



WELLINGTON COLLEGE
CHINA
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Wellington TODAY



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CONTENTS

03 OPENING REMARKS

- 03 Message from Chair of Governors, Wellington College China
- 04 Introducing Incoming Chief Executive Officer of Wellington College China
- 05 Message from the Master of Wellington College

06 WELLINGTON INSIGHTS

- 07 The Changing Landscape of Education in China
- 08 Early Years
- 16 Bilingualism
- 22 Lifelong Education

26 WELLINGTON SCHOOL LIFE

- 26 Academic Excellence
- 33 Sports Achievements
- 34 Arts
- 39 Culture
- 41 Expedition and Exploration

46 WELLINGTON COMMUNITY

- 47 Wellington College China Community
- 49 Summer Festival and Summer Carnival
- 51 United Nations Day
- 52 Annual Ball
- 53 Social Responsibility

58 EDUCATION FOR LIFE

- 58 Wellington College China Festival of Education
- 61 College and University Guidance

63 WELLINGTON ACADEMY PROGRAMME

- 63 Message from the Director of Academy

65 WE ARE WELLINGTON

- 65 About Arthur Wellesley the Duke of Wellington
- 67 Our Heritage
- 69 Wellington College China Milestones
- 73 The Wellington College Family
- 75 Message from the Master of Wellington College International Tianjin
- 77 Message from the Executive Master of Wellington College Shanghai
- 79 Message from the Founding Executive Master of Wellington College Hangzhou
- 81 The Founding Academic Leadership Team of Wellington College Bilingual Shanghai
- 83 The Founding Academic Leadership Team of Wellington College Bilingual Hangzhou

FROM JOY QIAO CHAIR OF GOVERNORS WELLINGTON COLLEGE CHINA



Wellington College China started as just an idea in 2008, in just over 9 years, we have grown to become one of the most reputable international education providers in China.

Quite often people ask me the question, why does Wellington College in the UK want to form these overseas partnerships?

In a recent report on 21st century skills by *The New Commission on the Skills of the American Workforce*, a group formed by top educators and business leaders in the US, 'understanding the world' came first on the list of the top 4 essential skills. Our world is getting smaller; technology has blurred the boundaries of nations and cultures. It is also changing and evolving at an ever-faster pace.

In China, our GDP growth has averaged nearly 10 percent a year for the past 40 years. This is the fastest sustained expansion by a major economy in history. Take the bullet train network for example, the first line between Beijing and Tianjin was completed in 2008. Now we have a network of 20,000km connecting over 400 cities. This is more than the rest of the world combined. By 2025, we plan to double it again. The same speed and scale can be seen in many sectors in China.

For a lot of my friends overseas, the developments in China are mind-blowing and fascinating. Many of them want to understand more or be part of it to capture the amazing opportunities available there. The world is eager to connect with us. At Wellington College China, being bilingual is the norm for most of our pupils, many are trilingual or multi-lingual. As a community of more than 40 nationalities, we are naturally globally minded and connected. Our pupils will grow up to be mini ambassadors, each with the privilege and responsibility to connect China with the rest of the world.

So here lies the value in the Wellington College global partnerships. In time, our worldwide network of schools will create a community of like-minded people, united by the Wellington values and identities, who are deeply rooted in their own countries, who will form cross-cultural bridges with one another. This will offer endless potential in business partnerships, increase understanding and appreciation across cultures, facilitate the exchange of ideas and ultimately, contribute to world peace.

That is something worth being part of.

INTRODUCING HELEN KAVANAGH INCOMING CHIEF EXECUTIVE OFFICER OF WELLINGTON COLLEGE CHINA



High quality governance is essential for our schools to be effective and achieve the very high standards set by the Wellington College China board.

From summer 2018, our governance and leadership across the group will be further strengthened by the appointment of a Wellington College China CEO, who will also serve as a governor on the Wellington China Board. We are delighted to be able to appoint Helen Kavanagh to this position. She previously served as International Business Director for Wellington College in the UK and comes with a wealth of experience and expertise in leading school groups in the UK and internationally. She has served on the Wellington China Board as the Deputy Chairman since August 2014 and already has a deep understanding of our needs as a fast-growing organisation.

Helen is a native of the UK who was employed as the International Business Director for Wellington College, quality assuring the schools in China and leading business development globally.

With over 30 years experience in education Helen has operated in a wide range of contexts in the UK and internationally. After two successful Headships in England she became a Senior Inspections Manager with responsibility for the quality of inspections in over 1500 schools, and from there went on to lead a school reform project in the UAE before being promoted to Regional Director Middle East. She was next appointed as Executive Vice President of an American education company providing advice and guidance to schools in the US, UK, UAE, Qatar, Turkey, India and Jordan.

Helen has represented employers nationally and internationally up to government level. She has mentored many Head teachers over the past 12 years and still gains a buzz from being in the school environment. She has a BA (Hons) from Sheffield University; a PGCE (Leicester University) and 2 further postgraduate degrees in Education Management from Manchester Metropolitan University. Her elder daughter is a teacher in the UAE and her younger daughter is a graduate of Wellington College in England. She enjoys travel, keeping fit and food.



FROM JULIAN THOMAS THE MASTER WELLINGTON COLLEGE

Back in September, at the beginning of our academic year here at The Wellington College, I wrote to all our parents to outline my key priorities for the coming months, and said 'the main focus is the development of independent **Thinking, Learning and Coping** among our pupils. I am convinced that it is only by concentrating on this unique version of TLC that we will be able to furnish our youngsters with the ability to find solutions to whatever problems face them, both in and out of the classroom. To my mind this is what true independence is all about: the ability to solve problems creatively by applying knowledge - and to develop the resilience to cope with the ups and downs of life.'

And of course this greater independence is one of the main components of the Wellington Identity, an identity that binds all pupils in the Wellington family together, whether in Tianjin, Shanghai, Hangzhou, or here in the South of England. Although separated by thousands of miles and vastly different contexts, the spirit of Wellington and its unique approach to education is apparent, whichever school you are in. We are bound together by a shared ethos, by a shared commitment to work tirelessly to ensure that each Wellington pupil acquires a true Wellington identity. It is an identity built on intellectual curiosity, on true independence, on a generous and far-reaching inclusivity and on the courage to be properly and unselfishly individual. It is in short the capacity to be inspired to become the very best you can be.

It is important for us to provide a safe framework that will give our pupils the confidence to start making their own decisions – but also necessary for us to expect and accept a few wobbles along the road towards confident autonomy. This is true both inside and outside the classroom: unless we encourage our children to stretch out beyond their comfort zone, and allow them to fail occasionally, they will never have the chance to grow to their fullest extent.

And it is all those opportunities for learning and growth that we provide across the whole Wellington family, and particularly so in our wonderful schools in China that makes our shared academic project so exciting – and so special. This Wellington Today provides wonderful evidence of the dynamic way all these young Wellingtonians – and their dedicated teachers, who work so hard to make all their achievements possible – have risen to the challenge of making the very best of themselves. I congratulate them on all that they have achieved, and wish them the best of luck for the exciting challenges that face them in the coming year - but most of all I wish them the courage to challenge themselves, and to learn from each and every experience.

Semper domus Floreat Wellingtoniensis

A PROUD TRADITION. EDUCATING FOR THE FUTURE.





THE CHANGING LANDSCAPE OF EDUCATION IN CHINA

By Dr Ahmed Hussain, Director of Schools, Wellington College China



Education in China is changing.

China has the greatest number of international or bilingual schools in the world. The majority of these schools serve Chinese nationals.

This data is further supported by the fact that China is the second largest investor in education and that households in Beijing and Shanghai spend relatively more on education than those in other cities across the globe. This trend is driven by growing affluence, with an anticipated increase of 15% of families accessing private school education by 2020.

This changing appetite for education is reflected in the increasing numbers of Chinese nationals studying overseas, with a conservative estimate that around 800,000 pupils are currently doing so at higher education institutions or schools.

It is clear that parents hold changing expectations and are seeking an alternative educational offer for their children. Parents desire:

- Holistic and child centred education that promotes a wider context to learning
- An education that promotes resilience, independence, social and emotional intelligence, critical thinking and leadership along with high standards of academic outcomes

- Relevant international qualifications that provide access to the strongest international universities
- Bilingualism
- An education rooted in the rich heritage and culture of China, but promoting a global perspective

Wellington College China is extremely proud of its international schools in Tianjin and Shanghai. Indeed, they serve as the foundation of Wellington College China and represent the uniquely authentic and close partnership with Wellington College in Berkshire, England.

We are passionately committed to shaping the landscape of the private school education in China. In 2018, Wellington College Bilingual Hangzhou and Wellington College Bilingual Shanghai will provide an education to Chinese pupils rooted in the traditional values and the progressive approach to learning synonymous with Wellington College. An education that is directly aligned to the changing needs of Chinese parents.

This issue of Wellington Today marks an important step in the journey of the Wellington College China bilingual schools. A journey that maintains our relentless drive to contribute to shaping the exciting developments in education here in China.

A DISCUSSION ABOUT ART IN EARLY YEARS

Erica Ni, Chinese Teacher, Wellington College Bilingual Shanghai

As you walk through Wellington College Bilingual Shanghai, you can see pupil's artwork displayed everywhere, from EY1's scribble animals, EY2's facilities around cities, to EY3's giant Space projects. *'Art is traditionally valued as an essential part of an early childhood curriculum and it is important in the development of the whole child.'* (Fox, J. E., & Berry, S., 2008)

'The Reggio Emilia approach regards art such as painting, sculpture and drama as a special language for children to express their ideas and points out that concentrating too much on children's verbal and literary skills might decrease children's skilled use of their non-verbal language.' (Lowenfeld, V., & Brittain, W. L., 2017)

'The child's capacity to communicate through gestures, glances, emotion, dance, music, sculpture, painting, storytelling, scribed stories and many more is therefore greatly valued, and teachers strive to develop these in the child.' (Valentine, Marianne, 2006)



ART AND CHILDREN'S DEVELOPMENT

'Researchers have shown that involvement in art activities is beneficial to children's language acquisition, motor skills, cognitive development, personal, social and emotional development.' (Fox, J. E., & Berry, S., 2008)

Learning occurs when children are engaging in art activities; early years' practitioners observe and document observations on children when they are doing art activities in order to understand their ideas and to identify their progress. Viktor Lowenfeld, one of the most influential art educators, identified that typically speaking, children between 18 months to 3 years old present at a 'scribble stage' of art development and usually draw things in a playful way. Watching a blob of coloured paint as it goes in a different direction and a freely moving arm are enjoyable to them. Movements such as tearing paper, cutting with scissors and modelling clay are good to promote fine motor skills in small hands. Developed fine motor skill will contribute to children's mark-making and then writing skills later on. Children develop their hand-eye coordination when they put several elements together to form a complete object.

The sign of the beginning of the 'pre-schematic' stage is noted when children make simple symbols such as circles, squares or lines to represent objects around them. Children reach this stage usually between 3 to 7 years old. They start to have their favourite colours and tend to use them rather than the accurate colours of objects. Children show their observation and interpretation skills and imagination when they are making art. Sometimes children draw details that they know exist but they don't see at that moment. For instance, you show a circle to them and ask them if they would like to draw it. They might draw a circle, and then add some lines or two circles afterwards and tell you based on their life experience, interests or imagination that 'I am drawing a fish, these are eyes.'

WHAT CAN PARENTS DO?

There are a number of things that parents can do to enjoy art activities with children at home or in the community:

1. Take a trip to explore art

In order to enrich children's art experiences, give them more opportunities to develop their interests in art and to foster their aesthetic sense. Taking children to art galleries, museums and holiday events or watching a performance can be enjoyable and educational outings for the family.

2. Set up an art area at home

Lowenfeld suggests that an ideal art area should be a place that allows children to feel free to express their ideas and emotions without too many restrictions. Try placing an easel, some paper and painting tools on the balcony or in the garden.

3. Make crafts with children at home

Milk bottles, paper plates/cups, tissue paper roll, cotton, buttons and lots of recycled things can be used to make crafts with children at home. Display some materials on

the table and ask children questions such as 'What can we use to make the snowman's head?', 'Which shape can we use to make the snowman's nose' which can inspire them to think and increase language exposure before you and your children start to make a snowman. It is also important to let children decide what kind of art activity they want to do and what materials they want to use because making these kinds of decisions contribute to children's personal-emotional development.

4. Display children's artworks

Walls are not just built to keep the roof from falling! Have a conversation with children about where they want to display their artwork, and which artwork they want to display. In doing so, little artists feel satisfied and learn to take responsibility for their own visual works.

We hope that through art young children not only develop their skills, but more importantly, are inspired to appreciate life and eventually to become better people.

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A NEW FOCUS TO UNDERPIN
EARLY YEARS EDUCATION,
THE POWER OF SONG

By Sue Carpenter, the Principal of Dubai British Foundation, guest speaker of Festival of Education 2016



I started teaching in 1983. Fresh out of university I recall the huge excitement of preparing to teach my very first class of Reception children in an inner city school in Newcastle upon Tyne, England. I loved it so much I remember thinking that I would happily spend the rest of my life teaching, albeit possible to have a short while off to have children of my own.

I spent my first few years teaching children of all primary ages, before following my instinct to concentrate on teaching children between the ages of three and five years of age. I was absolutely fascinated by young children and very fortunate to be supported by the management of each of the schools I worked in, to concentrate upon this preferred age range. I have worked in six fantastic schools to date; three in the UK and three in the UAE and in each, the passion that first took seed in my formative years of teaching, has simply grown from strength to strength. I am a deep advocate of Early Years Education and truly believe it to be the most important stage of all of the phases of learning for this is where children acquire all of the core skills to equip them to be successful throughout the whole of their education and on into adulthood.

I have genuinely worked hard to perfect the 'tools' of my trade to become the best early years' educator I can be. I've been busily doing this for more than thirty years now and have no regrets. I have learned so much from the inspiring practice of many

colleagues along the way, but vividly remember one particular 'light bulb moment' when I saw one of my colleagues using singing to interact with her pupils. Her three year old pupils (including my own daughter) were sitting on a carpeted area in front of her and not listening terribly well, when all of a sudden, she calmly and very sweetly began to sing 'Come closer, come closer and listen' and as if by magic, the children's eyes went straight to their teacher whom they clearly adored and they all shuffled forward to be as close to her as they possibly could in anticipation of something lovely that was surely about to happen. In that moment I instantly knew what I needed to do and from that point onwards, I sought to use as many songs as possible in class to establish useful routines, to impact upon positive behaviour management and to promote the very effective listening my talented colleague had achieved. I would spend hours every evening researching songs and adapting them to use for various purposes in class, for of course it is essential to check for suitability, especially regarding the appropriateness of lyrics. When I first observed the effectiveness of the song I saw my colleague use, she employed a memorable first line, but this was all that was required. That useful alluring first liner was from a song entitled Boom Bang-a-Bang which was the United Kingdom entry to and winning song of the Eurovision Song Contest of 1996 sung by Lulu. Not all of the lyrics would have been suitable to use in the classroom, but the simplicity of the words and tune of the



first line when repeated, I'd seen used to great effect and so as the weeks and months went by, I imitated that same technique and as I did so, I grew to discover that singing with my pupils actually provided a multitude of benefits, far more than I had ever imagined!

Frequent singing seemed to be supporting all of the children's language development, but in particular, I noted that children who spoke very little English, had so much more confidence and motivation to use their developing English when singing enjoyable songs in collaboration with their peers and teachers. Singing as a regular, communal act helped to create a happy learning environment for us all. I had always loved singing privately on my own, but now I loved singing with my pupils even more and they clearly loved it too. In a happy, loving, nurturing environment such as this, learning flourished and anything seemed possible. I believe that young children need to be surrounded by adults who demonstrate a genuine affection for them. Positive relationships are vital. Great knowledge and an understanding of the 'mechanics' of teaching are worthless in an early years classroom, if not accompanied with the emotional intelligence required to be able to establish a warm rapport with each and every child, to ensure each child feels safe, secure and valued as a unique little individual.

The fundamental principles of good early years education and the needs of young children are almost identical anywhere in the world. All young children need to feel loved and valued and teachers too, for they perform of their best when relationships with their pupils and the parents of their pupils are positive and mutually supportive. Young children need to feel a close connect with the adults who educate and care for them, for this mirrors the warmth of their relationship with their parents which underpins their successful development and healthy well-being. Young children thrive best in an environment where they can 'play around' with words, extend their vocabulary, explore meaning and have fun. It's not rocket science, but a combination of all of these ingredients is essential. Let me explain in more detail some of the many benefits of Singing.

THE HEALTH BENEFITS:

Did you know that singing provides physical and mental health benefits?

1. Singing develops the lungs and purifies the blood by more completely emptying the lungs of used air and filling them deeply with fresh air, so children are exercising their lungs well when they sing. The process of deep breathing when children are singing clears the lymphatic system of toxins thereby supporting a child's immune system.
2. Research shows that singing increases endorphins in the brain to cause children to feel good and even change their mood.
3. Singing as a means of self-expression can provide release for pent-up emotions. Depression, anger and anxiety can be reduced/released through singing. Songs can support children to empathise with the feelings of others, to express happiness through laughter and to feel joy.
4. Singing increases a child's poise and self-confidence. It develops character and can bring contentment in a way no other activity does.

LEARNING AND PERSONAL AND SOCIAL BENEFITS:

1. Singing helps improve speech. Articulation is taught through singing, adding to the clarity of the spoken word.
2. Singing strengthens a child's memory and power to concentrate. When a child sings he/she is exercising their brain. When learning new songs or memorizing the words to familiar songs, children are strengthening their brains and Music stimulates memory like nothing else.
3. Singing can help children connect across cultures and break down potential barriers. Singing songs in a variety of languages helps engender respect for similarities and differences.
4. At DBF (Dubai British Foundation) we note a rapid growth in the children's self-esteem and when singing together in a big group, we note that friendships flourish across all classes.

LEARNING AN ADDITIONAL LANGUAGE:

1. Recent research from Edinburgh University suggests that singing may be the key to more successful learning of an additional language.
2. It was found that children who sang words or short phrases of a foreign language while learning it were twice as good at speaking it later.
3. It is thought that by listening to words that are sung and by singing them back, the technique takes advantage of the strong links between music and memory.

The great thing about singing is that you don't need to be an accomplished musician with a trained voice to use it to great effect. You simply need the confidence to sing with enthusiasm and the discernment to research and select appropriate material for a wide variety of purposes. Any teacher can do it, children will appreciate it and the potential for accelerating children's language development of any language is enormous.

A wise parent sings nursery rhymes and lullabies to their child from birth and some even advocate singing to their unborn child when still in the womb. As the first, most loving and arguably most important educator in any child's life, a parent naturally longs to do all they can to promote their child's successful learning. As teachers we need to work in partnership with

parents to address the same challenge. I know no better way to unlock a child's potential to speak with confidence, fluency, eloquence and skill, than to sing a great deal with them. I consider it essential that we continually expose young children to songs that introduce a wealth of rich vocabulary, model correct sentence structure and grammar, and contain content to help expand their knowledge and understanding of the world in which they live.

There is nothing that can be said or read to a child that cannot be more effectively incorporated into a song to enhance the child's ability to learn. Any determined teacher with a creative mind can do it. Just find a good jingle, put the words you need to teach into it and hey presto, you've a recipe for success.

Final advice: Try not to get too bogged down with worrying about where songs originate or how suitable their original lyrics are, but rather listen out for songs that lend themselves to a call and response-type structure or have similar or repetitive verse-structure, for these tunes can easily be adapted to take any lyrics you wish.

Anything worth doing, must be seen to impact upon student attainment. Singing for Learning, our unique music programme, certainly has. DBF is only in its third year of operation, but I attribute improving trends in performance across all areas of learning, predominantly to this highly effective programme and the way we are developing it.



HOW TO PREPARE YOUR CHILD FOR PRIMARY EDUCATION?

By Emma Button, Head of Pre-Prep, Wellington College International Shanghai

When children move from Reception into Year 1 it marks an important transition period in their education. I say period, as this transition must take place over time. For our children it is not simply the day they begin in Year 1. Towards the end of Reception children are already being introduced to routines and expectations that will be part of their Year 1 experience. This includes longer carpet sessions and more sustained periods of writing. We also have the introduction of CCAs (co-curriculum activities) that expose the children to a longer day and the skills associated with co-curricular activities.

A core difference between Reception and Year 1 is the curriculum, as they move from the Early Year Foundation Stage to the English National Curriculum in maths and literacy. The structure of the latter is quite different. They change from a play-based learning approach to more formal learning with continuous

provision. Continuous provision is a key element of Year 1. It allows children to continue to play and explore independently in the classroom but they do so with greater structure. Role play, sand, water and construction all remain but teachers clearly define what is to be learnt in these areas, so moving away from the child-led approach in Early Years. A Year 1 classroom should have obvious elements of a Reception classroom, especially in the first term. These should become less defined as the year progresses.

Expectations in Year 1 remain high across the curriculum. Children will now have separate phonics and literacy sessions tailored to their prior learning. This reflects the amount of reading and writing the children need to undertake daily. Daily maths lessons are also longer in Year 1. All other subjects are taught through the International Primary Curriculum (IPC).

Children are expected to be independent in their preparation for the day and not wait to be instructed at every stage. At home, reading continues to be the most important daily activity. However, children will also get weekly homework in both phonics and maths.

Assessment for Year 1 also looks a little different from the Early Years, though reporting levels remain the same. Children are continually assessed against end of year objectives (where they should be by the end of Year 1 in reading, writing and maths). Unlike Early Years they cannot be assessed against objectives from the years above or below, though we are mindful of this when assessing higher or lower ability children. They also have workbooks for individual subjects.

It is worth mentioning that some children do find this transition period challenging. The children themselves are aware that this is an important change in their lives. In the first few weeks some can find it an emotional time or struggle with new routines and increasing independence. It is important to remember that with any new beginnings such feelings and behaviour are not unusual and do not last a long time. If you are worried about your child in this period please speak with the class teacher as they can offer advice and support where needed. Finally if you have any other questions about your child's transition into Year 1, please do not hesitate to ask.





Inspired



**WHAT RESEARCH SAYS
ABOUT BILINGUALISM**

'Regular routines help children feel comfortable and confident by helping them understand what to do and when.'(Tabors, 2008)

'Children need to feel included as valued members of the community.'(Tabors, 2008)

'Let all children in learning experiences demonstrate what they know and can do in nonverbal as well as verbal ways.'

'Children need spaces where they can get away from the pressures of communicating or interact individually with another child or adult.'(Tabors, 2008)

'Reading together and informal conversations, promote children's receptive and expressive English language skills.'(Torgesen, 2002)

'Vocabulary can be taught through songs, poetry, games, role-play, e-books, and read-aloud stories.'

'A solid foundation in their home languages helps children acquire English.'(Garcia, 2003)

'Children need intentional oral language supports to help them learn English.' (Castro et al., 2006)

'Talk to children about things they have prior knowledge and experiences about and make learning relevant for them.'(Goldenberg, 2006)

'Children who are learning English benefit from opportunities to use their home languages as well as English written.'(Tabors, 2008)

'Reading experiences for dual-language learners should include read-aloud stories in their home languages and books related to children's prior experiences and daily lives.' (Castro et al., 2006)

LANGUAGE DEVELOPMENT IN DIFFERENT STAGES

By Jane Williams, Curriculum Co-ordinator, Wellington College Bilingual Shanghai

THE IMPORTANCE OF CHINESE AT HOME

The key principle is that bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. It is widely accepted that bilingualism confers intellectual advantages and the role of the first language in the child's learning is of great importance. Children need to develop strong foundations in the language that is dominant in the home environment, where most children spend most of their time. Home language skills are transferable to new languages and strengthen children's understanding of language use. Developing and maintaining a home language as the foundation for knowledge about language will support the development of English and should be encouraged. Insistence on an English-only approach to language learning in the home is likely to result in a fragmented development where the child is denied the opportunity to develop proficiency in either language.

The best outcome is for children and their families to have the opportunity to become truly bilingual with all the advantages this can bring. Home languages are also vital for maintaining positive family connections. It is therefore very important to maintain the language of the home, particularly where older family members who care for children do not speak English. Otherwise this may mean that eventually they are no longer able to have proper meaningful conversations with each other. Parents who cannot share thoughts and ideas with their children will inevitably lose the ability to shape, guide and influence their lives.

LANGUAGE DEVELOPMENT

Professor Jim Cummins, an expert in bilingualism, found that a native speaker's language proficiency development can be divided into two distinct stages: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

BASIC INTERPERSONAL COMMUNICATION SKILLS

Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners use these skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialised. These language skills usually develop within six months to two years.

Problems arise when adults think that a child is proficient in a language when they demonstrate good social English, this is only the first step in the journey to learning a new language.

COGNITIVE ACADEMIC LANGUAGE PROFICIENCY

CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school and for exams. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years to catch up to their peers. Academic language acquisition includes skills such as comparing, classifying, synthesising, evaluating, and inferring.

The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time. Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language.

STAGES OF LANGUAGE LEARNING

What can you expect from a child who has recently begun second language acquisition? Will they be able to quickly begin speaking or is there a silent period? To answer these questions we need to examine the stages of second language development. The stages of second language development in children mirror somewhat those of first language development.

PRE-PRODUCTION

Just as babies begin by listening before they can actually produce speech, children who are second language learners generally have a silent period called the preproduction stage. This stage of second language development involves primarily listening and using gestures or their first language to communicate although they may be able to produce some words.

Children can be in this phase anywhere from 10 hours to 6 months. They may be shy and respond non-verbally. It is very important for them to have time to listen and absorb the language before they are required to speak it. This is sometimes called the Silent Period (Asher, 2000). As they move through this level, their vocabulary includes approximately 500 receptive words (word they can understand but don't use yet), and they are beginning to develop Basic Interpersonal Communication Skills (BICS), which is language used for social communication.

At this level, the adult should be doing about 90% or more of the talking, and the children should listen and respond non-verbally. In order for the adult's speech to be comprehensible, it should include lots of pantomime, body language, facial expressions, and gestures. In addition, the adult should model rather than just verbally explain tasks and skills, and use lots of pictures and real objects. The adult's speech should be simplified, slow, and clear. Children at this level can point to an item, nod to answer simple yes/no questions, and carry out simple commands (e.g., put the globe on the table).

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting. English language learners at this stage will need much repetition of English. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

Children need time to listen to others talk, to digest what they hear, to develop receptive vocabulary, and to observe their classmates' interactions. When they do speak, we want the speech to be real and purposeful. This does not mean children are not learning. They may understand what is being said, but they are not yet ready to talk about it.

Teacher instruction is also an important factor in the length of the silent period. If the teacher provides 'hands-on' activities and has students interact in small groups, children will be able to participate in the life of the classroom a lot sooner. They will feel more confident in risking oral language. It should not be assumed that young learners of English do not feel embarrassment or shyness when attempting to speak in a second language.

EARLY PRODUCTION

In this stage the children can produce single words and short phrases. They will understand a lot more language than they are able to produce. At this level, children have had anywhere from 3 months to a year of English.

They have about 1,000 words in their receptive vocabulary, and as at any other level, about 10% of their vocabulary is expressive (words they regularly use). The types of questions that children can answer at this level are yes/no, 'what' questions that elicit 1 to 2 word responses (what is this?), 'who' questions (who is standing next to the equator on the floor map?), 'either/or questions' (is this an ocean or a sea?) and 'where' questions that require a simple phrase response (where is Bangkok? —In Thailand.). Simple sentences, phrases and questions are emerging as well. For example, they may be able to use the phrase, 'How ya doin'?' but they may not be able to understand the function of each word and how the words should form a sentence.

Adults must be careful to ask children questions that are appropriate for their level and to use simplified language, avoiding idioms and uncommon vocabulary.

Because children develop expressive skills in English at the early production stage, they can communicate in a simple manner with their classmates in pairs and small groups. Interacting with peers to solve problems, develop projects, discuss class topics, etc., provides better opportunities for children to understand the content as well as develop their language than many whole-class, teacher-directed activities. In whole-class activities, children are usually reluctant to ask questions if they don't understand the lesson, but in a pair or small group activity, they may be less intimidated to ask for help.

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. Here are some of the things that students in this stage of English language learning are capable of achieving:

- Ask yes/no and either/or questions
- One or two word responses
- Building vocabulary by using pictures
- Participating in listening activities.
- Understanding books with simple and predictable text





SPEECH EMERGENT

In this stage the child will begin to speak in sentences. They may be able to hold a conversation and will be more easily understood. At this point, somewhere between one and three years of exposure to English, children's development of proficiency increases drastically. They use phrases and sentences, and their vocabulary is between 3,000 and will grow to nearly 7,000 words. They will ask simple questions that may or may not be grammatically correct, such as 'May I go to bathroom?' Children will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support.

Questions they are now able to answer include 'how' and 'why,' which require fairly complex responses. Because they can understand a great deal and can express themselves fairly effectively, albeit with grammatical simplicity and developmental errors. General student-centred practices such as scaffolding and expansion, poetry, songs, prediction, comparing/contrasting, describing, cooperative learning, problem solving, charting, and graphing are appropriate for children, but the classroom teacher must remember to provide them with additional support.

Here are some simple tasks they can complete:

- Sound out stories phonetically
- Read short, modified texts in content area subjects
- Complete graphic organizers with word banks
- Understand and answer questions about charts and graphs
- Match vocabulary words to definitions
- Write and illustrate riddles
- Understand teacher explanations and two-step directions
- Compose brief stories based on personal experience
- Write in dialogue journals



INTERMEDIATE FLUENCY

This is a high level of language development. The child is now quite fluent and able to hold a conversation but will still make minor errors. A shift occurs at this level, after about 3 to 4 years of exposure to English, because students begin to develop Cognitive Academic Language Proficiency in English. Having mastered the knowledge and skills required for social language (Basic Interpersonal Communication Skills), students have accumulated approximately 12,000 receptive words. They have gone beyond speaking in phrases and simple sentences to being able to engage in conversations. They can answer complex questions as they are able to evaluate information.

This means that they can participate in essay writing, complex problem solving, researching and supporting their positions, and critiquing and analysing.

Students at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class.

ADVANCED FLUENCY

At this stage the child is considered to be fully bilingual although they still may make an occasional error. It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Students at this stage will be near-native in their ability to perform in content area learning.

Ultimately, the process of bilingualism is a journey, not a race. Every child is unique and will follow their own path to becoming bilingual and bi-literate. Attending Wellington College China Bilingual Shanghai and following the EYFS curriculum allows your child to start this process by learning through play and this replicates how they learned, and are still learning, their native language in a natural environment.



HOW TO SUPPORT OUR EARLY YEARS LEARNERS ON THEIR JOURNEY TO BILINGUALISM

By Simon Ruscoe-Price, Director of Language, Wellington College China

At Wellington College China our goal is to develop the whole child as an innovative, truly bilingual and multi-cultural individual equipping him or her with the confidence and skills to flourish in the modern world. In order to achieve this, we must be clear on our common definition of what a bilingual learner is. We define someone as being bilingual as an individual who is able to make a seamless transition between the two languages of instruction. A bilingual person can read, write, understand, think and speak in the two languages without hindrance at all levels. This is to say that they are able to make the intercultural and linguistic transitions seamlessly, whether it be for study, business or leisure. Bilingual learners think, dream and tell jokes in the two languages.

At the Wellington College Bilingual Shanghai setting our two-way immersion comprises a 50/50% exposure to Chinese and English fostering bilingualism and biliteracy. We also recognise that with our early learners there are approaches that can be reinforced in the home setting to build upon the educational experience.

The bilingual immersion experience offers each and every child their own, personalised learning journey and there are a number of key approaches that can be reinforced at home to support that learning journey.

‘The analyses revealed a cascade of effects – those toddlers who heard more child-directed talk became faster and more reliable in interpreting speech, and it was their superior skill in processing language that then increased their success in vocabulary learning.’

Source: Bjorn Carey Stanford Report, October 15, 2013



Using techniques such as the '3 strikes and you win' technique enable you to model words and answers to your child. The technique can be used to teach new vocabulary, where a child's desired object is held close to your mouth as you model the word, waiting 2-3 seconds for a response the child may or may not repeat the word. If the child repeats the word, celebrate and congratulate them. If your child does not repeat the word, then conduct the process a second time. On the third time if the child has not repeated the word you model the word clearly and give the child the object saying 'Good, listening.'

However, being asked too many questions is daunting for a young learner and we must consider thinking time. This technique is probably the hardest one for us to do, especially in the fast moving era of the instant information superhighway that is the 21st Century. In a normal adult conversation our wait time is approximately one second. For young children the processing time can be up to ten times longer. Please give ten seconds waiting time and in those ten seconds remember that your child is decoding what he or she has been asked and then constructing a response and is then having to shape and say new words and sounds. It is a complex process! If your child is not able to respond after the ten seconds, do not ask the same question again, however re-frame it in a simpler fashion and build in an element of choice.

For example:

CHILD: 'I want sandwich.'

ADULT: 'You want a sandwich. Which sandwich do you want?'
Allow thinking time.

CHILD: 'Sandwich.'

ADULT: 'Would you like a chicken sandwich or a jam sandwich?'
Point to chicken slices and jam pot respectively.

CHILD: 'A jam sandwich.'

ADULT: 'Good listening, you would like a jam sandwich.'

If we focus on these three key areas of singing, child directed speech through effective questioning and modelling and giving thinking time we will be able to help our learners on their exciting journey to true bilingualism. Where they will be able to experience their dreams equally in Chinese or English.



HOW TO SUPPORT YOUR CHILD FOR EXAM SUCCESS

By Jo Evans, Director of Wellbeing, Wellington College International Shanghai

As the exams are looming for many of our pupils, becoming stressed is a real and worrying outcome which needs to be acknowledged and prevented as much as possible.

LOOK OUT FOR SIGNS OF STRESS

There is a big difference between 'pressure' and 'stress', since pressure can be positive, as it motivates us to complete necessary tasks in a timely way, whereas becoming stressed is a negative reaction to prolonged or unmanageable levels of pressure. There are different types of stress and many of the signs that parents should look out for. These vary greatly, from emotional stress signs of anxiety, isolation, an inability to concentrate or being overwhelmed, to more acute physical signs, such as aches and pains, dizziness, nausea, poor skin or noticeable weight gain or loss.

Stress is a normal response to events that make you feel threatened or upset your balance, but because we're all individuals, the threat (in this case: exams) will be perceived differently by each pupil, all of whom will have different levels of resilience. Pupils suffering from stress during this period of time before exams can roughly be split into those who do too little preparation and those who do far too much. What we need to do is help them find the right way to achieve a healthy middle ground between these two states.

MANAGE THE EXPECTATIONS

It is also important for parents to help manage their expectations of their child, as well as their child's own expectations of what they will achieve during their exams. Wellington has a high-achieving pupil body, which means that the expectations placed on them are very high, as are their own aspirations to achieve excellent exam results. While this can provide great motivation for pupils, it can also lead to unmanageable pressure and, subsequently, stress:

All parents want the absolute best for their children's future. The global job market is changing so rapidly that we cannot be sure what they will need when they become adults, so our aim is to give them as many useful skills as possible, which will give them plenty of viable options when the time comes to choose a career. The problem with this approach is that our children's view of what is important may be very different to our own. Therefore, the key thing is to open up an honest dialogue about exam expectations, with the aim of setting reasonable goals and hopefully removing any undue pressure on the child.



CREATE THE RIGHT ENVIRONMENT AT HOME

The final key method of support that parents can give their children during exam time is to create the right environment at home. Exam preparation is a huge undertaking and pupils need to have the right conditions to be able to study effectively. Some key strategies where parents can help out in this area include creating a study space that works well for the child. Again, all pupils are individuals; some will prefer to revise at a neatly ordered desk in a quiet room all to themselves, whereas others may prefer to spread their books out over their bed and study while listening to music. Encouraging sufficient rest and exercise are also vital strategies, and it is useful for parents coming up with a schedule together with their children, in order to make it fair and workable.

Ultimately, the best thing to do is to openly discuss your child's needs with them. Have these conversations with them, ask them how they work best, ask them what they need and what they don't. They are the best person to tell you what works for them. Showing your child that they have control over their exam preparation time is incredibly empowering. The best thing you can do is to make it crystal clear that they are in charge and you are there to support your child in whatever way they need.



WHAT TO DO ON THE EXAM DAY

Before the exam

- Eat a good and light breakfast – something that will sustain you and help you concentrate.
- Try to arrive at school or the exam venue early.
- Go to the toilet before the exam starts.
- Keep away from people who may agitate you before the test or may say unhelpful, anxiety-provoking comments.

In the exam room

- Take time to slow your breathing and relax when you first sit down in the exam room.
- Skim over the exam paper, underlining key words and instructions.
- Work out how long they have for each question or section.
- Watch out for the wording of the questions – they need to understand and address what the question is really asking.
- Answer the questions you find easiest first to build your confidence, then as you relax more move on to more difficult ones.
- Don't worry about how long others are taking, but keep an eye on the clock to ensure you have enough time to answer the more difficult questions.
- Re-read answers, if possible, and make any changes that are necessary – correct spelling. Checking works.



COOPERATIVE TEACHING AT WELLINGTON

By Emma Paine, English Teacher & Key Stage 3 Coordinator, Wellington College International Tianjin

A friend recently sent me an article on the engagement rates of university students during lecture-based learning. At first, I dismissed the article as not being relevant to secondary school teaching, however she had added a postscript 'read to the bottom,' where I found a table that compared the elements of lecture-style learning that pupils found least engaging, to the elements of an average secondary school lesson. Sadly, there were many similarities between the two, so I started to look further; in an average classroom the teacher talks between 70-80% of the lesson, leaving only 20% of the lesson to pupil talk. Which doesn't seem all that concerning until you consider that children remember: [1]

10 percent of what they read

20 percent of what they hear

50 percent of what they read and hear

70 percent of what they say and write

90 percent of what they actively participate in through active discussion and defending their ideas

It set me on a path to learn as much as I could about how best to engage pupils and give them the opportunity to invest in their own learning and the learning of those around them. I began talking with others and realised how many other teachers within the Wellington College International Tianjin community share my passion and interest.

This term I was given the opportunity to attend a course run by Kagan Korea, called Cooperative Learning and ELL, which is a collaborative teaching system that uses structures that ensure all pupils are actively communicating with each other in a variety of forms; reducing teacher talk to as little as 10% for some lessons. The course forced me to be an active participant in my own learning and growth, allowing me to put myself in the shoes of our Wellington learners. We as teachers learnt the structures by participating in them ourselves, taking part in round robin exercises which ensured we all gave our ideas; creating chips with questions we could ask our students and then answering them ourselves in Choose a Chip activities; ensuring that we not only spoke, but also listened, by paraphrasing the idea of another before giving an idea of our own.

I left inspired and driven to share all I had learnt and experienced with the pupils within my classroom and also with the teaching staff and our community as a whole. To that end we ran workshops on structures that teachers from across our College can apply within their various subjects, and just like me, they will do so from a pupil perspective. I know I am not the only member of our community excited about an even higher level of engagement from our pupils and a whole host of interesting student-led educational discussions.

[1] Edgar Dale, *Cone of Experience*



Intellectual

OUR BIOLOGICAL IDENTITY

By Dr Charles Debieux
Head of Science, Wellington College International Shanghai

The Oxford English Dictionary defines the word **'identity'** as: 'The characteristics determining who or what a person or thing is'. In this segment, I wish to address this in a biological sense, an impossible task in one article, but hopefully this brief overview will give you a flavour of who we are, genetically speaking.

Deoxyribonucleic acid (DNA) is a chemical which we all have in our bodies, not located within a specific organ but in the nucleus of every cell. In short: DNA is the code of life; an instruction booklet that built you and everyone around you. We are all linked, every human that has ever existed, by DNA.

Look at the person nearest you. Do they look different? Most likely they do; they may have differently coloured eyes, hair, skin pigment, etc, but genetically they are 99.5% identical to you. That's right, only 0.5% of your DNA sequence is different to that of Donald Trump. Scary eh? Well, consider the fact that we also share a 60% genetic identity (same genes) with chickens! Although, thinking about it, Donald Trump may share a bit more than that.

So how does this chemical work? The structure of DNA was discovered 1953 by Watson and Crick but the true unravelling of the genetic code did not take place until 2003, after the completion of the Human Genome Project. This revealed that DNA is built up of the chemical bases, A, T, G and C, and we call the order of these bases the DNA sequence. Humans have 2.8 billion of these bases in an order that is 99.5% identical, though as biologists we prefer to describe it as having 0.5% variation.



This molecule is cut and coiled into chromosomes which fit into the nucleus of a cell. In fact, if we were to unravel each strand of DNA from every cell in your body, the resultant material would be long enough to reach to the moon and back, several times. On this mega strand there are 25,000 units called genes. These genes code for proteins, which are how our cells are built, controlled and maintained and it is at this stage we start to see real variation.

The original theory in Mendelian genetics is that in order to have variation you need different versions of genes (called alleles). This holds true today; we all have a gene for eye colour but we have different versions of this gene. This is the first line in variation: same gene, slightly different version. Now consider that humans have 25,000 genes and there are different versions of most of these (different versions as their code has been changed slightly), then we start to see where variation occurs.

So why aren't you a carbon copy of your mother or father? It's because you got half of these genes (and thus alleles) from your mum and half from your dad, which results in variation: a core principle in Darwinian evolution which states that sexual reproduction will produce variation.

This is an easy enough concept to grasp: different versions of the same gene enable variation and sexual reproduction mixes this up further still, but I bet you still don't believe that 60% of your DNA is identical to that of a fruit fly. How organisms can appear so different, yet have such similar DNA, is a question geneticists pondered for years.



The answer finally came in the form of a process called gene splicing. Insects cannot splice genes. Put simply, a fruit fly has 20,000 genes and can therefore make 20,000 types of proteins. Humans, however, have 25,000 genes which can be spliced into various forms, which means that each of these 25,000 genes can be made into over twenty different forms, which in turn creates enough genetic variation to stop you looking anything like a fly!

So how is it that each cell in the human body contains identical DNA? Surely, a liver cell is a very different thing compared to a brain cell? Yes, they are different, but both contain identical DNA sequences and thus they share identical genes. The difference between them is whether these genes can be 'switched on or off'.

The discovery of this 'on or off' state of genes is relatively new, and is known as epigenetic control. Epigenetics is the new paradigm shift in the field of genetics as it concerns the control of DNA and thus the control of genes themselves. Different cells have different genes 'switched on or off' and this results in different proteins being formed and thus producing variation. In

fact, epigenetic changes happen to you every day, all of the time. For example, if you are drinking a beer, your liver cells will 'switch on' the gene to make the enzyme (which is made of protein) to break down alcohol. Epigenetic changes like this are constantly altering how your DNA is utilised on a day-to-day basis, resulting in further variation.

To the surprise of the biological community, it was recently discovered that these changes can also be passed on to offspring through the alteration of the epigenetics in the DNA of sperm cells. A research study carried out in Switzerland has shown that inducing a heart attack in a mouse confers a resistance to heart attacks in subsequent generations due to changes in epigenetics of the sperm, which are then passed on after fertilisation. Indeed, your parents are not only responsible for the genes you inherit; they are also responsible for determining how those very genes behave as well! This even applies in the case of identical twins: the twins may share identical genes but after fertilisation each embryo undergoes epigenetic changes, which makes each child subtly but tangibly unique.

So where does this leave us? We are still all related by DNA but it is the tiny changes in DNA sequence and decoding that cause differences in our physical appearance and biological makeup. We have a tendency as a species to spot differences – hair colour, eye colour, skin colour, etc, yet we forget how similar we are. We all have a heart with four chambers connected by a huge network of blood vessels. We all have the same basic biological needs. Perhaps it would be better if we were to reflect on the similarities that we all share, rather than the 0.5% variation in our genes. Nevertheless, it is fascinating to think that these tiny but crucial little differences produced the likes of Einstein, Da Vinci, Mandela, Beethoven and Lionel Messi.



CELEBRATING GRADUATION SUCCESS AT WELLINGTON COLLEGE INTERNATIONAL TIANJIN

Our annual Graduation ceremony took place on the 26th April 2017. We were delighted to welcome our distinguished guest Clare Pearson, Chair of the British Chamber of Commerce for China, who delivered a truly inspirational speech to our pupils. The evening was a great success; more than half of our Year 13 pupils performed or spoke on stage, some of whom were performing here at Wellington for the first time.

Our graduates are going on to study at some of the most prestigious universities across the world, including Parsons School of Design in New York, the Universities of Toronto, NYU, Warwick, Edinburgh, Glasgow, Royal Holloway, the London School of Economics (LSE), Central Saint Martins, School of Art, as well as Bond and Monash Universities in Australia. We are immensely proud of their achievements.

These young Wellingtonians leave us with the values instilled in them during their time here with us; we know that they are well equipped to progress on to the next stage in their lives and we wish them all the very best as they leave us, safe in the knowledge that they will forever be part of the global Wellington family.

Our vision at Wellington College is to educate pupils to thrive in an ever-changing global society, and there are few occasions more gratifying than seeing passions being pursued at some of

the world's finest and most progressive universities and higher education institutions. Our pupils have worked tremendously hard to achieve the offers below and we are very proud of them indeed.

Congratulations need to be extended in a variety of directions. The invaluable support of a truly professional and motivated teaching team who have guided pupils through a myriad of selection and opportunity in finding the right courses and locations for them; the relentless and ongoing support of parents in communicating proactively with representatives of the College and most importantly, for allowing the College to bring out the very best in their children academically.

Finally, our huge congratulations go to our pupils. In persevering to achieve their set goals they have learned lessons in humility, independence in learning and research, vital soft skills in communication, teamwork and the importance in trusting others. Their achievements are even more incredible, considering that some of them are non-native English speakers and they are competing with students from all over the world. Our vision states 'We aspire to create a caring international community that develops well-rounded individuals with strong values and the skills to thrive in an ever-changing global society.' These are the pupils that we are sending out into the wider world.



Offer List 2015-2017

Wellington College International Tianjin

UK

St Andrew's University
Durham University
Imperial College
University College London
Warwick University
The London School of Economics and Political Science
Lancaster University
Loughborough University
University of Bath
University of Leeds
Birmingham University
Bristol University
Sheffield University
King's College London
University of Glasgow
Manchester University
Royal Holloway University of London
Edinburgh University
Liverpool University
Queen Mary University London
Stirling University
Coventry University
Brighton University
Brunel University
Bournemouth University
Northumbria University
Southampton University
Oxford Brookes University
Central Saint Martins University of London
University of Westminster
London College of Fashion
St. George's University London
Camberwell College of Arts

USA

Cornell University
UC Berkeley
UCLA
University of Virginia
Carnegie-Mellon
University of Rochester
New York University
UC Irvine
San Diego
UC Davis
University of Illinois Urbana-Champaign
Penn State University
The George Washington University
University of Connecticut
Syracuse University
Fordham College
Rutgers University
Virginia Tech
University of Iowa

CANADA

University of Toronto
University of British Columbia

AUSTRALIA

University of New South Wales
University of Queensland
Monash University
Bond University

CHINA

Peking University
University of Hong Kong
Nankai University
Nottingham Ningbo

SOUTH KOREA

Korea University
Sungkyunkwan University
Sogang University
Kyung Hee University
Chung-Ang University
Hongik University
Hankuk University of Foreign Studies
Dankook University
Soongsil University
Inha University

LIBERAL ARTS COLLEGE

Hamilton College
Bard College
St. Olaf College
Denison

ART COLLEGE

Parsons School of Art and Design
Rhode Island School of Design
Art Institute of Chicago
SVA (School of Visual Arts New York)



LOOKING BEYOND IB:
Wellington's
leaving pupils
prepare for the
next step

Wellington College International Shanghai

In 2017, Wellington International College Shanghai has seen its first group of year 13 pupils graduate from the International Baccalaureate diploma programme (IBDP). This will be a genuinely happy occasion for the school, only slightly tinged with sadness, saying goodbye to its first leavers; a group of talented young men and women, many of whom were present during its inaugural year and every step taken since then.

Now, with college or university life looming large before them, five of our IB pupils have shared their perspectives on how Wellington has prepared them to take this hugely exciting next step in their lives.



ELISA

Studying IB at Wellington has been great as I've always been able to personalise my learning to make my six subjects as relevant to one another as possible. For example, I want to study medicine at university, so during my French lessons I've started to study topics related to traditional and alternative medicine. The IB allows you to personalise your learning, which then allows you to make all of your subjects more relevant to whatever it is you want to pursue in the future.

This applies to the Extended Essay too, because it allows you to pick a personal interest and explore it in as much detail as you want. This is great because not only do you get to investigate something that is very important to you, it also gives you a chance to show your target universities a bit more of yourself and your individual interests.

This concept is also supported by the facilities and resources on offer to us. In chemistry, for example, for our group projects we were able to perform a much wider range of experiments because the science labs are equipped to a very high standard that not all schools can offer. So this gave us the opportunity to perform the experiments which really interested us.

I think another key aspect is that the Wellington teachers are always willing to listen to any ideas that we have and will allow us to decide how to get the best out of our education here. Recently, I helped put together a pupil-led science fair after taking the idea to our teachers; they are always so enthusiastic about letting us take the initiative and make our own education as relevant as possible, but also fun!

In terms of helping me prepare for university life, the thing that made my

applications stand out most was the variety of experiences that I've been lucky enough to have during my time here at Wellington. The College has helped me go to Tanzania to work with an orphanage, I've been able to perform in theatrical productions and the CCA programme in general has helped me gain a whole range of new skills.

I have an offer from Queen Mary University of London to study medicine.



JOSEPH

I think the IB was great for allowing me to pick and choose the most engaging and relevant elements in most of my subjects, especially English. Obviously, maths has a lot of essential topics to cover but even so it still felt tailor-made for me and the other members of my maths class. The internal assessments (IAs) were particularly good for allowing independent and personalised learning, as you have to research an entire topic of your choice, on your own. The same goes for the extended essay.

As for the applications process itself, the support has always been there whenever I've needed it. I originally applied to study engineering and I received an offer from Imperial College in London, among others. However, I then changed my mind and decided that I want to study maths, so I'm going to apply again for maths courses. Our director of higher education was always free to discuss any element of the process, and when I decided to change courses I was well informed about all of the options that are open to me. I feel that whatever courses I apply for, I've got the support on hand to guide me through what I need to do in order to have the best chance of success.



AARON

The whole IBDP experience at Wellington has helped me prepare for studying at the university level in a number of different ways. Firstly, I've been given access to a very well-rounded education: with the A-Level programme, you only take three subjects, so most high-school pupils here in China would opt for maths, physics and chemistry. This means that they will have quite a narrow educational experience, whereas I've been able to study a language and humanities subject, alongside the sciences, all of which are equally well supported here.

Wellington really provides the perfect supporting environment to study IB, both the core elements and the wider range of subjects. CAS (creativity, activity, service) in particular was great because it ensures that you also engage in areas outside of academia, which makes it a natural fit for Wellington, because it would be a little bit foolish to come here and just study, without making use of at least some of the facilities and opportunities designed to help you discover new things. Having easy access to these opportunities is very helpful in demonstrating to universities that you have other talents besides purely academic ones.

Equally importantly, the teachers allow us to choose how and when we want to study, which I think is really important because everybody studies differently, so we're trusted to find and stick to the way that works best for us. I also love how approachable the teachers are; I know that if I have a question or problem they make themselves available and welcome us dropping by their office to discuss things. Obviously, this

was very helpful during the run-up to my university applications.

I've decided to enrol at the University of Southern California for a double degree in computer science and business administration. I am really excited about this next chapter in my education, that I believe Wellington has prepared me well for.



VANESSA

Wellington's small class sizes and the availability of individual attention really helped a lot. It can feel a little bit daunting at first because you're one of only two or three pupils in the class, so there's nowhere to hide! But, this really helps overall because you get all the help you need both during class and afterwards. I've had lots of individual meetings with my teachers where we have talked at length about how I'm doing and what I need to focus on next. Obviously, that's become even more helpful and important during the process of preparing college applications. Hands down, we have the absolute best teachers!

The applications process was quite complicated for me, because I was applying to colleges in the US as well as UK-based universities. One of the key things was the recommendation letters that our teachers wrote about us. We didn't get to read them, of course, but I heard that they were really detailed and showcased us in the best possible way. They were also done very quickly and efficiently, which is really important given that lots of colleges have rolling admissions, so pupils want to complete the applications quickly in order to secure an offer in good time. The teachers also gave great advice about the non-academic side of things too, such as the visa situation, administration requirements, living situations, all of those important details!

I'm going to the US next year, to Syracuse University where I will be studying sociology and possibly visual arts.



SHIRLEY

At Wellington, our teachers are so professional and very knowledgeable in a lot of different fields including research, banking, etc, so they can share with us a lot of different experiences which helps bring the syllabus to life. More recently, they've been really amazing at helping us make informed choices of where to apply for colleges, because they have first-hand experience of them. One of the benefits of being a smaller sixth form is that the teachers know us all very well and we know them, so we have a great feeling of trust between us.

This is just one aspect of the great sense of community that Wellington has built here, as everybody wants to do well and support each other. The teachers trust us and give us a lot of freedom in terms of doing independent study and organising our own study schedule. In turn, we also trust them entirely to give us the best advice and help whenever we need it. For example, when I wrote the personal statement for each of my applications, I really wanted to convey who I am as well as the passion that I have for my subjects. When I finished my first drafts, I took them to a number of my teachers, who were so incredibly helpful in terms of giving me advice about how to personalise each one so that it would appeal to the target university and still give an accurate and genuine first impression of me.

I'm planning on studying biochemistry at University College London in the UK. Wellington has been amazing in helping me get to this point and prepare me for what comes next.



Independent

THE FIFTH SPORTS' DAY AT WELLINGTON COLLEGE INTERNATIONAL TIANJIN

With temperatures climbing into the high 30 degrees at times, conditions were very pleasant for spectators but not necessarily ideal for the competitors in the school's annual Sports' Days. Considering the tough conditions, especially for the longer distances of 800m and 1500m, the performances on the days were very impressive indeed, and a number of school records were broken; a total of 34 records in the Junior and 21 in the Senior schools respectively.

The atmosphere of cheerful enthusiasm and general ethos of pitching for the team made for an extremely enjoyable event.

We would like to take this opportunity to thank all participants for contributing to what was such an enjoyable and successful occasion, with all competitors showing great spirit, friendly rivalry and real athletic prowess.

Congratulations and well done to Anglesey the Junior House winners and Orange the Senior House winners.



YOUTH FOOTBALL TOURNAMENT AT THE COLLEGE

Wellington College International Tianjin

One of Wellington College's important educational pillars is sport and China's most popular team sport is fast becoming football. To offer the Tianjin community a good stage to meet these needs and to play against local teams, the College held its first annual Tianjin Youth Football Tournament.

Over 250 Junior School-age pupils from across Tianjin joined the tournament to play for the coveted first place. During the event, 27 teams participated in U8, U10 and U12 matches. Many local primary schools and football academies joined the event.

The tournament was a great success in terms of sportsmanship and level of play. In 68 matches, 367 goals were scored, which worked out as more than 5 goals per game.

Mr Julian Jeffrey, Master of Wellington College International Tianjin mentioned in his speech that fair play and having fun were the most important objectives for the players. Those targets were indeed well achieved. Well done to all.

'Music produces a kind of pleasure which human nature cannot do without'
Confucius

WHY MUSIC IS IMPORTANT IN SCHOOL EDUCATION

By Sam Mulliner, Head of Mmusic, Wellington College International Shanghai

Music occupies a central role in the daily lives of our pupils and since the college's inception, we have steadily built an enviable musical reputation, both locally and further afield. From the concerts and assemblies delivered in our state-of-the-art theatre, to the instrumental ensembles and individual lessons we provide on a daily basis, our pupils are given every opportunity to experience the enjoyment of exploring and making music on their own terms.

The music department works to a common understanding – that everybody has an innate love of music. Whether you enjoy Bach or Biffy Clyro, Gamelan or Grieg, music is a way in which we can all communicate and express our inner soul. Our role as music staff members at Wellington College International Shanghai is to nurture that love and develop it into something tangible. Our ambition is to develop pupils who are inspired to listen to and appreciate music for the rest of their lives; hopefully encouraging them to use the abilities that they gain through music lessons to create and perform music that may inspire others to do the same.

Music is an inclusive activity; it is something that we can all take part in and enjoy. We do not expect every child to leave school being a concert-level pianist, but it is our aim that every pupil can move on with a greater understanding of how music works and an appreciation for music that their ears may have previously been closed to.

The music department is a busy and bustling place – preparations for concerts and performances are always underway and we are looking forward to welcoming you to all the exciting events we have planned throughout the year. We hope to be able to bring you music to excite every musical taste, ranging from solos to whole school performances.

Our instrumental programme is now in full swing and we are adding new instruments all the time. If your child is interested in learning an instrument or developing musical abilities, then we would be keen to hear from you – simply come to the music department at any time and speak to one of the music staff.

WELLINGTON COLLEGE CELEBRATES THIRD ANNUAL ARTS FESTIVAL

Wellington College International Shanghai



From 13-17 March, Wellington College International Shanghai celebrated all the art forms through a dedicated week of workshops, talks, performances and productions. Wellington's guest artists, who brought the festival to life with their unique knowledge and experience, ranged from professional actors and storytellers, to stand-up comedians, photographers and even film directors.

The festival's coordinator, Dr Steve Jacobi, explained that this year's theme of film was chosen because of the rising influence that images have on today's highly digitised society and the importance of pupils being able to understand and interpret images in film and other art forms. He highlighted the need for pupils to meet artists from all manner of professional backgrounds in order to learn from their unique perspectives:

'The Arts Festival represents a vital opportunity to allow our pupils to explore a wide range of art forms in ways they may have never even considered before. As with previous years, we hope that the activities put on by our guest artists will encourage pupils to consider the arts with new interest: this week could be the start of a lifelong passion or even an artistic career.'

SEASONS MURAL ART WEEK 2017

Wellington College Bilingual Shanghai

To mark Art Week 2017, we decided to commission a whole school project that would become a permanent installation within the setting. The all pupil project was brainstormed, prepped and led by our interns Yasmin Ahmed and Dalia Lister, from the UK, and our in-house art consultant, Lorna Collins.

Each pupil was invited to paint a canvas that, when hung together, would create one very large group artwork. The theme for the piece was 'Seasons'. An artists' studio was set-up especially for the event where the children could immerse themselves in the project with the help of music and mood boards with seasonal photos to give inspiration for their paintings.

Pupils had a variety of tools to choose from when creating their work, including paint brushes, stamps, rollers and stencils with a palette of colours appropriate for the season they were painting. The pupils thoroughly enjoyed experimenting with the different methods of applying paint and creating patterns, showing concentration and determination to work on their art piece until they were completely satisfied with it. Each pupil was very proud of their unique creation but they were also interested in the paintings displayed together as a whole when they were laid out to dry.

Every individual canvas is undoubtedly a masterpiece in its own right, that when hung together have created a wonderful piece of collaborative art.

Next time you are at the setting, please visit building A (near the EY3 classrooms) to appreciate their hard work and creativity. The installation is at the stairs between floors 1 and 2.



In every workshop and interactive talk session, pupils were encouraged to overcome any nerves or reservations and learn how to present their creative side with confidence and self-belief. For example, professional comedy author and stand-up comedian Logan Murray had pupils mimicking and mirroring one another's behaviour in comedic situations, in order to explore the importance of not holding back or second-guessing yourself:

'I loved the exercise where I had to try to convince my partner to not fire me by saying her own words back to her but in a ridiculously positive way. It showed us how to improvise quickly and work with our partners own ideas without over-thinking it.' – Hamini, Year 9

Film director Kirk Jones set pupils a fun yet difficult task of preparing a 'movie pitch'. Pupils were challenged to come up with their own original concept for a film and then pitch it to Kirk and the assembled audience. Dozens of fantastic ideas were pitched, as pupils delivered their film's plot and key 'hook' – the exciting twist or element that leaves audiences wanting to know more – in roughly under a minute.

'It's really vital that pupils understand the importance of expressing an idea with enthusiasm and clarity. It doesn't matter what they go on to do, eventually they will have an idea that they will need to present in a short, focused and engaging way. Equally important is the concept that in the film industry – or any other art form – it's not a simple equation of being right or wrong, your ideas are open to criticism and praise, so pupils should have confidence and belief in their own creativity.' – Kirk Jones

Wellington is dedicated to encouraging pupils to get outside their comfort zone in order to discover new activities which may inspire them. By introducing them to lots of different artistic ideas and disciplines from professionals flown in from all over the world, the hope is that the Arts Festival Week will spark off plenty of creative inspiration and possibly even lead pupils to take that first step on a path towards a lifelong artistic passion.



CALAMITY JANE ANNUAL PRODUCTION - A HUGE SUCCESS

Wellington College International Tianjin



There is no doubt that the 80 pupils who took part in our Calamity Jane annual production, enjoyed themselves enormously and will, as a result, be humming the many popular tunes from the show for a very long time. After only five weeks of intense rehearsals, pupils aged from 8 to 18 years took to the stage in a lively show that was filled with song, dance, movement, and drama - all enhanced by a specially constructed stage set, colourful and authentic costumes, and creative and imaginative lighting. Wellington College International Tianjin's sixth annual musical theatre production was written by Sammy Fain many years ago as a fun, feel good show and this is how we wanted to present it in the Seldon Theatre at the College. Set in the Wild West, the fictionalized story of Calamity Jane is now almost folklore: a larger-than-life cowgirl who nearly always gets things wrong. Wellington's production had a most convincing Calamity in the form of Year 8's Crystal. She sang and acted brilliantly, as did her co-stars.



Wellington's production of Calamity Jane was the first to be staged anywhere in China.

SHAKESPEARE LIVES

Wellington College International Tianjin

After the recent series of Shakespeare-related workshops, lectures and performances, staff and students from across Tianjin have been left both educated and inspired by the experience. Wellington hosted lectures and training for teachers and students by renowned Shakespearean scholar Duncan Lees, together with practical drama workshops by practitioners from the famed Globe Theatre on London's South Bank.

The Globe educators also prepared a wonderful 'Showcase' performance, starring pupils from Years 8 and 11. They performed memorable scenes from A Midsummer Night's Dream and Macbeth in front of a packed house of VIP guests, students and parents.

Ada (Year 12) said of the December 2nd showcase: 'It was the first time we ever had something like this in the school. But seeing Year 8 pupils Nicole as Lady Macbeth, Nickolas as Macbeth and Caleb as Puck made me want to see more Shakespeare because they were great and they're not even professional actors - yet!'

Wellington's English and EAL Departments are planning for many more activities and events to celebrate Shakespeare's life and work, as well as further collaboration with the Globe and schools across Tianjin.



Individual



CELEBRATING CHINESE CULTURE AT WELLINGTON

Wellington College is proud of its extensive and well-supported Chinese curriculum, with a wide range of enrichment running parallel to the language provision. Our Chinese department puts tremendous effort into providing many opportunities for every pupil to experience both the language and culture of China.

Every year, the Chinese New Year celebrations at Wellington College showed how the arts can tell compelling stories using a global language. Families from all over the world both watched and participated in a range of artistic performances designed to celebrate one of the most important Chinese holidays in the calendar.

A wide range of shows demonstrates pupils' extraordinary talents in the various performing arts, including different styles of Chinese performances such as the vibrant Xinjiang and Inner Mongolia dances, spectacular dragon dances and authentic Peking Opera. We also welcome guest appearances from a local Chinese school, professional acrobat artists and Wellington College's own staff and parents.



'Here at Wellington College, we understand the important role Chinese language and culture plays in our lives. Our college, of course, is here in Shanghai, and many of our pupils and staff have a Chinese heritage. Beyond the simple necessity of living and working together, however, there is a need to share ideas and philosophies, and the best way to do this is to come together in celebrations,' says Helena Hicks, Director of Chinese Studies at Wellington College International Shanghai.

Celebrating Chinese culture, the entire College was adorned with a plethora of decorations, peach trees and lucky couplets, as pupils, parents and staff immersed themselves in the tradition of Chinese New Year.

The College with the help of the Mandarin department contributed a veritable feast of art, music, and literature, organising several activities, including a pupil-led Project Exhibition, an East Asian Fashion Show which included Spring Festival Performances and the Chinese New Year Charity Market, all reflecting the rich Chinese culture of 'Nian'.

The Head of Mandarin Department at Wellington College International Tianjin, Mrs Zhou Yang said, 'We hope everyone can learn more about Chinese culture with this high level of participation and engagement in all kinds of celebratory activities. In addition, the blend of cultural cognition with language learning helps to stimulate students' creativity and enthusiasm for these kinds of independent activities.'

China is rapidly becoming a global economic and social leader as it continues to make a huge impact in multiple areas including technology, business, and politics. The study of the Chinese language and culture, therefore, opens up a world of opportunity for our pupils, as its rich heritage offers invaluable insights into the ideals and motivations of the country and its people. With a rich knowledge and understanding of Chinese poetry, drama, music, and arts, Wellingtonians are better prepared to understand China in all of its educational, social and cultural contexts. We believe that this is an indispensable ability for the effective and responsible leaders of the future.



SURVIVING BORNEO! A geography and biology trip

By Matthew Corke, Head of Geography, Wellington College International Shanghai

During the Easter break the geography and biology departments took 16 pupils to Sabah in Borneo. An exciting and sometimes challenging programme lay in store for both pupils and staff, especially considering that everyone had to cope with the sucking mud and persistent bugs that the rainforest constantly threw at them. As Aidan (Year 9) explained: 'Unfortunately, hiking through the rainforest is not as pleasant as it might initially sound. Mosquito bites were extremely frequent, and leeches were present as well. Three kilometres seemed much longer than we originally thought, as we weaved through the vegetation and trudged through the mud in the humid tropical air.'

The core aim of the trip was to give pupils the opportunity to understand the ecology of the rainforest, the threats that are causing its demise and different approaches to its management and conservation. These are critical issues that affect not just Borneo but all tropical regions globally, which means that they continue to have a profound effect on the world we inhabit. This point was made particularly clear when the pupils visited a palm oil plantation and were instructed on the benefits as well as the potential pitfalls of the world's growing use of palm oil.

'We helped to replant an area that had previously been an illegal palm oil plantation encroachment into the rainforest. To do this, we first collected saplings from the rainforest and brought them to the tree nursery where they can grow and be planted when the saplings are potted and ready. By planting more trees, we can increase the biodiversity in that area and provide more shelter for the animals. Although we left soaking wet, overall, we had an amazing experience in Borneo.' – Roni (Year 9) and Victoria (Year 10)

The pupils also managed to spot plenty of wildlife during the trip, including leopard cubs, hornbills and even orang-utans at a specially developed sanctuary in Sepilok.

'After the educational and very cute trip to the orang-utan sanctuary, we went to experience the rainforest canopy walk. Here, we even saw an orang-utan up close and in the wild. It was amazing and a first for all of us.' – Serena (Year 9), Amelia (Year 9) and Francesca (Year 9)



A SCUBA TRIP WITH QUALIFICATIONS AND MORE

By Shane Hambling, Swim Coach/Housemaster of Combermere, Wellington College International Shanghai

Wellington College's annual scuba diving trip to Anilao was again a roaring success, with eleven students qualifying as PADI open water divers, six reaching PADI advanced open water diver status and four making it all the way to PADI rescue diver and one (aged just 10) getting her PADI adventure diver qualification.

COURAGE – one of Wellington's core values, makes up the bedrock of a Wellingtonian's character. The trip was a great opportunity for our pupils to demonstrate that they understand

and know how to behave and react with the Wellington core values instilled. From travelling overseas on their own, mastering their very natural fears of the deep blue sea, to the momentous action of diving into a vast space of the unknown, it is courage that helps them move forward confidently.

This trip has also taught our pupils to think and act independently even in the most difficult situations. Independent - this Wellington identity is reinforced in every dive as situations like running low

A TRIP TO TOKYO Get lost in the history of Japan

By Barry Cooper, Head of History, Wellington College International Shanghai

In December of 2016, ten pupils and two teachers made a trip to experience Tokyo. The massive sprawling city has a population equal to Shanghai's, but a very different feel.

During the two days, the group had the opportunity to visit the local markets in the morning, take in the hustle and bustle of Asakusa, wander around a tranquil Buddhist temple and then the Tokugawa gardens. Visits to the local museums were also a part of our trip, where we learned that different people tell the same story in different ways.

Besides these must-see sights, we were also able to avoid the beaten path, taking a lengthy walk through the centre of Tokyo to the Imperial Palace, like a local. Getting out of the taxi allowed us to experience the city authentically by exploring the twisty streets we happened to find, and observing the routines of the local crowds. A night time stroll to the shrine at Asakusa charmed us, as the dimly illuminated lanterns lit up the temple precincts.

Food was another important element of our trip. We tried one of Japan's many borrowed traditions – Ramen. From the ambience of the ramen shop to their rules of slurping, what people eat and how they eat explained a great deal about the society, the history behind it and the general outlook on life. So did the very artful and unique Sushi dining experience at night, which provided us with an opportunity to see how much skill is required to make the delicacy. Only when we saw and tasted, were we finally able to understand the fact that it takes longer to become a Sushi chef than it does a doctor.

The whole trip offered us an authentic, down-to-earth, traditional Japanese feel. But we were also amazed by the modernness of the country with the shopping mecca Ginza, featuring myriad neon lights.

The importance of these trips cannot be underestimated. An opportunity to experience life in a foreign city brings with it a chance to challenge how you see the world. Different customs, different foods, different ideas all roll into one another and give the tourist an appreciation not only of who they are visiting, but also time to re-evaluate their own country, lifestyle and customs in comparison.



on air, or the current being too strong, happen all the time. Staying calm when something goes wrong is what pupils can easily translate into their everyday life.

Moreover, scuba diving is a fantastic way to teach our pupils to truly appreciate their planet, the environment and nature. Some of us were treated to the chance to swim with dolphins, octopus, cuttlefish, stingrays, squids and even turtles for a few enchanting moments. The pure pleasure, wonder and awe of interacting with, and being up close to, the amazing marine creatures deepens pupils' conviction to make a difference in their daily lives to benefit the oceans.

We are all looking forward to our next underwater adventure.



A CHINESE CULTURAL TRIP TO YANGLIUQING

Wellington College International Tianjin

In order to raise pupils' interest in exploring the richness of traditional Chinese culture, the Mandarin Department at the College organized a cultural trip for pupils from Year 10 (Mandarin learners) with a visit to Yangliuqing Museum in Yangliuqing Town, Tianjin on April 26th, 2017.

Yangliuqing Museum also known as the Residence of the Shi family is the former residence of Shi Yuanshi, the 4th son of Shi Wancheng, one of the eight great masters in Tianjin. Now it serves as a folk custom museum, which has a large collection of folk art pieces like Yangliuqing New Year pictures and brick sculptures. Yangliuqing New Year Picture is one of the three famous New Year Pictures in China, which first appeared in Yangliuqing Town in 17th century.

The tour benefited the pupils by bringing them closer to traditional Chinese culture.



YEAR 6 TRIP TO THE UK

Wellington College International Tianjin

Year 6 pupils from Wellington College International Tianjin embarked on an exciting adventure to England. Over 11 days, both educational and fun activities were planned, including visits to famous landmarks, shops and museums. Over the course of the trip we took in sights around London, stretching to the south coast of England. Rounding off our stay in England with the last and most educational part of the trip - a visit to Wellington College to meet with both teachers and pupils - where we learned about the rich history of the College.

The days were busy and packed with interesting trips, including Windsor Castle, Buckingham Palace the Tower of London and the Science and Natural History Museums. We even had time in the itinerary to take a journey south to Portsmouth to see the Historic dockyards and the remarkable flagship of Lord Nelson, HMS Victory.

We had fun too, particularly with trips to Legoland, London Zoo, Harrods the world-famous store, including Cadburys - one of the famous chocolatiers in the UK. A trip on the London Eye and the Emirates Spinnaker Tower in Portsmouth gave us wondrous views of both cities.

Towards the end of the trip we ventured down to Covent Garden and then to the West End of London, arriving just in time to take our seats for the magnificent production of the Lion King. It was truly an amazing show.

Wellington College was one of our last visits but was truly inspirational. We had an in-depth tour of the college and learned about the wonderful history, the pupils were in awe of both the size and the facilities. The pupils were invited into the office of the Master, Mr Thomas who gave them a great welcome and a gift to bring back as the class mascot to Tianjin.

We were so very proud of all the wonderful compliments we received regarding our pupils on their patience, good manners and exemplary behaviour everywhere they went. The staff, although exhausted, could not have asked for a better group of pupils.

BEIDAIHE SAILING TRIP

Wellington College International Tianjin

During the summer half term break 2017, thirty pupils went on a five-day sailing trip to Beidaihe China's 2008 Olympic sailing venue. This was the College's 6th annual sailing trip. Our hosts, Beijing Sailing Centre, have an excellent beachside location, and all pupils and staff had an educational and fun-packed week.

The College's young sailors had a chance to develop skills in sailing, windsurfing, paddle-boarding and kayaking and the progress made over the week was impressive especially considering the unusually

unpredictable weather and strong winds. Many congratulations go to Leo in Year 10, who achieved his Gold IYT Certificate and also to all the sailors who achieved their bronze IYT certificates.

In addition to the sailing we had some stunning beach evenings playing beach football, volleyball and a bonfire BBQ night. The whole trip fostered friendships, developed team and leadership skills and will have embedded rich memories that pupils will cherish for many years to come.



Inclusive

We are Wellington

One of Wellington's greatest strengths lies in the close and colourful nature of its community; a diverse mix of multicultural parents, pupils and teachers, drawn together by mutually accepted values and shared experiences throughout the children's education.

***We are Wellington** is a phrase frequently in use, and one which has deep meaning within the school and to the Wellington families who feel proud to be part of the community.*

Throughout the academic year, the College and Friends of Wellington (FOW) come together to showcase their unique talents. From the minutely detailed planning of the International Food Festival, to the extravagant annual ball, or the festive Christmas bazaar and Easter activities, the Wellington community gives it their all.

While the staff at Wellington are extremely professional in all interactions with parents and pupils, part of the strength of the Wellington community is that we endeavour to get to know one another better through informal as well as formal surroundings and events. The parent / teacher mixers held throughout the year along with the summer festival are perfect examples of this attitude, as they represent times where families and teachers can come together, enjoy themselves and see a more relaxed and informal side of one another.

We aim to have plenty of fun and forge great memories throughout the year, but we also have a very strong focus on giving back to the wider community of Shanghai and the international community. The FOW and the whole of Wellington community strive to support our chosen charities through a range of silent auctions, books and uniform sales, raffles and various other fundraising events held throughout the year.

We are Wellington and we are proud to be so.

*Sophie Squillaciotti, Chair of the Friends of Wellington
Wellington College International Shanghai*

A NEW YEAR WITH A NEW START - CELEBRATING THE WELLINGTON COLLEGE CHINA COMMUNITY NEW LUNAR YEAR COCKTAIL RECEPTION

The day before the Chinese Lantern Festival, over 120 guests from all over the world gathered at Grand Kempinski Hotel Shanghai to celebrate the first cocktail reception held by Wellington College China Community. The attendees included representative parents from member schools, school leadership teams, teachers and as well as guests from our sister school at Berkshire, UK. Mr Murray Lindo, Head of Wellington Community joined the event and brought the best wishes for this special occasion from Wellington College.

Within just eight years, Wellington College China has grown rapidly, with over 1500 pupils and 600 staff across the group. Recognised as a leading international and bilingual education provider in China, Wellington College China is perceived as a brand of quality and progressive education. In addition to the academic excellence, tradition and prestigious reputation, what makes Wellington College China truly proud is the strong and active community formed by our Wellington pupils, parents, teachers and staff, as well as old Wellingtonians.

As Ms Joy Qiao, Chair of Governors of Wellington College China said, 'The Wellington values of **COURAGE, RESPECT, INTEGRITY, KINDNESS** and **RESPONSIBILITY** apply not only to the education we offer, but also to who we are and what we represent as a community. The Wellington community is also a special one because it is a truly international one, closely and deeply linked to



the Wellington community in the UK. The thousands of pupils and parents of Wellington College China are now part of a global network formed by tens of thousands of current and former pupils and parents of The Wellington College, with its 158 years of history. That is a prestigious and powerful network!

In fact, the community of Wellington College China has existed for a while, but it is the first time that the group has been officially announced as a cross-school organisation, supported by the Wellington community in the UK. With a long-respected history, the Wellington Community serves as a platform where all members are invited to meet up, build friendships, rediscover old friendships, share ideas, make contacts and create business opportunities. As Murray Lindo, Head of Wellington Community explained, 'You all represent an extraordinary pool of talent and experience - and in many ways, you can see my work as being rather like a match-maker - to match interests, passion and skills to the areas where Wellington needs support. To harness the talents of the Wellington Community we have created a number of programmes where we feel members of the Community can get involved in and benefit from a wide range of programmes / services such as educational pastoral support, careers, business, social, cultural and philanthropic.'

The Wellington College China community aspires to be a caring community that imbues the Wellington values and identity. Dr Ahmed Hussain, Director of Schools of Wellington College China introduced Wellington College Bilingual Hangzhou, which is the latest addition to the Wellington College family of schools in China. It is planned to open in 2018. As he said, 'The Wellington College China Community will be enhanced through the introduction of our latest member which is Wellington

College Bilingual Hangzhou, that will build on the success of the International schools in Tianjin and Shanghai and also the launch of Wellington College Bilingual Shanghai.'

Launched in Shanghai, Wellington College China community is expected to create a diverse and vibrant environment with multiple opportunities and challenges as it develops. As the Executive Master of Wellington College Shanghai, Gerard MacMahon gave his special wishes to the future of this new community. 'Already, after just two and a half years, Wellington College International Shanghai is being talked of as one of the best international schools in the city. Those of you who are close to the college will be aware of the very many ways in which we wish to continue to improve, but we already have a community to which people are proud to belong.' He also welcomed OWs in Shanghai, and visiting Shanghai, to the College to take advantage of the College's outstanding facilities to host a meeting, a charitable function, a sports event, or a performance.

Chinese Lantern Festival symbolises the end of the Lunar New Year holiday and a brand new start of another prosperous year. The cocktail reception resulted in a forging of friendship across the representatives of the Wellington College China Schools.



Speech by Ms Joy Qiao, Chair of Governors, Wellington College China



Speech by Mr Murray Lindo, Head of Wellington Community



Speech by Dr Ahmed Hussain, Director of Schools, Wellington College China



Speech by Mr Gerard MacMahon, the Executive Master of Wellington College Shanghai

WELLINGTON THIRD SUMMER FESTIVAL ATTRACTS RECORD NUMBERS FOR SUN, FUN AND CELEBRATION

Wellington College International Shanghai

On Saturday 22nd April 2017, Wellington College International Shanghai held its third annual Summer Festival, where everyone in the wider Wellington family came together to enjoy themselves for a relaxed afternoon of activities, great food, music and other entertainments.

Shanghai gifted us with a beautifully sunny Saturday, which set the perfect backdrop for the day's festivities. With the field set up and the weather on-side, this year's festival proved to be an even greater spectacle than the previous two summers. The range of things to see and do has expanded greatly over the past three years, with amusements ranging from the simple welly-wanging and coconut shy, to more elaborate areas for archery, pony rides and even a rock climbing wall. Pupils could even splat their teachers with wet sponges or dunk them in a tank of cold water, which unsurprisingly proved to be a great favourite.

Visitors could also get creative in the Art Zone, where they could design their own kite, build impressive LEGO creations or simply enjoy a good book in the shade of the reading corner. The Food and Beverage Zone offered an incredible array of tasty treats, ranging from freshly rolled pizza slices and delicately crunchy Vietnamese spring rolls, to juice bars and hand-scooped ice creams.

'What is so special about the Summer Festival is that it allows the entire Wellington community from across Shanghai to come together for an afternoon of enjoyment. The pupils then get to see their parents and teachers all having fun side by side,' explained Mr MacMahon (Executive Master of Wellington College Shanghai) as he toured the various stalls and sampled some of the delicious wares from the festival's many excellent food and beverage vendors. Mr Shaw (Deputy Head Pastoral, Senior School) echoed this sentiment of how the festival brings people together:

'While we frequently get parents and families involved with the school through parents' evenings, productions and events, the Summer Festival is a chance to do it on a much grander scale. We're very fortunate that we have the facilities and support from the community to put something like this together, and it's a fantastic opportunity for everyone to meet up and enjoy themselves in a fun and informal way.'

Without a doubt, the main stage dominated everyone's attention for much of the afternoon, as festival-goers were treated to a great range of musical performances as well as wonderful examples of hugely creative costumes and body art. In the afternoon, group and solo jazz and classical performances gave way to some hard rock, courtesy of Luka (Year 12), Sage (Year 11), Harvey (Year 11) and Zac (Year 11), who make up the band

Exothermia and clearly enjoyed their part in the festival, as well as the day itself: 'The music stage setup was ideal and we had a lot of fun playing our set. This year still had the same great atmosphere from the previous years, it's just that there's a lot more to do and it's not raining! It's just a super relaxed and fun day where everyone is having a great time together. Chilled, that's the right word to use!'

Around 1500 people visited the Summer Festival this year, once all the pupils, parents and family members, teachers, vendors, activity specialists and guests are factored in. It is a true delight to see that the Summer Festival continues to go from strength to strength. Let's hope that the weather is similarly kind next year, since there's already a bigger and better festival being planned!



SEE YOU NEXT YEAR AT SUMMER CARNIVAL!

Wellington College Bilingual Shanghai

What an event! We were delighted to welcome over 350 families to the first Wellington College Bilingual Shanghai Summer Carnival on Saturday 20th May 2017. The weather was glorious and very fitting for a day of fun and family-time for the Shanghai community. The setting was transformed and filled to the brim with vendors, activities and entertainment. Balloon artists, singers, hip hop dancers, performers (well done Lamb class!), fashion shows, clowns, Elsa and friends, ballerinas and magic shows entertained the carnival-goers. Lion dancers welcomed in the event and the day was a glorious demonstration of what the Wellington Community represents.

An enormous **THANK YOU** to our amazing parent representatives and Family Committee who made the event possible and worked tirelessly to ensure its success – here's to many more Wellington College Bilingual Shanghai community events in the future!

See you next year!





UNITED NATIONS DAY 2017: SHARING OUR CULTURE AND CUISINE

Wellington College International Shanghai

In October 2017, blessed with fantastically sunny weather which seemed tailor-made for the day, the Wellington community came together to celebrate its 4th annual United Nations Day and International Food Festival.

The festivities began with an Olympic-style parade, where the pupils, parents and teachers celebrated the diversity of our community which is made up of more than 40 different nations and territories from around the world. Each country was given the spotlight for a short duration as its nationals passed the spectator bandstands, with some of the older pupils introducing them with a shortlist of fun facts and interesting cultural trivia.

Following the parade, the crowds eagerly entered the dome. With individual stalls dedicated to every country lining its interior, adults and children found a feast of international food and drink designed to excite every palette and suit every taste. Thanks to the amazing efforts of dozens of parents, organised and led by the Friends of Wellington, everyone was treated to an absolute feast of sensational culinary treats from around the world.

The IFF is a celebration of who we are as a community as well as individuals. Not only is it a hugely fun way to learn about our differences, it also shows what brings us together through a celebration of our similarities and mutually-held values. We are teaching our pupils to become global citizens, so it is vital that they learn to cultivate respect and intellectual curiosity for other cultures and internationalism in general. This extends to respecting the planet itself, as it is our shared home and something we are all responsible for protecting. As such, environmental sustainability was another key focus of this year's festival. Pupils of all ages pitched in to help clean up and sort waste into various bins, helping to make things as environmentally sustainable as possible.

As the College continues to expand and diversify, the United Nations Day and International Food Festival is an annual reminder for us to take the time to appreciate our individual and shared heritage through cultural curiosity and exploration, not to mention a universal love of fantastic food.

STAFF AND PARENTS PAINT THE TOWN RED AT WELLINGTON'S THIRD ANNUAL BALL

Wellington College International Shanghai

On Saturday 17th June 2017, over 400 Wellington staff members and parents gathered at the Shanghai Ritz-Carlton hotel for a well-deserved evening of exquisite entertainment, fine dining and general celebration of Wellington's third academic year. The Annual Ball is more than just a party, however, as it aims to bring all elements of the Wellington community together, while also giving a fond farewell to families and teachers who are moving away to other countries at the end of the year.

The theme was Moulin Rouge and the outfits on display completely lived up to expectations. The ladies were glamorously draped in lace and silk, decked with richly coloured feathers and sporting plenty of wonderful little touches of Parisian chic. Many of the gentlemen were no less striking, looking dashing in their black tie numbers complete with top hats, canes and splashes of red from pocket squares and cummerbunds.

After the very welcoming drinks reception, everyone stepped through to the gorgeously decorated dining room which had captured the essence of the Moulin Rouge perfectly. Over the delightful four-course dinner, the guests enjoyed magical, musical and theatrical entertainments from the evening's hugely talented performers.

Excitement built after dinner as the raffle's lucky winners were picked and announced, taking home some truly spectacular prizes which ranged from fine dining experiences to a fully paid

luxury trip to Paris, complete with first-class flights and 5-star accommodation. The generous ticket buying from the attendees raised 50,000 RMB which will be donated to the chosen charity: Educating Girls of Rural China.

Finally, the evening gracefully turned towards refreshing nightcaps and some seriously spirited performances on the dance floor! It was a magical evening from start to finish, and thoroughly enjoyed by all who attended. Every touch and detail perfectly fitted the theme and served to make the night special for its appreciative guests. The only problem left is figuring out how the planners will manage to top it next year.



WELLY RUNNERS CONQUERED THE GREAT WALL

By Jo Evans, Captain of the Welly Runners (Director of Wellbeing), Wellington College International Shanghai

A number of staff members, collectively known as the 'Welly runners', travelled to Beijing to take part in the Great Wall Marathon. Demonstrating an iron will and enormous perseverance, they conquered both the roasting heat and the unrelenting stone steps, showing their commitment to the Wellington core values of courage and resilience with every step.

Any marathon represents a massive challenge but the Great Wall Marathon has something of a fierce reputation, due to its unforgiving terrain and soaring temperatures. This year's runners had to contend with searing 35-degree heat for the majority of their running time. However, showing true Wellington grit, the teachers and supporting group members met the extremely tough conditions head on.

After a gruelling 3am start from Beijing they headed out to Huangyaguan near Tianjin, where they began a very long and hot day of intense physical exertion, morale-boosting displays of team spirit, and torturous trudging along the road in the rising heat. Thankfully, not even the Great Wall of China goes on forever, and every member of the Welly Runners made it to the finish line. For endurance races of this nature, it is essential to have the courage to keep going even when you feel defeated and want to give up. Some of the runners finished strong and smiling, whereas others staggered across the line mustering little more than a



grimace, but each and every one of them came home with that coveted medal: proof that they had indeed, conquered The Wall.

We hope that the Welly runners' experience will serve as a useful example for our pupils regarding the nature of courage and resilience. At Wellington, we always encourage our pupils to try something new and to be brave enough to take risks. Success usually comes after repeated failures and the determination to try again. Wellington develops pupils' knowledge and academic skills, but we also instil a vital sense of resilience in order to help prepare them for the fast-paced and challenging future that waits for them after their time here is completed.



WELLINGTON READ-A-THON RAISES OVER 50,000 RMB FOR NEW LIBRARIES

Nothing inspires a love of reading like a welcoming library that's well-stocked with books to discover, and nobody understands that more than our very own librarian, Mrs Pippa Jacobi. That's why, with the help of Wellington's pupils, Mrs Jacobi has been raising awareness and money for disadvantaged children in China and other parts of Asia who don't have the same access to books that we often take for granted.

As part of the Library Project Read-a-thon 2017, Wellingtonians from reception upwards have been demonstrating their love of books and reading. Thanks to their diligent devouring of hundreds of books, collectively spending almost 550 hours reading, Wellington's pupils have raised a grand total of 52,318 RMB. While all of the participating readers should be very proud of their efforts, a special mention must be made of Leo in year 5, who is the 2017 'Minute Champion', having read for a remarkable 1,760 minutes or 29.3 hours!

The donation was given to the Library Project charity on Friday 23rd June and hopefully by the end of the term we should know exactly how many new libraries and book corners it will make possible. Naturally, this amazing feat could not have been achieved without the encouragement and generous sponsorship of Wellington's parents, so a big thank you must go out to all of the parents who helped raise this year's grand total.

This is the second year of the read-a-thon in connection with the Library Project, a charity whose goal is to construct libraries in migrant children's schools in China. The charity approached Mrs Jacobi back in Wellington's founding year but the College had relatively few pupils (and the library had few books!) so the read-a-thon launch was planned for the following year. However, in 2016 Wellington managed to completely smash its original fundraising target of 18,000 RMB, reaching a total of over 76,000 RMB – the highest amount donated by any school in Asia that year. This was sufficient to outfit four new libraries and reading corners.

'There's such a love of reading here at Wellington that pupils across all ages instantly understood the value and importance of what the charity is trying to do. They really got it last year and this year there was that same attitude of wanting to read in order to help less fortunate children discover a love of books too. Having introduced reception to this year's Read-a-Thon, I'm hoping that next year will be an even greater success, as everyone throughout the school will be aware of the project.' – Mrs Jacobi

So prepare yourself for the 2018 read-a-thon by picking out a few page-turners, and hopefully we can provide more books, shelves and comfy chairs where children can curl up and fall in love with reading. Events of this nature serve as an ideal opportunity to spread Wellington's ideal of inclusivity beyond the College itself by helping those less privileged and making them feel part of the greater community around them. Given our pupils sterling effort and attitude this year, we can't wait to see what they can manage in 2018.





WELLINGTON COLLEGE SUPPORTS STEPPING STONES AT CHINESE NEW YEAR

Inclusiveness is one of the five characteristics of Wellington College's identity, and a genuine commitment to benefit others in the broader community was shown during Chinese New Year, when 40 pupils from a nearby school for migrant workers' children were invited to participate in our school-wide celebrations.

Wenhe Primary School (formerly Zhonghe Primary School) was established in 1933 in Minhang Pujiang Township, which is about 9 km away from Wellington College. In 1998, it became a private school for the children of migrant workers, with all fees paid by the Shanghai Government since 2010. Wenhe School's 550 pupils come from all over China.

If you were in school on the day of the CNY celebrations, or if you attended the Lower Prep show, you may have spotted 20 children from Wenhe School, who rounded off the show with their rock & roll version of Swan Lake, and joined pupils in Years 3-4 for their third morning lesson. They were warmly welcomed by our pupils into their classrooms, and once the class was underway, it was surprisingly difficult to tell the difference between the hosts and the guests!

Before leaving, each young visitor from Wenhe School added their New Year wishes to the wishing tree. Our guests loved trying all the different lunch options in the canteen, and altogether had a wonderful morning, leaving school with a big bag of gifts and huge smiles on their faces.

Prior to the Chinese New Year celebrations, the art department invited another group of 20 pupils to the art room for a lesson in wood-block printing, where they produced two printed canvas screens. The resultant artwork was included in the superb CNY art auction, which made such a colourful display in the reception before and after Chinese New Year.

Thanks to the incredible generosity of our parents, the art auction made a staggering RMB50,000 for our sponsored charity, Stepping Stones. This donation will be used to produce a high-quality cartoon to educate migrant children, their parents and

teachers about the importance of wearing glasses if needed, in order to increase the usage rate of spectacles provided by *Stepping Stones' Care Program*.

The art auction was a great example of our whole community pooling their talents and resources to make a difference. From the pupils and teachers who collaborated to produce such impressive art, to the parent volunteers who assisted with the auction logistics, especially in the excitement of the closing minutes of the auction, not to mention the parents who bid so enthusiastically on the artwork, with special thanks to parents Maggie Wan, Rita Jia and Maya Tarabay-Schisano who worked tirelessly with the art department to produce an incredibly high-quality exhibition.

Stepping Stones has been teaching English to children of migrant workers in Shanghai since 2006, and has also donated glasses to 149 pupils at Wenhe School since 2015. *Stepping Stones'* director Corinne Hua said: 'We would like to thank all the staff, students and parents at Wellington College who worked so hard to raise money to help us to improve the vision of disadvantaged children. While funding is essential, what was even more touching was the way students, staff and parents all welcomed our students to the school with open arms, and in the spirit of true generosity. Wellington College staff, parents and students should feel proud to be part of a school which is willing to share its great privileges with the local community.'



CHARITY CHRISTMAS MARKET AT WELLINGTON COLLEGE INTERNATIONAL TIANJIN

Wellington College International Tianjin was turned into a wonderland of adventure and surprise with our second annual Charity Christmas Market. Over 50 seasonally decorated stalls offered a wide range of seasonal gifts and refreshments throughout the afternoon.

The Junior School's Year 6 Choir and College Wind Band entertained over 600 guests, pupils and parents around the Christmas Tree with renditions of Christmas songs, including *Rudolf the Red Nose Reindeer* and *Silent Night*.

To the surprise and delight of the younger pupils, the event closed with the visit of Santa Claus himself to check who had been naughty and who had been nice and to wish good health and happiness to all who attended. A wonderful event to wrap up the year. **Merry Christmas!**





COURAGE
RESPECT
INTEGRITY
KINDNESS
RESPONSIBILITY



WELLINGTON COLLEGE CHINA CELEBRATED THE 2017 FESTIVAL OF EDUCATION

From 20th to 23rd October 2017, Wellington College China held its third annual Festival of Education, which promised to outdo even the great success of previous years. With more than 40 education expert speakers delivering over 90 diverse speeches and workshops across the four-day event hosted in three different cities – Shanghai, Hangzhou and Tianjin – everyone agreed that this year's event lived up to that promise.

The Wellington College China Festival of Education has its origins in the founding school's festival in England, which has run for seven years and is recognised as a benchmark international educational event. For the past three years, the festival has also taken place in China, where it has enjoyed similar success in attracting thousands of participants to discuss the most relevant and important questions facing modern education. Dr Stephen Jacobi, festival director and director of culture at Wellington College International Shanghai, said: 'The Festival of Education represents a continued commitment to thinking about, exploring, and encouraging debate about what education is and where it might be headed. More than ever, teaching and learning must be dynamic and keep up with the demands and challenges of a fast-shifting world.'

This year's festival focused on four core themes: Early Years Education, Wellbeing (stress, body image, and mental health), the evolving relationship between Chinese and British education, and 'Exploring Education', which challenges accepted teaching practices with the aim of encouraging continual experimentation and improvement. A growing strength of the festival is its ability to get all participants actively talking about what works in current education and what doesn't, rather than just letting them simply sit back and passively absorb the presentations and keynote speeches. At all times, attendees were encouraged to consider how education can be made better: **to connect, debate, celebrate, explore and learn.**

International speakers from across the world led in-depth explorations of all four themes using different ways of encouraging audience participation. From Q&A sessions, to attendees enjoying some spirited dancing as part of Shonette Bason's 'Permission to be Happy' talk and singing in the early years music workshop, festival goers were more involved in the discussion this year than ever before.

One teacher remarked: 'Plenty of parents and even some sixth formers seemed eager to contribute their thoughts and opinions in each of the sessions. This is highly encouraging as it ensures that all stakeholders' views are properly represented in the discussion, rather than simply leaving educators to continue it in isolation.'

On Sunday 22nd October, the Festival moved to Hangzhou for the first time ever. With the scheduled opening of Wellington College Bilingual Hangzhou in August 2018, this was an opportunity for the Hangzhou community to engage in the relevant debates and discussion on the future of education that make the Festival of Education so well regarded.

The final leg of the third annual Wellington College Festival of Education China took place in Tianjin. Mr Julian Jeffrey, Master of Wellington College International Tianjin, delivered the opening speech for the Tianjin Festival. He said, 'We have come together in this forum to share ideas and learn something new. If education is a journey, then it must be a journey that rewards the traveller.'

The Wellington College China Festival of Education is all about developing new and improved theories and practices for schools. It's also a great opportunity for parents and pupils to have their say in how education should be delivered. It's vital that these opinions are heard and discussed, so educators can see more clearly what they are getting right and where they may be going wrong. With this in mind, the festival organisers



were thrilled that so many Wellington parents and sixth form pupils chose to attend this year's event.

While plenty of fresh perspectives and ideas were shared throughout the course of the festival, the evolution of education is a constant process that is always being revised, reviewed and renewed. The debate will continue in April 2019.



WELLING **TEN** DEBUT IN HANGZHOU

minute talks

The third annual Wellington College China Festival of Education took place in Hangzhou on Sunday 22nd October 2017, following on from events in Shanghai on 20th and 21st October. The first time being held in Hangzhou, the event took the form of WellingTEN Talks – 10 minute presentations - where speakers discussed the internationalisation of education, and what it means to provide quality education in the 21st century.

With the accelerated pace of education, educators and parents have paid increasing attention to the educational convergence between China and the West. Stephen Jacobi, Director of Culture at Wellington College International Shanghai, Paul Rogers, Founding Executive Master at Wellington College Hangzhou, Shen Guoqiang, Head of Junior High at Wellington College Bilingual Hangzhou and Simon Zou, mathematics teacher, and Headmaster of Hangzhou Yulan Cambridge International Centre, participated in the discussion. The group discussed the general principals of good teaching, the implications of bilingual education and the merging of Eastern and Western teaching methodologies.

The 21st century has witnessed a great change in China's education system, and the need for greater quality education continues to increase. During the WellingTEN Talks, Mr Paul Rogers delivered a keynote speech about quality teaching. In his opinion, quality teaching requires educators to be qualified with professional knowledge, but more importantly be equipped with the soft skills required to (among other things) support, motivate, and guide pupils' growth; helping them realise their full potential.

He stated that 'Obviously children are not the same. If you have a class of 24 children, you have a class of 24 individuals. As such, teachers need to understand the requirement to teach them in differentiated ways that take into account their different learning styles, passions and interests and not fall back on the easier route of standardised text books, worksheets, instruction, homework and so on'.

With the globalisation of education, Chinese families are no longer only looking for traditional educational pathways. Instead, they are looking for more international solutions. Mr Shen Guoqiang noted the current trend of Chinese families choosing more globalised educational solutions for their children, arguing that 'we propose education for everyone, focusing on the individual, to help pupils realise their full potential. Basic education needs to be holistic, with the help of an internationally minded teaching staff. For a bilingual education, it's essential to start this early, but most importantly to have full language immersion. The best way is for pupils to feel confident to communicate one to one.'

Although Wellington College Hangzhou played a relatively small role in the Festival of Education in 2017, this event laid an important foundation and established a trend and expectation that Wellington College will engage the Hangzhou educational community in thought leadership in the future. The team at Wellington College Hangzhou look forward to playing an even greater role in this influential and important event in coming years.



NAVIGATING UNIVERSITY APPLICATIONS

– how Wellington prepares pupils for higher education

PRE-APPLICATION: CHOOSING THE RIGHT COUNTRY, COURSE AND UNIVERSITY

For each pupil, the path to higher education is a long and very personal journey, which will ultimately lead to an important life decision. This decision shouldn't be rushed or taken lightly, which is why Wellington pupils are encouraged to start thinking about their options early on. This process begins in year 9 as part of our system of career awareness and development talks. During these we outline the importance of planning out subject choices in later years that will be appropriate for the pupil's intended path. This process becomes more focused in year 11, when pupils are advised on how to make their IB subject choices match up with their higher education and career hopes.

Understandably, preparations for university applications increase in year 12. At this point, Wellington's higher education support team will ensure that each pupil has a solid working knowledge of the wide range of courses and college/university choices that are appropriate to their future aspirations. Pupils are then given the advice and support necessary to help them narrow down this range of choices into a workable number of applications. For some sixth formers, their intended path will already be extremely clear to them, whereas others may be less certain about their options. In each case, Wellington ensures that each young adult is given the right guidance to allow them to make realistic and appropriate applications to the universities and colleges that will suit them best.

This vital ambition is achieved through a process of continual conversation and feedback. Pupils are made aware of the different requirements specific to each country and, in many cases, individual institutions. From grade and subject

requirements to more character-based individual essays and tests, pupils are shown what they will need to do to make a successful application. Equally importantly, pupils are taught to take the cultural side of higher education into account before applying: will they be happier in a bustling city-based university, for example? Or would a quiet, rural campus with a low student population make for a better fit?

Of course, many young adults may think that a certain course or career path will suit them perfectly when it's an abstract concept, though the reality may be an entirely different matter! With this in mind, Wellington offers opportunities for pupils to get a taste of their intended career through summer programmes and work experience positions. We have found that this works equally well for pupils with definite plans for their future as well as those who are unsure of themselves: as in either case, the experience will give them insight into a future career path and help them decide if it's something that they wish to commit to.

Complementary to Wellington's advice and guidance is the input of university representatives who visit the College and are available for pupils to meet. Wellington maintains excellent relations with reps from dozens of top universities across the world. By forging links between our pupils and the reps, who spend time with the pupils in order to understand their character and aspirations, Wellington gives each applicant the best possible chance of a successful outcome.



DURING APPLICATIONS: TACKLING THE TASK

Once pupils are armed with the knowledge and insight needed to make their higher education application choices, Wellington ensures that they are supported through each stage of every application they make. This can be a lengthy and sometimes slightly overwhelming process for some pupils, so the higher education support team is always on hand to offer advice, review applications, talk through personal statements and suggest useful revisions where necessary. Many higher education institutions also require references, so applicants are helped to choose which teachers will give the most appropriate and relevant references which will complement what they themselves have written in their personal statements.

In most cases, multiple drafts of personal statements and essays will be required until the application is sufficiently honed and ready to be sent. This continual process of revision and feedback allows each pupil to craft an application which properly showcases their skills and characteristics and ultimately portrays them in the best possible light.

POST-APPLICATION: COMPLETING THE PROCESS

Once our pupils have completed their applications they will hopefully find themselves in a confident and relaxed state of mind, prepared to concentrate fully on the examinations before them. Then, the final stage of the applications process occurs after their IB results come in and they must choose from the various institutions who have given them an offer.

In each case, pupils are supported through this final phase of their application, not only by offering guidance on making the most appropriate choice from their offers, but also by providing all the necessary post-exam paperwork that many universities require to confirm their offer. This can range from the authentication of IB results, to transcripts, copies of references and other teacher-related credentials.

PREPARING PUPILS FOR THE NEXT STEP

At each stage of the applications process, Wellington endeavours to ensure that each pupil is given every opportunity to plan out their future education goals and then achieve them. From discovering which subjects they are passionate about, to choosing appropriate, realistic course and university options, to securing offers, Wellington is with each pupil every step of the way.



WELLINGTON ACADEMY

PROGRAMME
惠灵顿课外课程学院

MESSAGE FROM CARLTON PALMER THE DIRECTOR OF ACADEMY

Our vision of the Academy Programme is to give a wider experience to children from both Wellington and the wider community through our fantastic facilities, excellent programmes and Wellington ethos. Pupils who want to progress their football and tennis, or improve their reading and writing can take advantage of the quality training and tuition on offer. Currently we are running a wide range of courses covering sports, performing arts and languages; including classes for English, creative writing, debating and phonics. We aim to instil discipline, respect, hard work and dedication in our pupils and try to teach them the meaning of the word 'teamwork', which is a key attribute needed for success in both sport and daily life.



ABOUT ARTHUR WELLESLEY THE DUKE OF WELLINGTON

Arthur Wellesley, Duke of Wellington was the most celebrated man in Britain, Europe and around the world during the 19th century. His influence was enormous. We understand celebrities, but in our age, they are mostly opportunists and entertainers of one sort or another, as they flash across our television screens and appear in newspaper. Arthur Wellesley was from a different mould. His reputation is one that persists unchallenged in today's unheroic age, in company with a small number of truly authentic and historically significant British characters.

Arthur Wellesley first came into prominence in 1808, when, first as expeditionary force commander and later commander-in-chief, he turned around the fortunes of Britain's expeditionary force in the Iberian Peninsula, which, in alliance with Portuguese and Spanish armies, was fighting against the invading French army. In 1815, he commanded the allied army and defeated Napoleon at Waterloo. Wellington's battle record is exemplary; he ultimately participated in some 60 battles during the course of his military career.

Among his huge number of honours – holding every rank in the peerage by merit and appointed field marshal in the armies of eight countries – Wellington held the office of Warden of the Cinque Ports, the ancient first-line land defenses against European invaders. It was at Walmer Castle, Kent, his official residence, that the great man died quietly in his sleep on 14 September 1852. Queen Victoria, then at Balmoral, received the news with great dismay and genuine grief. 'For his country', she wrote in her journal, 'and for us his loss is irreparable! He was the GREATEST man this country has ever produced and the most devoted and loyal subject, and the staunchest supporter the Crown has ever had!'

It is reputed that an immediate discussion about a national memorial for the Duke took place between Queen Victoria, Prince Albert and Edward Geoffrey Stanley, Lord Derby, the prime minister of the day, who happened to be visiting the castle.

The fervour to set up national and local institution of every kind was among the most significant features of Victorian Britain. The foundation, therefore, of a college with a name of the famous Duke of Wellington seemed an intuitive response. Thus, was born the idea of Wellington College.





OUR HERITAGE

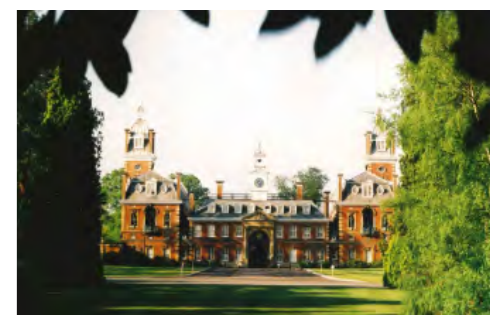
Wellington College in the UK was founded by Queen Victoria in 1859 as the national monument to Britain's greatest military figure, the Duke of Wellington, who also served the country with distinction twice as Prime Minister. Queen Victoria herself remarked that the Duke of Wellington was 'the GREATEST man this country has ever produced'. Thus the story of Wellington College began and 159 years later the College is one of the most respected schools in the United Kingdom and beyond. In the past decade alone, this vibrant and popular co-educational school has reached new heights by maximizing the potential of thousands of pupils who, on leaving the College, go on to become Old Wellingtonians or (OWs) – each a fervent supporter of the college.

The extraordinary red brick buildings (architect, John Shaw), built to impose by the grandest of scale and set on the bleakest of moorland and bog in southern England, provided little comfort and life was harsh for the first few generations.

As a 'Royal and Religious Foundation', the pioneering first Master, Edward White Benson (later Archbishop of Canterbury), firmly grasped the fledgling college. The educational regime was strongly imposed, discipline was tight, religious precepts and practices were established as daily reminders of sin and error. The boys were boisterous, not easily tamed and quickly built up 'the Wellington spirit' with strong loyalties in their Dormitories and Houses, which were mostly named after Wellington's generals. Sport was introduced early, from cross-country running (instituted by the redoubtable Revd. Charles Kingsley) to rugby football, swimming in the lake and, later, cricket, athletics and hockey.

College grew in prestige and numbers (470 in 1900, 610 in 1950, and 800 in 2000). Sport developed to embrace many more activities. Culturally, the College developed and became a more humane place, by then, 'The Wellington College' was always at the heart of the nation. The Royal Family took a great interest in its progress and, like the Duke, very many Old Wellingtonians dedicated themselves to the public service. Jonty Driver, 11th Master, brought an international position to Wellington. New buildings and a softening of the old quads was apparent, continued by Hugh Monro.

The past decade brought dramatic change. Full co-education was been achieved. Every aspect of life was accelerated. Educational achievements now exceed all previous standards, to be fit for today's international university entrance, with the widest choice of studies ever offered. Sport, cultural activities, social life and self-inquiry have burgeoned, as have the pressures of life mirroring those of today's world. Wellington is now more than a College. It is an educational, sporting, social and cultural centre in the South-East of England and has expanded to embrace international events, such as The Round Square Conference in 2011 attended by Her Majesty, the Queen, and a thousand pupils and staff from some twenty different countries. As our much loved Royal Visitor, Her Majesty had attended two years earlier to mark the 150 years celebrations in 2009, surely as memorable as those of fifty, and a hundred, years before.





September 2009 Wellington College International Tianjin Ground-breaking Ceremony



September 2010 HRH Prince Andrew unveiled a plaque for Wellington College in Tianjin



February 2013 Shanghai Lujiazui Group and Wellington College UK Strategic Partnership Signing Ceremony



October 2015 New Bund Wellington College Bilingual Education Framework Agreement Signing Ceremony



December 2009 Ms Joy Qiao, Chair of Governors, Wellington College China, showed Her Majesty Queen Elizabeth II a model of Wellington College International Tianjin during the celebration marking Wellington College's 150th anniversary



February 2016 Grand opening of Wellington College Bilingual Shanghai



September 2010 HRH Prince Andrew (Duke of York) announced he would be delighted to become Visitor to Wellington College International Tianjin. Her Majesty the Queen enjoys a similar role for Wellington College in UK.



November 2012 Wellington College International Shanghai Ground-breaking Ceremony



April 2016 Wellington College in Shanghai welcomed Peter Mallinson, Chair of Governors, Wellington College, for his inaugural visit to the College



July 2016 Joy Qiao, Chair of Governors, Wellington College China meets with the 9th Duke of Wellington



September 2016 Anna Shotbolt, First Secretary and Head of Education and Skills, Department for International Trade at the British Embassy in Beijing visited Wellington College International Shanghai



November 2016 Mr. Weng Zu Liang, Party Secretary of Commission of Pudong New District meets with Wellington College China Governors



January 2017 The Launch Ceremony of Strategic Education Partnership of Wellington College Bilingual Hangzhou and China, Xiaoshan Science & Technology Polis



August 2017 Wellington College Bilingual Tianjin Opening Ceremony



August 2013 Wellington College International Tianjin officially became an International Baccalaureate member school



August 2013 Wellington College International Tianjin joined the International Schools Conference of Tianjin



August 2014 Wellington College International Tianjin adopted the International Primary Curriculum



WELLINGTON COLLEGE BILINGUAL TIANJIN
天津惠灵顿国际课程中心

July 2014 Founding of Wellington College Bilingual Sixth Form



August 2015 Wellington College International Shanghai officially became an International Baccalaureate member school



August 2015 Wellington College International Shanghai adopted the International Primary Curriculum in Year 1 to Year 4



September 2015 Wellington College International Tianjin formally enrolled in the Duke of Edinburgh Award Programme



August 2016 Wellington College International Shanghai formally enrolled in the Duke of Edinburgh Award Programme and is an International Award Centre (IAC)



August 2016 Wellington College International Shanghai officially became a member of the Council of British International Schools (COBIS)



EAGLE HOUSE

A short walk, through woodland from Wellington College in the UK, is Eagle House School. Founded in 1820, it has been owned by Wellington since 1968, and educates boys and girls up to the age of 13. Many, though not all, of its pupils go on to Wellington College. The 'Learning for Life' and 'Golden Eagle' programmes at Eagle House naturally dovetail into the Wellington identity and values, and there are regular joint staff and pupil events. Recently, a long-standing Housemaster at Wellington was appointed as a Deputy Head at Eagle House, demonstrating the closeness of the two schools. Sport and creative and performing arts play a key role at Eagle House, which, as at Wellington College, have earned a very strong reputation.



WELLINGTON PRIMARY ACADEMY

Wellington Primary is a new purpose-built primary school based within the new housing development in NEQ (North East Quadrant) Tidworth. The school opened in September 2014 as part of the Wellington Family for pupils from Nursery through to Year 6. The ambition for Wellington Primary is the same ambition as for all schools in the Wellington Family: to provide an outstanding education for all its pupils. At Wellington Primary, pupils learn how to work hard and study well, to be good and do good, setting them up for a future of success and wellbeing whatever they choose to do in their lives.



THE WELLINGTON ACADEMY

The UK government set up the sponsored Academies Programme to boost investment in state education in areas that had previously struggled to provide their communities with thriving schools. The aim of academies is to transform education and life chances for such communities.

Wellington College was the first private school to become a sponsor, with a generous £2 million donation from a parent and governor; and this triggered the further £30 million investment required for the brand new campus. The Wellington Academy opened in Ludgershall, Wiltshire in 2009, an area with a significant proportion of military families which makes its connection with Wellington, and the strongly military basis of its foundation, all the more meaningful.

In its time of operation, it has already seen a spectacular rise in the academic results.

There are strong links between the two schools, with extensive staff cooperation and collaborative projects between pupils.

THE WELLINGTON COLLEGE FAMILY

In 2009, Wellington College began the journey of taking its education, philosophy, and ethos beyond the shores of the United Kingdom. Since then, Wellington College schools in Tianjin and Shanghai offer pupils a world class holistic education that instils the Wellington Identity. Pupils learn and develop in the very best in purpose-built educational facilities. Both colleges have established an excellent reputation for academic excellence.

The Wellington Family continues to grow and fulfil the Wellington College China dictum:

A PROUD TRADITION. EDUCATING FOR THE FUTURE.



WELLINGTON COLLEGE INTERNATIONAL BANGKOK

Wellington College International Bangkok is an international school that brings the best of British education with a strong emphasis on the Wellington College Identity and values to a Thai context.

Currently under construction, in August 2018, it will open its doors for the first-time to boys and girls aged 2-11 years old (Pre-Nursery to Year 6) and will follow with Years 7-13 in the Secondary School thereafter.

In becoming the most inspirational education provider in Thailand, Wellington College International Bangkok is actively building upon the long and successful history of Wellington College, regarded as one of the top co-educational schools in the UK, with a reputation centred on excellence, both in provision and achievement. Wellington College International Bangkok works in close collaboration with Wellington College in England, and Wellington College China family of schools in Shanghai, Tianjin and Hangzhou, to build a school which truly reflects the Wellington ethos.

MESSAGE FROM JULIAN JEFFREY THE MASTER OF WELINGTON COLLEGE INTERNATIONAL TIANJIN



It is sometimes difficult to do justice to the full scale of the developments in a busy year in a school such as ours; there is just too much going on to fit into a short introduction to Wellington College International here in Tianjin. I think back to the 30 concerts, productions and performances; 90 sports' fixtures with other schools and 34 school trips our pupils have enjoyed this year. These are opportunities to grow and learn, helping to shape our pupils into a shared vision of a Wellington identity – independent, confident young minds, keen to engage with others around them and striving to be the best they can be. Pupils have been challenged to develop skills in public speaking and to raise their awareness of the world around them. We now have regular WellingTENS on the calendar, MUN and World Scholar's Cup trips across the world, service learning exercises through the Duke of Edinburgh International Award scheme, leadership opportunities with the Global Social Leaders' events both here in Tianjin and in Wellington College. Junior School children have found new ways to be independent, confident learners through their IPC projects and some memorable Assembly performances. Our new Head of College, Celia, and her team of prefects have been hard at work, listening to pupils across the school and developing programmes for greater pupil engagement with the development of the whole school.

In terms of the physical nature of the school, it too has undergone very significant improvements over the past

year. We continue to prioritise the safety and wellbeing of community, and the development of our safeguarding policies and procedures, allied to the enhanced security checks, mean that our pupils have never been safer in school. The sports facilities, already upgraded this year in the Sports Centre and swimming pool with new air and water filtration installations, boast a new artificial turf pitch laid over the summer, as well as redevelopment of the conditioning gym and the floor of the Sports Centre. The interior of the main school buildings has had extensive redecoration work, designed to make the school more colourful and attractive, and in the classrooms, major investment in IT provision will see new laptops, iPads and interactive screens introduced.

It is perhaps unfair to focus too much on specific events from the past year, but I cannot help but draw particular attention to the successes of the Music and Drama departments this year. The quality of music and performing arts at Wellington College International Tianjin has been a consistent strength of the school, and our productions of *The Caucasian Chalk Circle*, in the Michaelmas Term, and *Calamity Jane* in March, were wonderful examples of pupil-staff collaborations. Allied to the seasonal concerts in Autumn and Spring, as well as the celebrations of Christmas across the school, these represent another highly successful year for the school.

MESSAGE FROM GERARD MACMAHON THE EXECUTIVE MASTER OF WELINGTON COLLEGE SHANGHAI



Wellington is thriving in Shanghai; within a year there will be more Wellingtonians in the city than in Berkshire. In August 2017, we had almost a thousand pupils in the international school, which is growing rapidly, and nearly 300 in the bilingual Early Years Centre, which is full. 2018 will be a landmark year for Wellington Shanghai, when both our new bilingual college, including primary and junior high schools, and our new nursery, will open in state-of-the-art buildings.

In 2017, Wellington College International Shanghai pupils have enjoyed ski trips to South Korea, scuba diving in the Philippines, expeditions to Beijing, Inner Mongolia, Qinghai, Dianshan, and Sanshan Island, success in the World Scholars Cup at Yale University and in Hanoi, biology and geography in Borneo, and history in Tokyo. Our hockey and rugby tour to England included fixtures at Eagle House and a visit to Wellington. Swimmers have competed with success in Thailand, Brunei and our footballers in Singapore and Phuket.

The Chinese New Year shows in January were exciting celebrations of our Chinese culture, our international food fair in October featured the food, anthems, costumes and flags of more than forty countries represented in the international school.

On stage highlights have included the sixth form's Richard II, the whole-school musical, Annie Jr, and the school year finished with a splurge in the Prep school production of Bugsy Malone.

In the summer, the first group of IB pupils left for universities all over the world. Their academic achievements were world-class, with all but one pupil exceeding the global IB average and our scholars averaging over 41 points. For the second year, two-thirds of IGCSE grades were As or A*s.

Wellington College Bilingual Shanghai Early Years Centre held its first major performance in January. The Chinese New Year celebrations were marked by vibrant stage performances from the children in each year group. The Early Years Centre celebrated its first birthday in February. Other highlights were events marking 100 days of friendship, World Thinking Day, Earth Day, World Environment Day and World Book Day, and a festival of art.

The bilingual Early Years Centre has already developed a community spirit that was particularly evident in our annual family picnic and in our carnival, which brought together families from across Shanghai for a day of fun, entertainment and happiness.

MESSAGE FROM PAUL ROGERS THE FOUNDING EXECUTIVE MASTER OF WELLINGTON COLLEGE HANGZHOU



Wellington College Bilingual Hangzhou is an educational partnership between Wellington College UK and the China Xiaoshan Science and Technology Polis. Aimed at bringing world-class Wellington education to Chinese families in Hangzhou and surrounding regions, Wellington College Bilingual Hangzhou will cater for children aged 2 through 18, helping them to achieve a brighter future.

Opening in August 2018, Wellington College Bilingual Hangzhou is one of the newest schools in the Wellington College China family, as well as the second bilingual school in the group. Supported by a purpose-built state-of-the-art campus, pupils will have access to the best of the Wellington College educational experience, both academic and extra-curricular.

2017 was of course not only a year of preparation for the grand opening in August 2018, but was also full of important events that provided significant milestones in Wellington College Bilingual Hangzhou's journey.

In January 2017 we held our official Launching Ceremony for the school at The Intercontinental Hotel in Hangzhou, where I was delighted to be joined by esteemed guests including the Consul General of British Consulate in Shanghai; Ms Felicity Kirk, Governor of Wellington College; Mr Sheng Yuechun, Secretary of CPC Xiaoshan District Committee; Ms Joy Qiao, Chair of Governors of Wellington College China and Ms Helen Kavanagh, Deputy Chair of Governors of Wellington College China and International Business Director of Wellington College. The event proved to be extremely well-received and began our year on an excellent note.

From August 2017, many of the official Hangzhou founding staff were enrolled, including an experienced team of Heads for each phase of the school. At the same time, the team at Wellington College Bilingual Hangzhou has held multiple and extremely successful Meet the Master sessions that have provided much insightful information for potential parents.

Needless to say, this ongoing positive feedback also heavily encouraged us in our very first contributions to Wellington College's Festival of Education. This was hugely successful and held in October shortly before myself and a group of the team were privileged to be able to visit Wellington College in England to take part in various meetings, meet staff there and generally soak up the atmosphere and be clearer ourselves on what makes Wellington College so very special.

The year was rounded off in December by a trip to the Wellington College International Shanghai musical performance of 'The Sound of Music' by prospective Wellington College families in Hangzhou and Wellington College Bilingual Hangzhou staff. This community building activity allowed prospective Wellington College families in Hangzhou to get a feel for what it is like to be a part of the Wellington College Community and to cement our relationships with them. December also saw the introduction of thematic parent information sessions, where the academic team took the opportunity to provide deeper insights into their respective areas of expertise.

In all, 2017 was a very stimulating year, and we look forward to continuing this momentum as we build toward the official opening of Wellington College Bilingual Hangzhou in August 2018.

INTRODUCING THE FOUNDING TEAM OF WELLINGTON COLLEGE BILINGUAL SHANGHAI



Gerard MacMahon
Executive Master
Wellington College Shanghai

Gerard MacMahon has been appointed Executive Master for Wellington College Shanghai after twelve years as a school principal in England and the Middle East and one year as the Master of Wellington College International Shanghai. He will be leading both the International and Bilingual schools of Wellington College in Shanghai.

In 2004 he was appointed head teacher of Sheldon School in Chippenham, Wiltshire. In 2008, Sheldon was judged outstanding in all 38 inspection categories by Ofsted. Gerard was made a National Leader of Education in 2010, and Sheldon was identified as one of the top 100 schools in England when becoming a Teaching School in 2011.

Gerard was born in Dublin (something he has in common with the Duke of Wellington) and raised in Bristol. He graduated in economics from the London School of Economics and trained as a teacher at UCL's Institute of Education. He was the founding head of sixth form at Balcarras School, Cheltenham. He moved to Qatar in 2012 to be headmaster of Al Khor International School, one of the world's largest international schools with over 4,000 students. In both 2016 and 2017, Gerard was named one of the ten most influential international school heads in China.



Vanessa Szucs-Hussain
Head of Early Years
Wellington College Bilingual Shanghai

Graduating from Edinburgh with a BSc in podiatric medicine, Vanessa practiced biomechanics and paediatrics for the National Health Service in the North East of England. During this time, Vanessa studied for a PGCE and following her appointment as lecturer at Durham School of Podiatric Medicine moved in to an academic role teaching honours degree students in the field of human growth, development and paediatric disorders. Holding a strong desire to see personal and professional growth, Vanessa led a team of academics to write the first foundation degree for assistant practitioners in podiatry (UK).

After 15 years in Higher Education, Vanessa relocated with her family to Abu Dhabi, UAE where she retrained in Early Years education and management of Early Years settings. After five years in the UAE, Vanessa moved further East to be an active part in the changing educational landscape within China. The opportunity to afford children an inspiring and current early years education underpins her motivation whilst bringing teams of like-minded practitioners together to provide excellence in early years' education forms the underpinning ethos of her work. Wellington College Bilingual Shanghai (early years) holds shared values and vision at the very heart of its culture and this, to date is Vanessa's greatest achievement.



Yuki Gong
Deputy Head of Early Years
Wellington College Bilingual Shanghai

After graduating from Fudan University law school and completing a degree in Chinese language and literature at East China Normal University, Yuki Gong became involved in early childhood education. With six years in public kindergarten, five years in bilingual kindergarten and nine years in international schools, she gathered a wealth of experience through twenty years' teaching practice, as well as a solid knowledge of Eastern and Western education philosophies. She uses her expertise to lead the teaching practice at Wellington College Bilingual Shanghai, aiming to provide personalised and holistic education for every pupil.

Yuki's experience in leadership has resulted in the ability to create a safe, fun and enabling learning environment where the awareness of responsibility and autonomy is stimulated among teachers and pupils. She believes that building mutual trust and respect between pupils, parents and colleagues is at the heart of an inspiring early childhood provision. Only by promoting playing and exploring, active learning, creativity and critical thinking can we support our children to grow up to become effective learners.



Stella Zhou
Chinese Principal
Wellington College Bilingual Shanghai

Stella graduated from East China Normal University with a bachelor's degree in Chinese language and literature and a master's degree in education.

Prior to joining Wellington, Stella has enjoyed more than 10 years teaching experience in YCIS-Shanghai as a Chinese teacher and a class co-teacher, working closely with international teachers. Stella has also worked with her colleagues to develop an online tool for teaching Chinese as an additional language, and has compiled textbooks and workbooks for publication. In 2014, Stella was appointed as the founding Chinese principal of a bilingual school established by Yew Chung Education Foundation. Together with the expatriate principal, Stella led the founding academic team to explore and implement a bilingual curriculum for Chinese pupils.

Stella is a passionate educator who is deeply aligned to the philosophy and ethos of Wellington College in providing a truly holistic education that also delivers excellent exam results. She hopes to bring all her experience to Wellington and is keen to establish a world class bilingual school in China, which will bring quality bilingual education for more Chinese families.

Away from work, Stella enjoys traveling and when she does have a break, she pursues her lifetime goal of developing her appreciation of music.



Laura Ge
Head of Junior High
Wellington College Bilingual Shanghai

Laura graduated from Dalian University of Foreign Languages, majoring in English language and literature. Early in her teaching career, she taught English at Shandong University, one of the top universities in China. She was elected as the 'Young Backbone Teacher' for her creative problem solving and tireless work ethic. She has been devoted to international education for over ten years.

Laura joined Yew Chung International School of Shanghai in 2008. Since then, she successfully held the posts of Chinese language teacher, Chinese studies subject leader and Chinese year group coordinator. In 2015 she worked as a founding member of the leadership team at Yew Wah International Education School, a bilingual sister school founded by Yew Chung Education Foundation. Laura was a key contributor in the process of setting up the primary and secondary curriculum and other managerial processes. Laura believes that the goal of education is to motivate pupils to be lifelong learners and help them become the very best young adults they can be.

Outside of work, Laura has a wide range of interests, including music, travelling and reading.



Paul Jackson-Read
Head of Primary
Wellington College Bilingual Shanghai

Born in Kingston-Upon Thames, England, Paul started his professional career as a property surveyor working for NatWest bank and London Regional Transport. He discovered a passion for teaching while working as an EFL teacher in Japan and returned to England to train as a primary school teacher at Birmingham City University, graduating in 1996. Paul secured his first deputy headship within eighteen months of qualifying as a teacher and attained the National Professional Qualification for Headship in 2007. He has successfully led improvement at three

consecutive primary schools in the county of Worcestershire, United Kingdom.

Paul joined Great Malvern Primary School, Worcestershire in 2009, leading a successful period of change and development which saw the school move upwards from a 'failing' category to 'good'. During his tenure, the school excelled at sport securing a National Primary School Gold Level award. Paul also demonstrated his internationalism by forging links with a school in Tanzania, Japan and six schools across Europe.

Paul's hobbies include travelling and history. Both Paul and his family have travelled widely, visiting Japan, India and South-East Asia, Africa, North America and Europe. Paul is now looking forward to exploring China and its near neighbours.



Maggie Zhou
Deputy head of Primary
Wellington College Bilingual Shanghai

Maggie Zhou graduated from East China Normal University with a BA and MA.

She has over 20 years' experience in teaching and school management. Prior to joining Wellington College Bilingual Shanghai, Maggie worked in Shanghai as the Head of International Education Department of Shengda Garden Primary School. Her passion in exploring Eastern and Western cultures inspired her to develop the best bilingual curriculum for Chinese pupils by combining the strength of Chinese compulsory education and the concepts of collaboration and investigation promoted in Western education philosophies. She genuinely looks forward to working with the talented Wellington team of local and expatriate educators to establish a world-leading bilingual school in China.

INTRODUCING THE FOUNDING TEAM OF WELLINGTON COLLEGE BILINGUAL HANGZHOU



Paul Rogers
Founding Executive Master
Wellington College Bilingual Hangzhou

Paul Rogers, Executive Master of Wellington College Bilingual Hangzhou, has worked as Founding Principal at Taylor's International School Puchong, Malaysia for the past three years where he has helped oversee the preparation, launch and successful establishment of the school. Enrolment is currently at over 1,300 pupils and rising.

Prior to working in Malaysia, Paul established, as Headmaster and Member of the Board, the first 'Article One' Bilingual International School in Makuhari, Japan where he worked for six years. Makuhari International School grew to full capacity during his time there and was a model for other similar schools to be established over the following years.

Paul trained as a teacher at La Saint Union College of Further Education in Southampton UK, specialising in Music, after which he obtained the National Professional Qualification for Headship from the Leadership College as well as becoming an Associate of the Royal College of Music – focusing on piano and cello. Prior to training to become a teacher he studied music at Hull University.

When not working, Paul is passionate about football and will happily watch all and any English Premier League match taking place. He also likes cooking, immersing himself in different cultures as well as travelling.



Jacqueline Speer
Head of Early Years
Wellington College Bilingual Hangzhou

When she was younger, Jacqueline thought kindergarten was a time of joy and possibilities. As an adult she has built upon these early understandings through 18 years of advocating for meaningful, high quality education for young children both at home in Australia and China. This global platform enabled Jacqueline to gain an understanding of international-mindedness, and the importance of developing this in young learners.

Jacqueline is particularly interested in innovative, research based pedagogy, which was the focus of both her Bachelor and Masters of Early Childhood degree. Jacqueline passionately believes children learn at their best from an authentically responsive curriculum that validates their interests as worthy of investigation.

When Jacqueline is not working - supporting her daughters - or caring for animals, you can probably find her cooking. She enjoys using ingredients from all over the world in her passion for trying and tasting new cuisines. The most important part of cooking to her is its collaborative nature, with lots of fond memories of baking with her grandmother, mother and sisters.



Sharon Wan
Deputy Head of Early Years
Wellington College Bilingual Hangzhou

Sharon Wan holds a Master's degree in Educational Studies and a Bachelor of Science from East China Normal University. Her academic background has been enriched by 17 years of working with young children at international schools in Shanghai, which has given Sharon an in-depth insight into bilingual education. She treasures working with teachers from different parts of the world and appreciates the diversity of cultures. Prior to working in Wellington College Bilingual Hangzhou Nursery, Sharon spent one year as a Grade 1 Math teacher in a bilingual school in Shanghai.

Sharon believes that education for young children is about listening, facilitating and extending their interests. Passionate about creating a stimulating learning environment, Sharon arranges the classroom in a way that encourages problem solving, encouraging children to become active participators in their learning.



Shen Guoqiang
Head of Junior High
Wellington College Bilingual Hangzhou

Mr Shen Guoqiang is currently the head of junior high at Wellington College Bilingual Hangzhou. He is originally from Hangzhou and has been devoted to junior high school education in Hangzhou for 27 years, working as an English teacher, English language teaching researcher, teacher trainer and vice principal. Before joining Wellington College in Hangzhou, he has worked at Hangzhou Jianlan Middle School for 4 years as vice principal. His research interests and expertise involve bilingual education, curriculum design and development, teacher training, TESL teaching, cross-cultural communication, and study abroad planning.

Mr. Shen believes that a strong curriculum is like a track leading pupil's growth and development. In a bilingual environment, with highly qualified and professional local and native English teachers working together in small classes, we can not only successfully transform our pupils' cross-cultural communication skills and improve their second language acquisition. We can also promote interdisciplinary interaction and knowledge integration, and help our pupils achieve well-rounded development and personal growth.



Jonathan Mills
Head of Primary
Wellington College Bilingual Hangzhou

After graduating from Kingston Polytechnic (Kingston University London) with a degree in Chemistry, Jonathan Mills first worked in the Chemical industry then gained a commission as an Officer in The Royal Air Force before embarking on a career in teaching.

Prior to joining Wellington College Bilingual Hangzhou, Jonathan spent four years as principal of an international school in Yiwu city, Zhejiang province China. Before coming to China Jonathan was Deputy Head of Great Ballard Preparatory school in West Sussex.

Jonathan has specialised in teaching Science, but has also taught Maths and Geography at KS3, coached rugby and cricket and been a head of boarding.

Jonathan is determined to ensure that every child that attends Wellington College Bilingual Hangzhou is challenged to be their best every day, that they enjoy their learning and become real Wellingtonians; striving to have a positive impact on the world and maximising their potential.



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