multifunctional transport vehicle, which applied much of their newly learned skills mixed with prior knowledge from DCSZ. Part of our Senior School cohort also made the final with the design of a security based computer system which helped aide communication. This was an extremely impressive design and they should be

very proud of their runners-up position in a highly competitive field

We thank all those involved in the preparation of this event and very much look forward to HackD 2020.



# DCI Pioneering Spirit Grant



The second annual Dulwich College International (DCI) Student Pioneering Spirit Grant launched this September, seeking to champion a culture of innovation by promoting, fostering and recognizing student entrepreneurship. Year 7 to 13 students from across the group were again invited to create a business plan proposal for funding consideration to turn their innovations into reality. Last year, there were ten successful projects involving fifty students from across our family of schools, with our very own Elegant 365 team at DCSZ already making a huge impact on College life with their PAPER-GON paper-free learning initiative!

Modern technology and digital tools can be daunting for educators and it can be tempting to revert to using old-fashioned pen-and-paper. However, the learning and teaching process in our classrooms can be made more efficient and eco-friendly using modern learning tools. PAPER-GON, an Elegant365 student-led project, provides a suitable solution by producing and providing free high-quality lessons in the Microsoft Office 365 software series like OneNote, Excel and Sway to both students and staff alike. Their 'Elenotes' lesson tutorials are straight-forward and designed specifically around the course curriculum of each subject, and include coherent illustrations of workflow and professional video lessons for each application in the series. Elegant365 are currently piloting their PAPER-GON initiative with all Year 6 students and have already purchased iPads for each student to develop their technology and information literacy skills under their expert guidance.

This wonderful example of active student leadership in peer teaching - a method by which one student instructs another student in material on which the first is an expert and the second is a novice - has many benefits; more time for students' individualised learning, peer teachers reinforcing their own learning by instructing others, and students feeling more comfortable and open when interacting with a peer. Research also indicates that peer learning activities typically yield team-building spirit and more supportive relationships, greater communication skills and self-esteem, and higher achievement.

This year, a new DCSZ team of Year 10 girls called The Green Invitation have submitted a Pioneering Spirit Grant proposal to increase the availability and efficiency of recycling on our campuses. Their proposal also involves peer teaching on many eco-friendly projects including composting of our waste food from the restaurants, how to upcycle trash from home into learning resources and materials, and adopting more eco-friendly business practices. All winning proposals will be announced Dulwich-wide on December 12th - we wish all our teams the very best of luck in their applications!

- Mrs Evelyn Anderson  
Director of Active Learning

## WELCOME TO

## Dulwich Dragon's Den

- Eliza Slade  
Senior School Assistant Head KS3

This term, Head of Senior School, Mr Wilsonlock was delighted to be a judge at Dulwich College Suzhou's very own Year 9 'Dragon's Den' (Shark Tank in Australia/USA). Student teams devised their own ideas to present for 'investment'. He was joined on the judging panel with Marc Flynn (Musician and Apple Store Suzhou Leader) and Leila (Entrepreneur and former NASA Engineer). Students had been preparing their ideas and presentations with the event in mind. The judges were fascinated to hear and see great presentations that used the UN Sustainable Development Goals as a starting point. One of the biggest investments by the 'Dragons' on the day was for 250,000 'DC Dollars' towards an enterprise that promoted the use of cutlery made from biodegradable corn starch. Having seen nearly twenty presentations, it is evident that our students take the UN SDG's very seriously and are willing to invest heavily in their futures.

Please scan the QR code to enjoy the video below which gives you a taste of the hard work which the students' put in to the project.





# Introducing Nigel Wilsonlock, Our New Head of Senior School



Mr Wilsonlock joins us from Bangkok, Thailand where he was Head of Bangkok Preparatory School. The following interview was conducted by Senior School student Ana C, Year 12

## What motivated you to be a teacher?

I really like working with people and I want to learn from others around me, so teaching seemed a natural progression. I used to be an engineer however I didn't really enjoy it. There was not enough opportunity for interaction with people which I really value. It is wonderful to learn and grow with others and I find it exhilarating to help students learn on a daily basis, to see them develop holistically and to support them in becoming well-rounded and successful individuals.

## What is your cultural background and maybe how it will affect you?

I'm British, as was most of my education. I left England when I was 30 to work overseas for the first time. Although we

regularly go back for holidays, my family has only spent a year there since I first relocated so have fully embraced the international culture with all its opportunities. To me this means being alert to different perspectives, being slow to judge, and being constantly aware of the different lenses and riches afforded by listening and paying attention to how others see things. I suppose it has shaped my thinking and experience of the world. My children have certainly benefited by a broader understanding of diverse cultures and values. Respecting and being exposed to other cultures makes for open-mindedness and the experience of working in so many different contexts has probably shaped my thinking more profoundly than growing up in the UK.

## How do you feel being Head of Dulwich Suzhou Senior School?

It is a huge privilege. It is a wonderful school and we are blessed with great students and teachers. The student journey and student agency are priorities and it is essential in ensuring our students' personal and academic success. It feels very good to be able to help guide this.

## What are the important goals that you want to achieve at Dulwich?

I want every student to be successful, and more than in just the academic dimension, so that they are successful in their personal lives as well, and actually develop and grow in a healthy and secure way. To me, one of the most important things is that, when our students are in their mid-twenties, they can look back at the decisions they made in school and see clearly that they were sound, that they were well-advised, and meaningful.



## First Term Reflections:

### The College Welcomes Hyuksang Son to the University Counselling Team

“경직되고 엄숙한 교육 환경” 그리고 “결과만 중시한다.” – Dulwich College Suzhou로 이직을 결정하고, 한 아버지로서 6살 된 제 아들이 받게 될 DCSZ의 교육을 생각하며 제 머릿속에 떠오른 DCSZ학교의 이미지들입니다. “지난 2년 동안 이전의 교육 환경에 잘 적응했던 아들이 이런 분위기에 잘 적응할 수 있을까?”, “아들을 배려하지 저의 경력만 생각한 이기적인 아빠는 아닌가?” 등등 많은 걱정과 두려움이 앞섰습니다. 하지만 지난 3개월 근무하면서 그 모든 것이 기우였다는 것을 알게 되었습니다.

이 자리를 빌어 짧은 기간이지만 근무하면서 느낀 점을 여러분과 나누고 싶습니다.

저의 편견과 달리, DCSZ는 경직되고 엄숙하다기 보다는 학생들이 주도적으로 규율을 준수하고 자율성을 존중하며 학생과 교사가 함께 열린 교육 환경을 만들어가는 곳 그리고 6살된 아들을 둔 학부모로서 학생의 안전과 학습 경험을 가장 중요한 가치로 두고 있다는 점 또한 인상적이었습니다. 등교하기 전 아침 7시부터 8시까지 여러 가지 스포츠를 즐기는 학생들과 방과후 및 주말에도 학생들의 자질과 잠재력을 함양할 수 있는 기회를 제공하는 적극적인 교사들의 열정과 활력이 넘치는 학교 분위기를 발견할 수 있었습니다.

무엇보다 진학상담교사로서 Dulwich College의 가족이 되어 자부심을 느끼는 점은 전체 교직원 이 이미 세계적으로 인정 받는 명문 국제학교임에도 불구하고 재학생 뿐만 아니라 동문들에게도 특별한 기회를 제공하기 위해 부단히 연구하고 노력한다는 점입니다. 참고로 Mr. Giordano 선

생님을 필두로 세계적인 명문 대학교들과 파트너십을 유지하여 재학생들이 희망하는 대학교 입학에 조금이라도 도움이 될 수 있도록 부단한 노력을 하고 있습니다. 특히 오는 2020년 2월 11일부터 14일까지 상하이, 베이징 그리고 쑤저우 캠퍼스의 교장들이 한국의 명문 대학교들을 방문해 한국의 대학교들과 유기적인 관계를 유지하고 본교 한국 학생들의 미래를 위한 생산적 노력을 기울이는 점이 인상적입니다. 교장 선생님들과 함께 한국 대학교 방문을 마친 후기를 다음 기회에 알려 드리겠습니다.



# Parent Engagement in DUCKS

In recognition of the importance of parent engagement for children's development we facilitate many opportunities throughout the year for parents to get involved in their children's learning in DUCKS.

In September parents were invited to our annual DUCKS Mini-marathon, a fundraising project to raise money in support of our community partner, Heart to Heart. It was amazing to see all of our parents getting involved and running with their children to raise money for vital heart surgery for children the same age as many of our DUCKS students.

During Week 9 we had the great pleasure of inviting parents of our children in Foundation Stage 2, Year 1 and Year 2 to join us to 'learn-along' for the morning. In FS2 parents got the chance to play in the environment and experience how the children learn through following their interests. We enjoyed Carpet Times together and parents took part in a phonics lesson and finally were put through their paces during a Wo Hui Du Xie Mandarin lesson! In Year 1 and Year 2 parents took part in Reading sessions, as well as self-directed learning and Mandarin Carpet Times in

Year 1 and Wo Hui Du Xie Mandarin lessons in Year 2. Miss Carolina, Head of Communication and Language in DUCKS, also ran three sessions on our approach to the teaching of Reading through the use of high-quality texts

Our Parent Academy is back by popular demand! In response to feedback from the many parents who took part last year, this term's programme will explore the DUCKS curriculum in greater depth and how parents can support their children to learn effectively at school and at home. Parent Academy provides an opportunity for parents to meet together and hear from DUCKS Teachers about the issues that matter to them, providing relevant and up-to-date information about a wide range of factors that affect our children's development. Thank you to those parents who have signed up for Term 1. If you are interested in joining our Parent Academy in Term 2, please keep an eye out for emails at the beginning of next term.

- by Beth MacLennan,  
Head of Parent Engagement

★ **DUCKS**  
**DULWICH**  
**COLLEGE**  
**KINDERGARTEN**  
**SCHOOL**



# Inaugural International Universities Fair is a Resounding Success



In culmination of many months of work, Dulwich College Suzhou was excited to host over 80 universities from 16 different countries for our inaugural International Universities Fair. Dulwich College Suzhou partnered with Dulwich International High School Suzhou, and two international schools in Shanghai to ensure that university visitors had three straight days of valuable events in the larger Suzhou and Shanghai community. With approximately 400 visiting students from schools in Suzhou, Wuxi, and Kunshan, we believe that the International University Fair will be a prominent event for many years to come.

We received a great deal of positive feedback from parents, students, and universities following the event. Some examples include:

- David Wivell - Rochester Institute of Technology, *"Kudos to the whole community at Dulwich College Suzhou! The event was terrific, well attended, and the students were excellent!"*
- A visiting University Counsellor from another local school said: *"Our student feedback from the event was super positive, and they really enjoyed the opportunity to participate. Thank you!"*
- Lucas G – *"The university fair was a great experience and it was very helpful. I found it useful to talk with some universities that I previously didn't know, as I learned about a lot of options around the world."*

Thanks to all who participated and we look forward to hosting again in Autumn 2020!





# Life after DCSZ: Alumni Reflections



Howard



Kenny



Cindy

At Dulwich College Suzhou, our team of dedicated teachers work with every individual student to ensure that they are prepared for life after Dulwich College Suzhou. This includes ensuring students have the confidence and discipline to continue furthering their education at the university they deem best fit for them.

Recently, we had the pleasure of welcoming back three alumni from the Class of 2018; Cindy, Howard and Kenny. Cindy attends Princeton University and has a strong interest in computer science. Howard accepted a place at Bowdoin College, a private liberal arts college in the United States where he is majoring in neuroscience and Asian studies and Kenny is studying economics at the University of British Columbia. We were able to learn more about their transition to university, and how being a student at Dulwich College Suzhou prepared them for continuing their education.

As a student at Dulwich College Suzhou, Cindy was involved in a number of co-curricular activities but one of her most impressive projects was the Crescendo project, which involved 85 students from Dulwich College Suzhou and Dulwich International High School Suzhou teaching music using various musical instruments to over 60 migrant school children. Cindy was the student founder of Crescendo and held major responsibilities including project management, resourcing, budgeting, lesson planning, delegation and general leadership for the project.

Reflecting on this, Cindy spoke about the importance of taking opportunities to create your own self-learning experiences, and how this has benefited her when she arrived at Princeton. By creating Crescendo, it not only gave Cindy skills in the areas mentioned above, but it also helped her to stand out with her university application. Crescendo allowed Cindy the opportunity to create something that was hers and was not part of the rigorous IB programme. She was able to think creatively and learn from her mistakes without the risk of it affecting her transcript.

Looking at opportunities for internships over summer, Cindy realised she needed a project in the realm of computer science. After her experience in setting up and running Crescendo, she had the confidence and knew that she had the ability to create a project relevant for the internship, despite being somewhat new to this subject area. She knew how to adapt to situations outside of her comfort zone, and worked diligently to make these opportunities a success.

Talking to Howard since becoming a student at Bowdoin College, he has reflected on how teachers at Dulwich College Suzhou helped him to understand the importance of independent learning and study. In his earlier years, Howard believed that it was the teacher's responsibility to motivate students to want to learn. Now studying a cross-curriculum degree at Bowdoin College, Howard understands why his teachers stressed the importance of having your own motivation and drive to learn, and not relying on the teacher or professor to do this for you.

Similar to Cindy and her involvement in the creation and launch of the Crescendo project, Howard was also instrumental in the development of project SPARK at Dulwich College Suzhou. Gaining skills in project management, budgeting and finance management, sustainable practices as well as team leadership and delegation, Howard was able to use SPARK to raise funds which were subsequently used to kick start other student-led cross-curricular activities. Through fundraising, SPARK was able to purchase 3D printers, sporting equipment and gaming equipment. The project also allowed Howard to act as a mentor to other students, giving them advice and encouragement on new projects that they wanted to launch.

Howard is currently considering his future as he continues with his major in neuroscience and Asian studies and is looking at a career in medicine, cross-cultural business, science, or a combination of all.

Kenny, who is studying economics at the University of British Columbia, reflected on how he utilised the skills he developed particularly during his IB diploma years to help him with his transition to university. As a student at Dulwich College Suzhou, he spoke of the teachers who were there to guide him yet at university, you are somewhat on your own. It is therefore important that you draw on

the skills you gained during senior school years to continue learning on your own at university.

Like Cindy and Howard, Kenny also spoke about how important it was to use the self-management skills he developed at Dulwich College Suzhou at university today. Kenny says, "I feel that the IB really helped me a lot in the transition from school to university, as university requires a lot of time-management. You gain that experience during the IB as you have to manage your time, your studies and socialising, all while ensuring that you keep your grades up". In his senior school years, Kenny saw the benefit of forming study groups with like-minded friends and classmates, and this is something he continues to practice at university.

As our Head of College, Mike O'Connor, states, "We inspire students to reach their potential and actively make a positive difference in the lives of others. We expect our students to explore the extraordinary number of enriching opportunities on offer and reach for their highest levels of attainment in all that they do". Cindy, Howard and Kenny are just three examples of Dulwich College Suzhou students doing exactly that, both during their time as students at the College, and also now at university.

Dulwich College International is excited to announce that in early 2020 a dedicated alumni engagement platform will be launched and a full alumni entitlement package will be announced. This resource will allow alumni from all DCI and Dehong schools to leverage the social and professional benefits of being former students of one of the world's largest and most dynamic school groups. Please keep an eye out for a public announcement of official details and benefits in the months to come.





# Visiting Author

## Karl Nova

This term we were privileged to have a visit from the author Karl Nova.

Karl is a Hip Hop artist, author and poet from East London. He is the winner of the 2018 CLiPPA award for his book *Rhythm and Poetry*, his first published collection. Born and raised in London as well as Lagos, Karl is a social commentator, creative writing workshop facilitator, broadcaster and cultural critic who creates platforms for other artists as he seeks to uplift, inform and inspire through this artistic expression.

During his visit Karl worked with our Primary students as well as Year 7, 8 and 9 students. Both students and staff involved in the day had a fantastic time. His workshops were educational, thought provoking and a great deal of fun! The students were completely spellbound by his story telling and his amazing rap poetry, along with the details of the creative process behind his work. He demonstrated to the students that poetry (including Shakespeare) can be fun! His dog chase story was also a hit with all primary students involved.

Following his visit, we received positive feedback from both staff and more importantly students whose comments included:

*"He is creative smart and funny, we came from the same city so I could really understand what he was saying"*

*"He had been in weird situations and weird places which I like"*

*"I thought he was funny and enjoyed the entertainment"*

*"His raps were fast and funny and I had never thought of them as poetry before"*





# 助力孩子在英语学习征程中获得成功

- Jacob Huckle, Head of English B;  
Nick Bateman, Head of Junior School ELL;  
Carolina Carpanzano, Head of Communication and Language DUCKS

我们为苏州德威感到自豪，我们的学生来自于不同的语言和文化背景。英语是学校的通用语言，同时也是教学语言，在这种环境下，以英语作为第二语言的学生在学习英文、英语相关知识以及通过英语学习其他学科的过程中就会面临诸多挑战。为此我们在中学部开设了多样化的英语B类课程。在幼儿园和小学我们更是配备了专业的英语教师来培养孩子的英语语言能力，让他们能够在学校茁壮成长并充分发挥自己的学术潜力。

除了我们提供的课程外，学生在课外时间学习英语也是非常重要的。家长们经常会问要如何帮助自己的孩子提高英语，以下建议与大家分享：

- 支持孩子学习本国语言和文化。当孩子进入一所以英语教学的国际学校后，家长们常常会思考是否需要在家里也开始讲英语。在苏州德威，我们强调母语持续发展的重要性。让孩子提高母语的听说能力，例如，词汇，语法，语调，语体，会让孩子在校的学习有很大帮助。因为他们可以将所掌握的技巧转化并使用在英语学习中。

- 培养孩子的母语读写能力。我们都知道，母语学的好孩子在学外语的时候（包括英语）能更快地取得进步。因此我们应该鼓励孩子广泛阅读母语书籍并加以讨论（包括文学文本和非小说文本），同时也要让他们用母语来写一些东西。

- 让阅读成为日常生活的一部分。和孩子一起阅读有助于培养他们的阅读兴趣，并激励他们成为独立的阅读者。家长可以给孩子读书，也可以听孩子朗读，一起猜想接下来故事会怎样发展，和孩子讨论书里的人物和场景，做阅读笔记，一起画画等等。如果您的孩子在读英文书籍，您也可以阅读其译本并和孩子一起讨论。

- 鼓励孩子养成每日适量英文阅读的习惯（阅读的内容不要过于简单，也不要太难）。可以让他阅读小说或非小说类文

本、新闻报纸，或者阅读网站[www.readtheory.org](http://www.readtheory.org)上的文章。重要的是要让孩子阅读自己感兴趣的文章，这样他们才有动力去养成每天阅读的习惯。我们学校的图书管理员可以帮助学生选择合适的书，家长也可以在First News一类的网站中获取线上图书资源。

- 帮助孩子养成学习英语单词的习惯。孩子们可能会在每天的学习中遇到很多新单词，所以对他们而言，花时间记住这些单词并尝试在句子中使用是很重要的。可以在[www.quizlet.com](http://www.quizlet.com)一类的学习网站或应用程序上制作单词抽认卡来复习每天所学到的单词。

- 问孩子一些关于学习方面的问题，了解他们在学校里都做了什么，学了什么。家长可以这样问：“你在学习中有遇到什么困难吗？”“你知道怎么改进吗？”“你最近有没有问老师问题？问了哪些问题？”“今天的英语课有没有发生什么有趣的事情？”

- 如果有可能，家长可以给孩子提供机会，让他们通过不同的方式学习英语并了解外国文化（例如，去电影院看外语片或交一些说英语的朋友）。如果您的孩子喜欢团体运动项目，可以让他们加入成员都说英语的体育团队。

我们希望这些建议能对孩子的语言学习之旅有所帮助。我们需要明白并理解这将是一段漫长的征程，这一点尤为重要。学习一门语言需要具备多种技能并且需要学习者终身学习。要让这段旅程顺利走下去，务必要让年轻的学习者享受学习和使用一门新语言的过程。如果能在语言学习的过程中始终保持快乐，我们就会自然而然地激发出学习的动力，从而使之成为终生学习之旅。







# TAKE THE GRATITUDE CHALLENGE

- Holly Poppell, Junior School/DUCKS Counsellor

Sukkot. Kinro. Kansa no Hi. Pongal. Erthedankfest. Moon Festival. World Gratitude Day. When thinking about what these holidays have in common, the last one does give a pretty large hint. We set aside special days so that we remember to be grateful. But why is this important? What does being grateful do for us?

We all know that we feel good when someone else shows appreciation to us. It turns out though, that being appreciative and expressing that appreciation has a big impact on our own well-being. That's right, the person doing the appreciating enjoys the benefits of the appreciation just as much as the person receiving the benefits - maybe more.

Our brain waves actually change depending on whether we are focusing on positive thoughts like gratitude or whether we're focusing on negativity. Every action we take and every thought we have creates corresponding neurochemical changes in the brain. Some of these changes are longer lasting, and some are fleeting, but each thought affects our brains. When we practice gratitude, feel-good chemicals like dopamine surge through our brain, and our brain cells create more areas receptive to these chemicals. The next time we release these chemicals in our brains, we are able to "receive" them more easily. According to UCLA's Mindfulness Awareness Research Center, "having an attitude of gratitude changes the molecular structure of the brain, keeps the gray matter functioning, and makes us healthier and happier."

These changes in our brain chemistry caused by gratitude are also visible through our brain waves. The changes in brain waves are consistent with showing added focus and synchronicity. Our heart rate also slows, our blood pressure drops, and our digestion improves. We feel more peaceful, experience less stress, and our immune system actually becomes stronger.

The thing is, our brains are pretty smart. In order to reap the benefits of gratitude, the gratitude we show has to be appreciation for the sake of appreciation - not appreciation to receive these benefits, or to impress someone else. Here at school, our Junior School students have been practicing gratitude by writing the things they're truly grateful for on leaves to go on our gratitude tree. Our "tree of gratitude" has filled out as students think about being grateful, some with the prompt, "What if you woke up tomorrow with only what you had been truly grateful for today (Jay Shetty)." It has been gratifying (pun intended) to see the tree become more and more leafy!

Some common things students expressed appreciation for were their safe and comfortable homes, their caring parents, teachers who are kind and encouraging, and their toys and pets. Some expressed gratitude for water because we need it to live, or for having a library full of wonderful books. Others appreciated the sun which gives us life, singing to make us happy, or never having to be hungry. Each time a child expressed gratitude, they made a positive connection in their brain. Our tree shows a lot of positive connections!

Perhaps you would like to incorporate more gratitude into your own lives.

- A very popular method is to keep a gratitude journal - every member of the family could keep their own journal.
- Some adults install an app on their phone that

prompts them daily to find three things for which to be grateful.

- Others create a family tradition of talking about one thing they are grateful for at the dinner table, perhaps recording the ideas for later review. Older children might be encouraged to take a photo of things they're grateful for on their phone to share with the family.
- If the ideas become stale or repetitive, you can add in the element of "why," revisiting things they've said they're grateful for, and expanding on the idea by expressing the reasons they're specifically grateful for an item on their list.
- Still others find a kind of talisman they carry (a special rock, bracelet, or a background on a specific WeChat group). Whenever they see their reminder object, they stop and find something for which they are grateful.
- Live your gratitude out loud! Tell the person who helped you at Starbucks how much you appreciated their smile and great service. Tell the salesperson at the store how much you appreciate their bagging your items so carefully. Thank the driver for avoiding a tricky traffic or near-accident situation.
- When presented with a challenge, try to find what the silver lining is. For example, when a child makes mistakes on a whole section of maths homework, the silver lining is that they know what they need to study (and what they don't!). When faced with a long line at the store, express gratitude that so many more people are able to afford a good standard of living. Remind yourself/help your child remember that today's bad day makes tomorrow's good day seem even better.

As a family, take the gratitude challenge - finding three things to be grateful for every day. Just watch and see how it changes your family's mindset. As Meister Eckhart, a 13th century mystic, wrote, "If the only prayer you said in your whole life was 'thank you,' that would suffice."





# Remembrance Day - Lest We Forget

Over the course of the term, Year 9 students have been examining World War One in their history lessons. As part of a seven-part homework project, students have compiled a diary of a soldier who fought in the war. One of their first tasks was to use the Commonwealth War Graves Commission website to research the names of soldiers who fought and died on the Western Front. The purpose of the project was for the students to develop their skills of empathy in relation to remembrance and share their findings with the school community.

Celine C 9Z -

*It was very well structured in order to cover different aspects of the War. It allowed me to develop my skills of independent study. I liked how it was up to us how we presented our final version.*

**Suri L 9D -**

*I learned more detailed information about the War. I was surprised that the soldiers played football on No Man's Land during the Christmas of 1914.*

This term, we also had our annual and sombre Remembrance Day ceremony, commemorating all those that have lost their lives or loved ones in times of conflict. The original movement behind the wearing of poppies may seem very removed from our students lives but the messages and lessons from it are as relevant today as they were 100 years ago. Mr Nigel Wilsonlock used Picasso's Guernica to portray the horror of 'collateral damage' in our assemblies to give students some context.

- Rebecca Boddington, Head of Humanities







# Outdoor Classroom Day



**"ACADEMIC RESEARCH SHOWS THAT ACTIVE PLAY IS THE NATURAL AND PRIMARY WAY THAT CHILDREN LEARN."** Sir Ken Robinson, leading expert in education, creativity and human development.

Our annual Outdoor Classroom Day took place across the whole-College on Monday 4 November, a global event to inspire outdoor learning and play, and an opportunity for us all to consider some of the 2030 UN 17 Sustainable Development Goals as part of our DCI Sustainability Pledges.

Lessons learned outdoors, whether math, science or language, often stay with us for life. Being outdoors helps children to focus, boosts creativity and imagination, and can simply be more fun! Activities outdoors were designed to develop your child's social and teamwork skills, and enhance their problem solving and creativity.

Our wonderful staff team led them through their explorations using highly engaging lessons, including Remembrance Day Arts and Crafts using the natural world around them in the picnic area, practicing bucket percussion during music, Digital Scavenger Hunting and making cement stepping stones in the Eco-gardens, using natural and found materials in 'transient art', extremely creative and student-led Mandarin lessons using the climbing and swing frames in the playpark to peer-assess language skills, practicing voice-projection and public-speaking in the Amphitheatre, digging for 'fossils' in the sandpit and even measuring the Titanic! Year 3 students rummaged through packaging, sorting them into different materials, and were horrified with the amount of single-use plastic used in the world around us. The students discussed and shared ideas on how this can be reduced; they decided to create campaign videos to teach others about plastic pollution and the effects it is having on our planet. We were blessed with fantastic weather and everyone had a creative, active and fun-filled learning experience in the great outdoors!

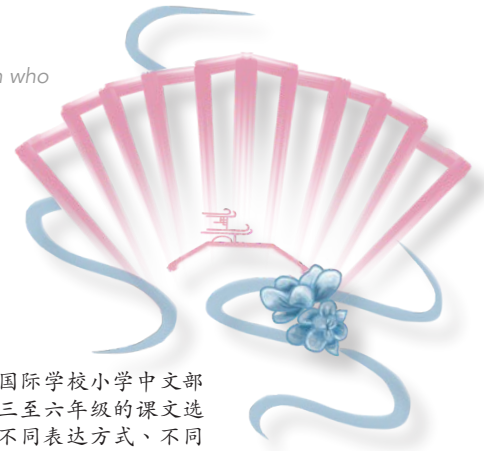


- Mrs Evelyn Anderson, Director of Active Learning &  
Mr Rajan Chana Sustainability Lead

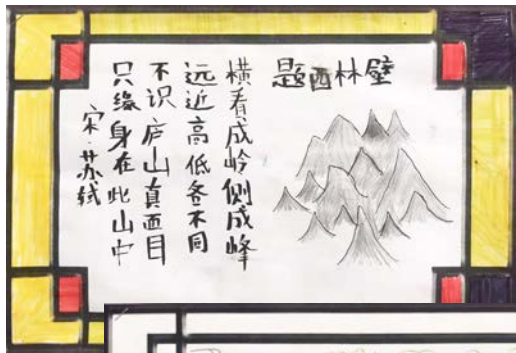


# Junior School Mandarin

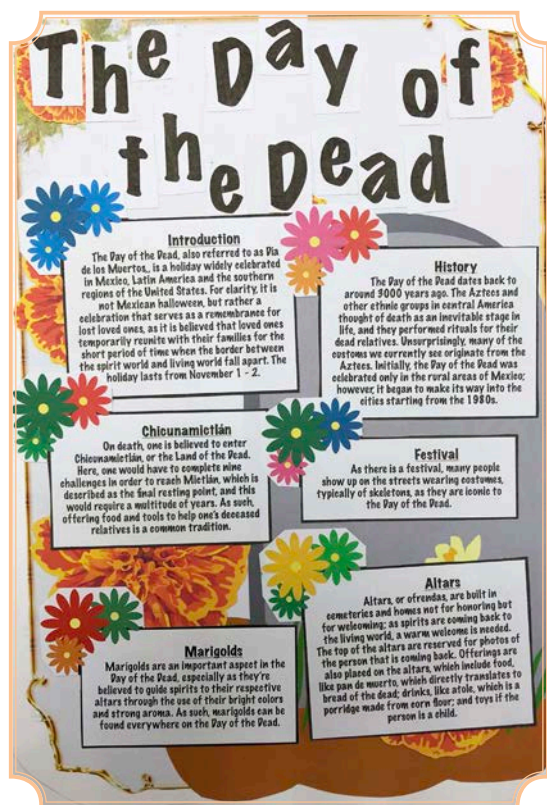
- by Grace Zhang Head of Junior School Mandarin who share a selection of work from Term 1 here:



2019-2020 学年，苏州德威英国国际学校小学中文部母语课程迎来了全新的改革。三至六年级的课文选择遵循不同文体、不同题材、不同表达方式、不同文化的原则，循序渐进地扎根于基础字词，提升于技巧能力，升华于人文情怀。课堂上，我们致力于课本的教学；课后，我们组织了丰富多彩的活动，例如读书周、诗歌周、户外教学等等，让孩子们徜徉在书本的海洋里，陶醉于中华诗词的意境中，奔跑在明媚的阳光下，去感受中文的魅力，去探寻、汲取文学的快乐！





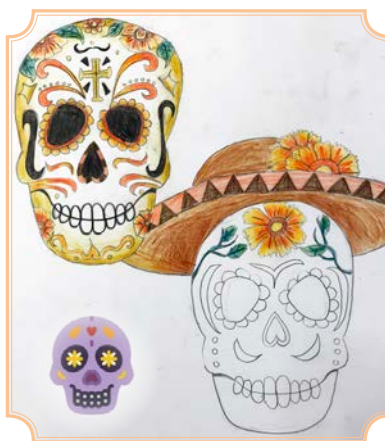


# Day of the Dead

Cross-Curricular Projects – MFL and ART/SE21

Students in Year 8 have been working on a Day of the Dead project in Art/SE21 and also learning about this celebration in Spanish classes. Cross-curricular projects help students to make links across different subject areas and are in line with our Guiding Statements 3 and 6 – 'We ask questions to understand our world' and 'We respect and celebrate our differences'.

- by Lesley Lopez,  
Assistant Head of Senior School KS4



## Day Of The Dead

**What is Day of the Dead? (Día De Los Muertos)**

The day of the dead is on Saturday, November. This is the time when people pray and remember their friends and families that have died and reunite the dead and the living. The people make ofrendas (offerings) like the photos of the dead, the food and drinks that the dead had liked, which are decorated with yellow marigold flowers. These offerings are made because people believe that these will encourage the dead's soul to visit them, participating in the celebration.

The day of the dead is a Mexican holiday, celebrated in Mexico and the regions around them. This is a two day holiday.

November 1st 12am -	November 2nd 12am -	November 2nd 12am -
<b>Día de los Angelitos</b> Spirits of the Children In this period of time, the children will be with their family for 24 hours. For the ofrendas, people will often prepare the passed away child's favorite snacks, candies, toys, and photographs. One the sugar skull, the names of the passed away children will often be written on there.	<b>Día de los Difuntos</b> Spirits of the Adult After 24 hours pass after the time of the children, it is the time to remember the departed adults. This night is very similar to the night before but the ofrendas are more suitable to adults, like alcoholic drinks. Families will play games, remind them of their loved ones and dance while the village band play the music.	<b>Día de los Muertos</b> Spirits of all the dead This time is the finale and is the public celebration of Día de los Muertos. Many people come together with Calavera painted faces (skeleton) and have parades of the street. People also go to cemetery with Marigold flowers, gifts, and sugar skulls with the passed away's name on them.

## DIA DE LOS MUERTOS

**Mexican Marigolds**  
**Flor de Muerto**  
Marigolds are believed to show the spirits the way to their ofrendas. The vibrant smell and the colors lure the departed, to their favorite food. The Flower of Death symbolize beauty and the weakness of life.

**Calaveras**  
**Skull**  
Calaveras are easy to see on the Day of the Dead. These skulls often have smiles on them to laugh at death. The calaveras are on sugar candies, clay decorations, and as face paintings. Sugar skulls are decorated and put on ofrendas for the honored and loved ones.

**Candles**  
The candles have a similar use to the Marigolds, which is to guide the spirits to the living world.

**Colors**  
Purple, yellow, orange, white, red and pink is the most common colors that could be seen in the celebration. Next to the colors are the meanings.  
Purple: suffering, pain, loss, and grief  
Yellow/Orange: the brilliance of the sun and a new day  
White: purity, promise, and hope  
Red: the blood of life and a symbol of sacrifice  
Pink: celebration and joy

The Day of the Dead celebration.





Frank Y 7C



## 大战蜂窝



每一次提到蜜蜂,我就会想起一段难忘的经历。

两年前的夏天,我正在给充气泳池加水,爸爸妈妈都告诉我不要一直把门开着,因为如果太热的话蜂巢就会掉下来。我却不以为然,把玻璃房(我们家的餐厅)的大门完全敞开,不停里外跑,往水池里加冷水。

大约过了半个小时,我刚加好一盆水,正往家里走,刚走过玻璃门就听见“啪!咣!吧唧!”三声巨响。我完成不知道发生了什么,但家里的阿姨一把把我拉进屋内,迅速关上了玻璃门。我定了定神,往玻璃房里仔细端详了一番,发现玻璃房里烟雾缭绕。又仔细一看,才发现那些烟雾其实是一大群蜜蜂在流着蜂蜜的蜂窝上盘旋,像是一架架正在搜寻敌人的战斗机。我不禁倒吸一口冷气。

我慌慌张张地跑到电话机前,一把提起话筒,以最快的速度拨了爸爸电话。电话一接通,我便极力抑制自己,尽量使用最平静的语气向爸爸讲述事情经过。可他还还没听完便已大惊失色,不等我反应过来已到了家门口。爸爸一进门便嚷道:“快去拿一件大衣来!”说完便从柜子里抱出一团旧被子披在身上,接着把一个头盔戴在头上。等大衣拿来了之后,他又一下子把大衣甩在肩膀上,打开玻璃门冲了出去。只见他拿起了一只大锅,并将两个脏蜂窝装了进去,又果断将那些肮脏的蜂窝丢进了门前的河里。

由于爸爸的帮助,这场灾难总算化险为夷了。

## 美文欣赏

记得那是我十岁的时候,一个秋高气爽的周末,我和爸爸妈妈一起去西山朋友的民宿过周末。

朋友家的民宿就在太湖大桥边,宽阔的湖景让人心旷神怡。房子的后面是一片郁郁葱葱的树林,空气非常清新。我们都觉得这是一个放松心情、过周末的好地方。

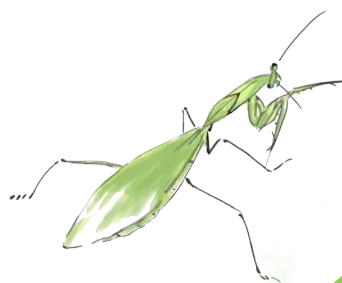
第二天,我早早吃好了早饭,就在大堂等爸爸妈妈,准备一起出去玩。等得有些无聊,我开始在房子前的空地晃荡起来。屋子边上几只大肥鸡踱着步,一边吃虫一边往树林走去。我的注意力被它们吸引了,于是也跟着去。早晨的树林里小鸟欢叫着,树林里有蚂蚁、蜘蛛,还有悠闲吃虫的鸡群。突然我看见一根树枝上,有片叶子有点奇怪。我凑近一看,发现它有头有脚。啥?叶子有头有脚,这是怎么回事?正当我感到疑惑的时候,“叶子”开始动了。我看清楚它有一个扇形的头,两只大眼睛凸凸地长在上面。全身碧绿,大大的翅膀真的很像叶子。它有好几条腿,前面的和后面的比起来要大很多,就像两把锋利的大刀,我看了吓得后退倒在地上。心里想,这家伙是什么?会不会咬人?有没有

毒?我一动不动地望着它,发现它也没有再动,于是我们就这样僵持了两分钟。

后来我轻轻地站起来,好奇心让我鼓起勇气又想去看看。这时,这个家伙又动了,而且开始跳来跳去很活跃。突然,他抬起它的大刀,像一位武士一样好像准备与我决一死战。它快速地跳到了我的衣服上,这下我更害怕了,慌张地赶紧躲开它,头也不回地往屋里跑。

爸爸在大堂看见我跑回来,担心地问我去了哪,于是我把刚刚的事情都告诉了他。爸爸笑着说:“你刚刚看见的是螳螂吧?它没有毒的。”

那次回来后,我就去网上查了一些关于螳螂的知识,还知道有一种拳,叫螳螂拳。我看了视频,还模仿着学。这次的经历现在想来很有意思。



## 螳螂偶遇记



Michael F 7D



# The Lifelong Benefit of Learning Foreign Languages

- Neil Brown, Head of Modern Foreign Languages

I can vividly remember, aged 11, sitting on a train bound for France. It was a school trip and my first time going abroad. My next memory is even clearer, buying a Coke at Gard du Nord train station (6 francs). The reason I remember this with such clarity is that all that stuff we had been learning in French class worked – I had successfully bought a can of Coke!

There is very little doubt that this experience influenced my later passions and, consequently, my career. I had been given tangible, irrefutable proof that these strange words and sounds we had practised in a small, rural classroom in England worked in a busy Parisian train station.

I didn't know it then, but my successful purchase influenced my approach to teaching languages. It is important for

students to have successes in using new languages from the very start, motivation is crucial in such a long process. But it is more than that, language learning is, or should be, all about the ability to say what we want in the target language. It should enable the student to manipulate the language so that he or she can talk about what interests them. Fortunately, this approach is supported by the very latest research and the best understanding of how the brain assimilates language.

Gianfranco Conti and Steve Smith argue, in 'The Language Teacher Toolkit' 2016, that language is best learned in high frequency communicative chunks which are slotted together rather like a jigsaw. This enables the student to see language as a broad, interwoven tapestry rather than a series of topics which may or may not relate to one another. Every language teacher will have stories about students who were unable to relate language from one topic to another. Of course, they weren't, they were taught it in a specific context, so it remained in a specific context.



So, as language teachers we need to accept that learning a language cannot be divided into simple topics such as 'household chores' and 'classroom equipment'. We should teach language that enables them to communicate in the way they want. It's a bit scary as it means that our lessons and planning feel a little less rigid and controlled, we need to look at the evidence and prepare our students for a world where they can truly communicate in their own voice. And maybe even buy a can of Coke in Paris.

## Students Receive International Recognition for Outstanding Exam Performance

Congratulations to Antonin C who received the 2019 Outstanding Pearson Learner Awards (OPLA) for best in China for French.

Lesley Lopez, Assistant Head of Senior School KS4 said "We're proud to support our students in the study of their home languages even when they are not offered as part of the College curriculum, for example, Antonin C was tutored by his mother, Nathalie and sat the IGCSE exam for French and ultimately received the 2019 Outstanding Pearson Learner Awards (OPLA) for best in China for French. This outstanding personal achievement was supported by the College through ensuring his level was

appropriate and through preparation for the oral paper and, finally, through entering Antonin for the final examination. The College has a strong track record of such support, as previous students have also taken examinations in French and Dutch and also achieved excellent outcomes. Nathalie is an experienced tutor and has offered ongoing support and tutoring to many of our Senior School students in recent years.

Congratulations to Year 12 student Dasom K who was awarded the Outstanding Cambridge Learner Awards China for performance in IGCSE Korean. Well done Dasom, this is a wonderful achievement.





# Exploring a Different Educational Culture and Learning Experience

- by Echo Cheng  
DUCKS English Language Learning Co-Teacher

This year our DUCKS Student Leaders began an exciting project working with the Student Council of a public Chinese school. The idea for the project started at a Student Leaders meeting last year. The children were given a challenge to make friends in the local community. They decided it would be nice to work together and learn from each other. Lucas from Year 1 said: 'We want the schools to be friends. We want the children to be friends. We want the teachers to be friends.'

Therefore, we made contact with Xing Zhou Primary School and were delighted when they were equally as enthusiastic to meet us. The children wrote letters to each other, discussing their likes and dislikes, sharing stories about their families and school life. They have also communicated by sending pictures and video messages. When the day of their first visit finally came, our student leaders were so excited to meet their new friends.

On Tuesday afternoon in Week 6 the pupils from Xing Zhou Primary School arrived at our school and at first the children were quite nervous but after some team building games and songs, it wasn't long before they felt comfortable and started chatting happily. The Student Leaders had planned a busy afternoon of activities. They started by taking their partner on a tour around the school. We were so proud to see them confidently talking about their favourite part of school and sharing their best loved games and activities. Their new friends seemed to enjoy exploring our environments and could spot lots of similarities and differences. We enjoyed a snack and story together before it was time to say goodbye. It was wonderful to see the connections the children could form in such a short space of time.

A few weeks later it was our turn to visit them. The children were amazed to see a different

type of school. 'This school is huge!', said Elisabeth. We spent time admiring their artwork and displays before enjoying a real Chinese calligraphy lesson. The children were captivated and worked closely with their partner to create some beautiful bamboo pictures. After that the children went outside to experience a special PE lesson with their friends. Alongside their partners, they learnt some basic Chinese Kung Fu. Even Miss Esme and I had a go!

As you can imagine, it was a fabulous experience and one which encouraged the children to consider the many similarities and intriguing differences between their daily life and the lives of the children they are developing friendships with. Miss Esme asked the children what they had liked and what they wondered about Xing Zhou Primary School following their visit. Nina said: 'I like that we could use bamboo brush to draw. It was fun!' and 'I wonder... do the children in the Chinese school come to school earlier than us?'. Erin said: 'My favourite thing was being with my friend' and 'I wonder do they always do Kung Fu in PE?'.

The project will continue throughout the coming term. Next we have invited them back to our school to work on a collaborative art project to celebrate our new connection. We have already learnt so much from each other about friendships, diversity, leadership and culture. The children are curious to see what will happen next as we feel that this is the start of a wonderful journey for both schools.







This term children from across DUCKS were given the chance to venture out of their familiar classrooms and playgrounds to explore the environment beyond our school. The aim was for children to explore and experience some beautiful and historic locations around Suzhou, as well as providing the children with exciting experiences and adventures, so they felt included when their older siblings were also away on China Week trips in Junior and Senior School.

Year 2 spent a brilliantly sunny day exploring Xiangmen. They climbed the ancient city walls and could see Suzhou Old Town stretched out for miles around. Some children were fascinated by the old bricks of the wall. They noticed that the brickmakers carved their names into every brick. Walking along the canal, the children enjoyed exploring a sculpture trail. The detailed sculptures depicted life in Ancient China. This sparked many interesting questions and got the children wondering about how life has changed since then. After enjoying a picnic lunch chatting with their friends, it was time for the highlight of the day. The children went on a boat trip around the old town and enjoyed spotting interesting buildings, animals and nature from behind the windows of the beautiful wooden boat. Some of the children had never been on a boat before. They were even treated to a traditional Chinese musical performance whilst on board.

Whilst Year 2 explored Xiangmen, Year 1 were discovering the wonderful sights of Suzhou New Old Town. They visited the picturesque canals, bridges and traditional-style gardens. They particularly enjoyed watching the bright orange koi carp and trying to count how fish many filled the pond. The Year 1 children practiced their observational drawing skills, drawing the scenery around them as well as their Chinese calligraphy skills using traditional brushes and ink to write their characters. The Year 1 and Year 2 children had a wonderful time exploring Suzhou but also were amazing representatives for the school. They were sensible, safe and considerate to the environments they visited and the people they met; making their teachers so proud.

Whilst the youngest children in DUCKS didn't catch a bus, they still went out exploring, discovering and wondering! The children in FS1 and FS2 walked all the way to our local Chinese restaurant. They practised walking safely and enjoyed being out in the sunshine. They then had the opportunity to enjoy delicious food with their friends and teachers, and maybe try something new! The excitement around DUCKS during China Week was wonderful and we loved hearing the children sharing stories from their adventures. Thank you to all the parent helpers and teachers who made such meaningful and memorable experiences possible.

- by Esme Rolfe  
Head of Student Journey in DUCKS



# CHINA WEEK IN DUCKS



# CHINA WEEK IN JUNIOR SCHOOL







China Week is an incredibly enjoyable experience which Junior School students take part in each year. It provides the opportunity for students to develop their learning beyond the classroom, with all activities, from Year 3 through to Year 6, aiming to develop pupil curiosity and understanding about the country in which we live. In addition, through challenging students to try new things and spend some time away from home, the trips support students in their growing independence and understanding of themselves and others.

This year, Year 3 students spent the week interacting with our local surroundings of Suzhou and learning more about Chinese culture and history. The week began with a trip to a local

paper factory, providing the opportunity to understand more about the importance of paper as one of the four great Chinese inventions. This was followed by a visit to Tiger Hill, allowing for exploration of the different historically significant sights including the emperor's sword testing stone, the thousand-man rock and most importantly Cloud Rock Temple pagoda. A visit to Koolfly trampolining centre, topped off by a movie and sleepover in our library, ended the week, leaving all children wishing every week was China week.

Meanwhile, Year 4 put their learning about 'Can the world survive without water?' into a real-life context by visiting Chongming Island. The students enjoyed a variety of activities such as crab fishing, exploring habitats and playing wildlife adventure games, developing the skills they had learned in the classroom within this field trip. They learnt that to be a successful adventurer, they had to collaborate, investigate and take risks in their learning. This was achieved by all as they explored this unique and beautiful area.

Year 5's visit to Nan Bei Hu was also a huge success, with students taking part in hikes, water fights and climbing adventures (to name just a few activities from day one!). During day two, students tested their limits with four scintillating outdoor rotations; climbing ropes, making leaps, drawing plants and sliding through the spider web, cooling off inside during lunch whilst painting kites. Day three provided opportunities for students to farm, picking lots of fruit, and even learning how to cook countryside spaghetti bolognese. The week then ended with students mustering up their strength to finish the Nan Bei Hu lookout hike, staying together as a group to support each other, whilst singing songs to help everyone finish - an achievement we are very proud of.

Finally, Year 6 had an incredible time on their China Week this year to Huzhou. From great heights to long hikes, and working with the locals providing service learning, students had a great insight into a very diverse range of activities. During their time away, the children gave back to the community and cheered up one of the local farm factories by painting bright, vibrant murals which they had designed around the themes of respect, love, peace and hope. In addition, another aspect of their service learning was a chance to spend a morning at one of the local schools, teaching other children some basic English, songs and games, then finishing the day with a tug of war. In addition to all of these activities, smiles and cheers of delight were had by many when they reached the top of the leap of faith, walked across the broken bridge, were able to row a kayak as well as keep their balance when paddle boarding – opportunities that they really will remember for a life-time.

All of the activities offered in our China Week were varied and incredibly purposeful, and we want to acknowledge the hard work and commitment of all of our staff who enabled these trips to be so successful. We also commend the incredible collaboration and support that our children demonstrated to each other throughout the week, enabling each individual to feel safe in taking risks, facing their fears and learning from everything that they did.

- by Joe McConnell (Head of Year 3), Nicola Wilson (Head of Year 4),  
Jacqueline McQuaid (Head of Year 5) and Carly Emes (Head of Year 6)

# CHINA WEEK IN JUNIOR SCHOOL



## Year 7 China Week

China Week this year was very fun!

All of the activities were close to our hotel and was very convenient for us. We had lots of fun and were happy to spend the whole week with our friends.

One of the best activities was the Treetop Challenge.

The leaders from Insight Adventures were very kind to us.

We also had a great time taking part in the Raft Building Activity, that was such an enriching experience!

I hope we can do it again, as we will always remember this trip!

- Sophie W 7C



## CHINA WEEK in SENIOR SCHOOL



**Year 8** China week 2019 was certainly an experience and one to remember.

This trip saw year eights travelling to the Henan province to Shaolin in order to experience the culture and lives of the world-renowned Shaolin monks.

Throughout the week, students had an opportunity to learn Kung Fu skills from the masters of Kung Fu and the students of Shaolin temple. They also perfected their resilience as they hiked the karst landscape and took a cable car down from the scenic mountains surrounding the Shaolin temple.

They displayed their creativity skills teaching the students and orphans of Shaolin Art, Music, P.E and English. Students also got to embark upon a historical journey as they visited the Longmen Grottoes, Buddhist temples that were carved into the mountains dating back to the Wei dynasty. Overall it was an experience they won't forget!



## Year 10 Hangzhou Trip

The Year 10 trip to Hangzhou has been running for a number of years now.

The trip starts with hiking around the tea plantations of Hangzhou allowing students to complete the Practice Journey for the International Award. After the initial hike to the ridge on the first afternoon the students camp at a local monastery before completing this section with a hike along the ridge and into Hangzhou. A rest day allows students to rest aching feet and tired legs whilst also providing the opportunity to do rock climbing and learn basic first aid. On the Thursday a physically demanding hike sees students ascend Tianmushan. After a brief stop for lunch at the summit students descend a short distance and camp in a beautiful secluded valley. After a hike in the morning the students successfully complete the Qualifying Journey of the International Award and can take a well earned rest of the coach home.





## Year 9 China Week Yangshou and Longshen

**SAM** - I enjoyed caving because it was fun and cool. The whole journey underground was exciting because there were bats everywhere!

**BRIAN** - It was a great experience to see the different rock formations in the caves. Something I'd never seen before.

**CHLOE** - I found caving and rock climbing enjoyable because it was adventurous and challenging. We had to push ourselves and be the best because we couldn't think about coming back down, without reaching the top.

**JOE** - I enjoyed the mudslide during caving on China week. I liked the tranquility of Guilin and the open spaces. I also enjoyed the Chinese cuisine and the hotels.

**DANIEL** - During China week, I mostly enjoyed the caving because there was a mud put. We also learnt a lot about the cave itself, e.g It was made from limestone. I also liked walking through the river, found deep in the cave.

**MARTIN** - I enjoyed the challenge of rock climbing. The harder route was difficult but still fun. The views from the hostels were amazing. You could open your window in the mornings and be woken by the smell of the rice fields!

**IISAHN** - I thought the caving was fun. It was cool to go deep underground where there was loads of mud and a slide!

**KIWON** - I liked the rock climbing especially. It was really challenging.

**NICOLE** - Caving was fun. I also thought it was interesting to see the different patterns in the caves.

**KATHERINE** - One thing I found enjoyable were the views from the hostel. They were a spectacular change from the views of dull buildings in Suzhou.

This year's trip definitely challenged me. For example on the first day we did rock climbing and the hiking on day four however, personally I think the part that challenged me the most was the fact the my legs and arms were tired during the climbing and the hiking. The reason why I think this trip has improve my persistence is because during rock climbing I was think that I wasn't able to get to the top and fell lots of times when I was trying to get to the top, but as the teacher told me to try again to eventually got to the top.

- Grace Year 9



## Year 11 Qian Dao Hu Trip

The Year 11 trip has changed significantly this year in order to meet the new requirements of the International Award. Prior to the trip students have already completed the Practice Journey at Yangcheng Hu.

On arriving at Qian Dao Hu students spend an afternoon kayaking and swimming at the lake. This involved various games and students showed their fun, friendly yet competitive nature. Most of the students managed to remain dry during the kayaking – which cannot be said about Mr Sheen.

The following day the students began their Qualifying Journey which involved 170km of cycling over three days navigating the entire way around Qian Dao Hu. The first days cycling was the longest and although on mostly flat cycle paths it was still very demanding. The students then camped on the banks of the lake before cycling onto the southern shores of the lake. This section was more hilly and finished with a long ascent before a long descent to the campsite.

Late in the afternoon a couple of students along with Mr O'Connell and a guide then completed a very steep additional section that saw them ascend 600 metres over a mountain pass before a technically demanding descent to the campsite, a very impressive accomplishment given the temperature and distance already covered.

The final days cycling along the south bank of the lake was quite leisurely at a mere 45km and students arrived in Qian Dao Hu village and a welcome shower at the hotel before a celebratory meal in the evening.







# College Sports Day

On Tuesday 22 October, we saw the first combined track and field day for the Junior School and Senior School students. It was a fantastic day filled with active participation, leadership and copious amounts of house spirit and the DCSZ Tiger even made his first appearance.

With this being the first athletics themed sports day since 2015 and the first combining the schools from Year 3 to Year 11, the day therefore saw a whole new set of records produced across the range of disciplines, so let's go on to find out which house was victorious!!

The morning began with the Senior School students heading down to the track on mass for their field events and long-distance runs. With 30 track events to complete alongside high jump, long jump, javelin, discus and shot put, students had to manage their time to ensure they were present for all the events they had signed up for. Some notable performances of the morning were:

**Alyssa G (Year 7), Grace E (Year 11) and Alex F (Year 11) in the high jump category**

**Jaeyun K (Year 8) in the discus throwing 17.64m**

**Doralice C (Year 8) in the shot putt throwing 5.68m**

**Long jump saw some impressive results from Alex F jumping 5.15m and Alvin C jumping 4.23m.**

**Minkyu S excelled on the track running an 800m in 2.56mins and Lisa L running it in 3.00mins**

After a quick break for the PE staff, they were overcrowded at the track by the Junior School students coming out to compete in long distance, javelin, discus, ball throw, long jump, high jump and tug of war. Tug of war saw some outstanding competitive natures from all involved and were close competitions within all year groups. Some notable performances within the Junior School were:

In the high jump, **Breckin M (Year 3)** impressed and was the only one of his year group to perform the Fosbury Flop technique and to go on and win the event.

**A strong arm was seen by William D (Year 3) in the ball throw, throwing an impressive 12.30m**

**In the Javelin, Samuel X (Year 5) threw an outstanding 15.92m**

**In the long distance, some students showed excellent pacing and control, Issac E (Year 3) ran a strong 300m, Lillian T (Year 5) and Roy B (Year 6) were outstanding in the 600m**

After an exhilarating morning of field events and long-distance runs, student went to refuel with some much-needed lunch before they all returned to the track as a whole college with Junior and Senior students mixing together in their house tents to cheer on the sprint finals and relay teams. It was extremely close after the morning's events with only 1 or 2 points separating houses.

The first event of the afternoon was very exciting with the Year 3 pupils setting up for the 60m sprints, however, 60m was not enough for these students clearly as they continued to battle it out over a further 200m before staff could stop them with Haein Park taking the win. **Ian J** was victorious for his 60m completing it in a rapid 10.49seconds and **Peyton M** looked shocked as she crossed the finish line in 1st place in the 80m.

The Senior 100m were extremely close and at times tough to determine the overall winner, Usain Bolt watch out in the future!!! Some impressive sprints were made by **Alex F, Grace E** and **Annie N** who were all victorious in their respective races.

As we approached the end of the day, all that was left were the all important house relays, where double points were up for grabs. All students throughout the different relays performed the handovers extremely well which gave each team every opportunity to win. Congratulations to each house for their relay teams and here is the breakdown of how many relays were won per house:

**Shackleton – Year 6**

**Howard – Year 4 and Year 8**

**Wing – Year 3 and Year 9**

**Anand – Year 5, Year 7, Year 10 and Year 11**

As Ms Wilson totted up the scores after the final events, there was a lot of excitement and anticipation by all students within their house tents. It came down to a difference of 47 points between 4th place and 1st place. Mr Wilsonlock presented the results, building the atmosphere and excitement for all involved, and the final placings were as follows:

**4th Place – Shackleton (934.5 points)**

**3rd Place – Howard (936.5 points)**

**2nd Place – Anand (981.5 points)**

**1st Place – Wing (987.5 points)**

**CONGRATULATIONS TO OUR WINNING HOUSE - WING!!!**

Well done to everybody who participated and contributed to the day in anyway, it was fantastic to see the whole College together and the support that every individual gave to their peers. We look forward to the next year's Sports Day where we will continue to build on this year's event.

- by David Wheatley, Head of Senior School PE  
Charlotte Olley, Head of Junior School PE









# Term 1 Highlights



# Music Participation Continues to Grow at Dulwich College Suzhou

It has been a busy first term for Music Departments across the College, with students engaging in the regular breadth of Music CCA's in addition to regular curriculum and individual learning.

In Senior School, guests were treated to a fantastic evening of musical entertainment at the IB and IGCSE Music Recital. Nigel Wilsonlock, Head of Senior School commented; "I can quite honestly say that in my 27 years of teaching, I have never heard anything so brilliant.... the quality, depth and breadth of performances was a privilege for all who attended". Congratulations to Gordon T, Stefan Z, Vae B, Jinny K, Grace X, Yuhong C, Amy Y, Sophia K and Jeongyeon L for their professionalism, dedication and performance flair. We look forward to the next recital with anticipation!

In November, the music department took almost 40 students from the Senior School to Dulwich College Beijing for the annual Dulwich Festival of Music. This was the highest attended music festival in our Senior School's history - another indication that student engagement in music is continuing to grow every year in our College. Suzhou students performed in either the Orchestra, Choir or Rock Band and performed a wide range of repertoire from Broadway musicals. The trip was a huge success with all students thoroughly enjoying themselves and represented the College fantastically. A special mention goes to Yuhong C (Y10) and Kate K (Y9) who both represented Dulwich College Suzhou in the Dulwich Festival of Music Young Musician Award competition. Both students performed demanding, high quality pieces and impressed the judges and the crowd. Next year the festival comes to Suzhou and the music department are looking forward to hosting such a wonderful spectacle and students are already excited.

The music department is also looking forward to welcoming parents to the College at our Tree Lighting Ceremony on 29 November and subsequent music dates: ShangriLa Tree Lighting (30 November), The Kempinski Tree Lighting (1 December), Junior School Christmas Concerts (2 & 3 December), DUCKS Christmas Concerts (4 & 5 December), Senior School Christmas Concert (6 December).

- by Mathew Jones  
Director of Music





# Community Clubs

In addition to the great work which Friends of Dulwich do, parents have been busy elsewhere in bringing our community closer together through extra-curricular activities and initiatives. After the successful Founder's Day football tournament last year, a number of parents decided to continue in playing football, this time on a weekly basis, together at the newly opened Olympic Park. The friendly competition continues!

Furthermore, the local Suzhou Rugby Club, many members of which are parents and teachers, were keen to contribute their time and know-how with some exclusive coaching sessions for Dulwich students. The children had a fantastic day and were even given a rugby ball at the end!

Our Community Dragon Boat Racing Team goes from strength to strength, competing regularly locally and further afield around China. For more information about how to get involved in any of these initiatives, please contact [communications@dulwich-suzhou.cn](mailto:communications@dulwich-suzhou.cn)







# Introducing Our New Friends of Dulwich Committee Members

The Friends of Dulwich (FoD) at Dulwich College Suzhou is an integral part of College life. FoD not only represents the parent body, but also strives to develop and strengthen the parent community. We, as the FoD Committee thought long and hard about what the Committee means to us, and what we can do for our fellow parents to make their Dulwich experience even better. With this in mind, this year the Committee developed the Parent Engagement programme. This programme aims to bring together a wide range of activities to engage parents. We appreciate that we have a very diverse parent body, which brings a plethora of skills, knowledge and talents. The FoD want the Dulwich Community to benefit from these skills and talents. We have a number of parent-led activities, which include language development groups for both English and Mandarin, cooking lessons, arts and crafts and lots more.

But none of this would be possible without the commitment and hard work of the FoD members. This year, an all-new Committee was formed, including some new and some experienced Dulwich parents.

I'm Mahvish, and I've been a member of the FoD since September 2018, when I arrived in Suzhou with my family from the UK. As soon as my daughter started at DUCKS, I started looking for ways to engage with the school community, and FoD provided the perfect outlet. And now, I am delighted to introduce the FoD Committee for 2019/20.

Kelly Godbold - Wife of Craig Godbold (secondary school teacher) and mother to two boys who are both attending Ducks at Dulwich College. 'Our family arrived in August and so far are enjoying Suzhou and settling in well. Previously we lived and worked at an international school in Houston, Texas but our hometown is Shrewsbury in England. I enjoy travelling, photography, pilates and aerial hoop.'

Rebecca Howes - 'I am originally from the UK and I have been living in Suzhou with my family for over four years now. Prior to this we also lived in Singapore. I have two children at Dulwich, one in the senior school and one in the junior school. I love

the fact that Suzhou is a mix of old and new, with plenty of opportunities to explore the rich culture and history that it has to offer. As part of the FoD team I am looking forward to continuing to help create opportunities to support the Dulwich community.'

Jinghua Wu - 'I am a native of Suzhou. After continuing my studies in the US, I settled down in Virginia. Due to family reasons, my family and I returned to China after over 13 years in the US. We spent 1 year in Chongqing and 2 years in Chengdu. This is our 3rd year at DCSZ and both of my kids are in SS. If you have any questions about Suzhou, I'm glad to help!'

Karen Humphrey - 'I recently arrived in Suzhou with my husband and two sons from the northeast of Scotland. Our family also lived in Incheon, South Korea for a long time. We really love Asia which is why we have returned and I am really looking forward to getting to know the Chinese language and culture as well as exploring China and the surrounding countries.'

Sandra Ma - 'I'm Sandra, my hometown is Taipei, Taiwan. It's a very beautiful Island. Only 1.5hr flight from Suzhou, you are very welcome to visit. It's a pleasure to join FoD this year and meeting so many wonderful people. Looking forward to serve and support the community in coming years.'

Ashley - 'I'm Ashley, I was born in Suzhou. I grew up, studied and worked here. I had a brief time in San Francisco. But I find that I prefer it here. I like the climate here best; the city has four distinct seasons. Every season has its own beauty. There are mountains, water and Gardens. It's a good place to live. Marissa - 'I'm Marissa Flynn. My family and I moved to Suzhou from the suburbs of Boston, Massachusetts, USA in January, 2019. I have three children attending the



College, in Years 3, 1, and EL2. This is the Flynn family's first experience living abroad. I became involved with the Friends of Dulwich because I wanted to ensure the Let's Share! clubs continued to be a part of the culture for the Dulwich parent collective. The Let's Share clubs and Let's Volunteer programs strive to bring together parents from across the College, often in conjunction with staff and students, building a feeling of intimate community in a city of millions of people.'

Leilei - 'Hi, this is Leilei. I'm from Nanjing, and I've been living in Suzhou for 7 years. I have 2 children attending Dulwich Suzhou. One girl in Year 2 and a boy in FS1. I'm very excited to be part of FoD and looking forward to meeting you all.'

Heather Barnes - 'My name is Heather Barnes. I am from Toronto, Canada but I moved most recently from Montana, USA. I live in Kunshan and really enjoy my daily visits to Suzhou! I rely heavily on Epermarket for groceries and was so happy to spend an afternoon in the Foreign Language Bookstore in Shanghai.'

Kris - 'I'm Kristina Khlobystina and I've been in China since 2006. I'm from Kazakhstan, and we're family of three. I love dance, and art. Also, I like travelling and learning about new things, which is a good reason to live abroad.'

- by Mahvish Inayat, FoD Chairperson



# Settling In Suzhou

- by Aylin Altintop, a parent here at the College provides a perspective on adjusting to life in Suzhou for new families.

Welcome to SIP, Suzhou, China and to the Dulwich College family. You may be here as a trailing spouse or as the one working and during this time of transition I hope you can find some comfort and helpful tips in this article.

By its nature, the process of settling in will keep you busy in the beginning. You will meet people along the way that are going through the same experiences and the everyday and mundane can become a challenge. It can be a time that is exciting and most definitely not boring. Be it that you feel energised, happy, homesick, or apprehensive in the beginning of it, this journey will have its ups and downs and it is absolutely normal to feel like you want to throw in the towel and book the next flight home. The length of time it takes to adjust is also not finite. The period can vary from person to person and during this time you will have good and bad days. Rest assured you are not alone in feeling this way. Just as you've gotten your

routine all sorted, a change, like your favourite store closing will occur and you will spend time figuring it out again.

There are many resources that will help you during your adjustment period.

**i) Opportunities at Dulwich College Suzhou** via classroom volunteering and involvement in Friends of Dulwich (FoD) programs, morning coffees at the Senior School, Junior School and DUCKS, and parent engagement workshops at the Junior School and DUCKS

**ii) WeChat** – link up with one of or several of many communities like Easy Life, That's Suzhou, GGI (Girls Gone International) Suzhou, Living Better in Suzhou, Suzhou Foodies, and official accounts such as Sodexo, GoSu, Dulwich College Suzhou, and DCSZ Counseling. One community will lead to another as you participate in conversations within the groups and based on your personal interests.

**iii) EAS** – Expatriate Association of Suzhou and their taxi cards– This group meets regularly for morning coffees and other organised trips throughout the year.

**iv) Sherpa's Food Delivery** – is an English restaurant food delivery service that includes many Western restaurants. They most recently started to deliver products from EuroMart grocery store.

**v) TaoBao** – will become a necessity as it will offer you options to get things you can't get in stores. Items like balloons, helium tanks, gift wrapping paper, gift bags, tissue paper, pipe cleaners, popsicle sticks, face paint and cream of tartar. If you are thinking the list is starting to sound like a Birthday Party shopping list, you are correct. Even though TaoBao is surprisingly fast, you still need to plan ahead.

**vi) AliPay** – you will need to set up AliPay in order to use TaoBao. When you purchase an item on TaoBao, Alipay deducts the money from your account and holds it until the item has been delivered. Upon satisfactory delivery, Alipay releases the funds to the seller. Later, you will end up using AliPay's other features like paying vendors and friends and buying

movie tickets.

**vii) Trip App** – this app is helpful because you can look up train schedules, book hotels and airfare.

**viii) DiDi** – Taxi and Ride Sharing App in English is an essential tool whose features keep improving regularly.

**ix) Google Translate** – this app works well in China and has a feature that allows a person to speak into it and then it translates what they said.

Once you have sorted yourself a bit, there are a myriad of activities in which to get involved and below is a short list of a few options to consider as you prioritize what is important to you.

**i) Studying Chinese** – Apps like Duolingo, lessons with a tutor including ones offered at Dulwich College through FOD, university programs through Suzhou University or XJTLU University, and online tutors you can meet up with virtually.

**ii) Exploring your new home** – Gardens are abundant and you may choose to explore them, taking the subway to different locations on the Line, going on walks around the lake or different corners of town, exploring on your e-bike, your bicycle, on foot, via bus, via DiDi or the combination thereof.

**iii) Exercise** – there are many options of gyms including MeZone fitness, InGym, Yoga4Less at Suzhou Center Mall and at Olympic Sports Center, f45 Fitness in Xinghai Square, Black Tie Boxing and Dragon Boat Racing!

**iv) Going to University** to study a program or completing an online course

**v) Starting up a group and organising activities** for something that interests you such as tennis, hiking, knitting,





quilting, walking, cooking, rock climbing or reading

**vi) Volunteering** – the Suzhou Orphanage and opportunities through Aimee, a social worker at the Suzhou Qingliu service center tasked with making life better in Suzhou for foreigners.

Another aspect of settling into a new place is food. Below is a few of your sources of groceries because we all love to eat well especially when far from home.

**i) Wet Markets in Neighborhood Centers** – near most compounds and within walking distance you will find local markets with stalls selling vegetables, fruits, dry goods like rice, beans and grains and meats and fish. Most foreigners purchase vegetables at the neighborhood markets. There are a few exceptional markets like the Korean Wet Market that have an excellent reputation for quality meats.

**ii) EuroMart** – there is one in LiGongDi and it has a variety of European and American products as well as meats, cheeses, fruit and produce. Albeit small, you can get all you need for a meal in one place at EuroMart. It even has personal hygiene products, household goods and a bakery. Speaking of bakeries, it is next door to Bread Castle where you will find a larger selection of baked goods and a café/restaurant.

**iii) Sam's Club at Link City** – an American “buy in bulk and save” store that sells quality brands including the Sam's Club brands. From electronics, household products, sunscreen, diapers, fresh produce, fresh fruits, meats, fish, and staples such as oils and flour can be found here. Here too, you can buy ice cream, frozen ravioli, frozen chicken nuggets, fresh lemons, dish soap and a pillow all in one trip.

**iv) Auchan** – a French supermarket & discount store that sells groceries and household and personal products, automotive supplies, office supplies, gardening supplies and recreational items like bikes. The Auchan locations also have a Decathlon which is a French outdoor and sporting goods supply store.

**v) Yumway** – located inside the Golden Lough compound (across the road from Sam's Club on the south side of Jinji Lake), Yumway is a tiny store with quite a good selection and the added benefit of delivery. A lot of the basics a Western household might need can be found here. Cheeses, cured meats, noodles including lasagna, popular spices like cinnamon and snacks like granola bars and apple sauce as well as eggs and a basic selection of vegetables is available at Yumway. They have a bakery with sliced breakfast toast, boules, baguettes and pretzels. They also make and deliver pizza.

**vi) Epermarket and Kate & Kimi** – both are grocery stores in Shanghai that will deliver to Suzhou. Items such as beets, natural peanut butter and unsweetened almond milk that are harder to find here can be consistently found there. While you are shopping for these harder to find items, you end up getting the rest of your groceries and freeing up time to take care of other tasks.

**vii) Variety of Grocery Stores throughout SIP shopping centers** – These include but are not limited to Beautiful Market in the basement of Shin Kong Plaza, BHG Supermarket in the basement of Xinghai Square Metro area, EnCity grocery stores at Suzhou Center, Join in the Grand and other locations, Ole in the basement of Suzhou Center, Izumiya grocery store in the basement of the Olympic Center shopping mall, and the grocery store of Aeon Department store inside Aeon Mall. When you are out doing other things, it can be quite convenient to drop in at one of these to pick up a necessary item for lunch the next day or to spice up your dinner.

**viii) TaoBao** – you can get groceries delivered to your door directly from various TaoBao sellers and the TaoBao T-Mall supermarket (Green Cat ears with the grocery cart icon). TaoBao is also perfect for less common food

items like buckwheat flour and bulky and heavy items like rolls of toilet paper and cans of soda. Here, it will help to translate and look up items in Chinese as you will get better pricing and a larger selection. Also, you will need to know important information like reviews and delivery times so it helps to have a Chinese speaker guide you or at least to reserve time to take screen shots and do a bit of translating as you shop.

### **A little language goes a long way**

There are some small things you can learn that will go a long way in making your life more pleasant in China and below are a few I have found to fit in this category.

Learn the Chinese name for certain neighborhoods and businesses. Knowing the Chinese names may help you communicate with cab drivers and others in the community. You will find how you pronounce phrases is not always understood by locals and this can be frustrating so don't let it discourage you from trying. One of the great things about living in Suzhou is that the local people are very friendly and will always give you credit for trying to speak a little Mandarin should the opportunity require it.

Just as your adjustment is filled with changes and ups and downs so is the community of Suzhou. It is an everchanging environment adding new roads, buildings and tunnels, closing stores to open new ones and saying goodbye to friends as other ones move in. The transition to your new home in Suzhou and the community at Dulwich College will hopefully be a bit more seamless with these tips.

Please contact [fod@dulwich-suzhou.cn](mailto:fod@dulwich-suzhou.cn) for more information or if you have questions on anything that has been covered here. I wish you a long and happy stay here in Suzhou.







**SHACKLETON  
LECTURES**  
Ash Dykes

**SEP**

**DULWICH  
SHAKESPEARE  
FESTIVAL\***

Hosted by:  
Dulwich College  
(Singapore)

**OCT**

**DULWICH FESTIVAL  
OF MUSIC**

Hosted by:  
Dulwich College Beijing

**NOV**

**STUDENT LEADERSHIP  
CONFERENCE**

Hosted by:  
Dulwich College  
International

**JAN**

**ISCMS**  
(INTERNATIONAL SCHOOLS  
CHORAL MUSIC SOCIETY)

**FEB**

DIVERSITY ARTS SERIES

**University of  
Auckland**

Dance group

**Dead Poets**

Acclaimed slam poet  
and Hip-hop emcee

**SCIENCE ART PHOTO  
COMPETITION**

DIVERSITY ARTS SERIES:

**Frantic Assembly**  
Internationally renowned  
theatre company

**RSC RESIDENCY\***

**MAR**

**DULWICH GAMES**

Hosted by:  
Dulwich College  
Shanghai Puxi

**HIGH SCHOOL  
TEAMS MATH**

Hosted by:  
Dulwich International  
High School Suzhou

**MADD FESTIVAL**

Hosted by:  
Dulwich College  
Shanghai Puxi

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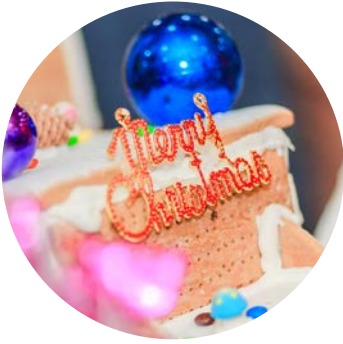
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## Christmas Tree Lighting Ceremony





# GRADUATE WORLDWISE.



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