

Wellington TODAY 2019



WELLINGTON COLLEGE
CHINA
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FROM
JOY QIAO
FOUNDER AND CHAIR
OF GOVERNORS
WELLINGTON COLLEGE
CHINA AND HUILI
EDUCATION GROUP



2018 is a special year for Wellington College China. What started as an idea exactly 10 years ago has now turned into one of the most reputable international education providers in China. This year we also announced the founding of the Huili Education Group, whose mission is to provide the best English-Chinese bilingual education in the world. The Huili schools and nurseries in Shanghai and Hangzhou opened their doors in August and welcomed our first cohort of more than 1000 Huili pupils.

Our Wellington College international schools cater for expatriate pupils, teaching an international curriculum in English. The Huili schools are designed to meet the needs of Chinese pupils, delivering the Chinese national curriculum. Lessons are taught in both English and Chinese, using the most progressive pedagogy consistent with the Wellington way. All of these schools are supported by the Wellington College China Central Office, which sets consistent standards, manages the recruitment of school leaders and facilitates exchanges and collaboration across the schools.

There are distinct differences between the Wellington and Huili schools but more importantly, clear similarities: our Values, Identities, commitment to the whole child and the quality of teaching staff. We take pride in being an organisation that attracts the best British and Chinese educators, who are fully integrated, have respect for each other and accommodate their differences with open minds and no shortage of professional curiosity.

We hope all our pupils, while taking pride in their national identity, will grow up to become global citizens. That means they will have fluency in multiple languages and the ability to communicate across different cultures, they will seek to understand multiple perspectives and respect the differences they encounter, and they will develop the skills to lead within a diverse cultural context.

Looking at today's world and its many challenges, I can't help but feel this is perhaps the most meaningful career I can dedicate myself to.

We are embarking on an exciting new journey together.

FROM
HELEN KAVANAGH
CHIEF EXECUTIVE OFFICER
AND GOVERNOR
WELLINGTON COLLEGE
CHINA



2018 was an incredibly busy year for Wellington College China as we saw the opening of three new buildings in two cities. Huili Nursery Shanghai waved a sad farewell to their previous home, but then fully embraced their modern, new building, with its large spaces- inside and out of the classroom- that enables the pupils to fully access the best educational practice for children of their age. In Hangzhou, two new schools opened: Huili School Hangzhou and Wellington College International Hangzhou- both set in the same education park, with excellent access to the city and the airport. These buildings are magnificent and very much appreciated by the excellent founding staff team. Credit must go to a whole host of people who ensured that these new campuses opened on time with a full complement of children.

We now have the pleasure of educating 3,000 pupils across Tianjin, Shanghai and Hangzhou. The talents of our pupils, the commitment of our families and the dedication of our work force is second to none. Tianjin staged, amongst other things, the first ever school showing of *Les Misérables* in China. Wellington College Shanghai demonstrated outstanding academic success in just its fourth year of operation. There were various festivals and events – each successful in their own right, and covering a diverse range of topics. But the best thing about the Wellington College China group is that we are never satisfied: our culture is one of striving to achieve more – in all fields. The newly formed Huili Education Group is fully committed to research and development activities which will keep Wellington College China at the cutting edge of education provision, whilst also supporting educational development in China. So, though we look back and celebrate a range of achievements, we also look forward to fulfilling greater ambitions in the future.



TEACHING AND LEARNING IN THE UK AND CHINA: Bringing the Best of Both Systems to Life at Huili

Dr Ahmed Hussain, Senior Director of Academics, Wellington College China

Education in China has a long and deep history, originating before the time of Confucius. This long journey has established an education system that is renowned for quality, rigour and equity. A child's educational experience culminates in the famed Gao Kao that determines their university destination. The process generates pupils with a very strong foundation in the core subjects of Chinese, mathematics, science and increasingly English. This is recognised through international assessments such as the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). The outcomes for pupils in Shanghai, for example, have for many years exceeded those of other nations. Indeed, education in China now serves as a model for school systems around the world.

Education across the world, however, is changing due to technological, economic and social transformations. The landscape in China is not static. Policy makers and education leaders are seeking to implement reforms to reflect these changes; this includes promoting a broader curriculum experience through a renewed focus on the arts and physical development. There are also developments that encourage creativity and critical thinking through project-based learning in high schools. This is reflected in the comprehensive professional development that supports the Chinese education system.

Nevertheless, parents in China increasingly seek an alternative educational experience for their children. An education that is child-centred, holistic, bilingual and one which also provides access to international universities. This appetite for an alternative education has fuelled the rapid increase of Chinese private schools that offer a more international educational experience. The most popular reference point for these schools is the education system from the United Kingdom. The reason for the relative success of UK branded schools becoming established in China could be because education in England, Wales and Northern Ireland has a strong reputation for being holistic and child-centred, especially independent school education. In England, teachers are trained and schools held to account for the performance of each and every child and not just the cohort. The education itself is holistic, not simply by the many subject options available to pupils as part of the core curriculum, but also due to the commitment to co-curricular opportunities. This is most evident in the independent school model. Moreover, education in England is recognised for its rigour and for the qualifications it affords which are valued across the globe.

Huili Education seeks to bring together the best of both Chinese and British education systems in an intellectual way. To achieve this, the Huili Education Institute of Learning has been founded to support the Wellington College China and Huili Education schools in becoming the leaders in the cities in which they serve pupils, perhaps the leaders in China and potentially across the globe. To realise this aim, it is essential that the group is progressive and innovative.

All schools and school groups draw on best practices, guidance and policy from external sources. For instance, research conducted in universities informs policy or initiatives that, in turn, drive development and improvement in schools. This is sufficient to create great schools, but not sufficient to be the leader. At Wellington College China and Huili Education it is our intention to move away from being informed by research, initiatives and best practice from institutions in other parts of the world. Instead our aim is to be the **generators** of research, initiative and contextual best practice. This direction has been set because of the following:

- **much of the research that informs policy and practice is not conducted in a comparable context to bilingual or international school education**
- **policy and practice must to be contextualised before it can have an impact on learning and teaching**

Moreover, if sufficient high-quality research content is generated, this could influence policy makers and universities to engage with research that is contextually appropriate. This challenge has been embraced fully across the Wellington College China and Huili Education group of schools and we are fully engaged in research that include the following areas:

- **Comparative analysis of leadership in Chinese and international schools**
- **The impact of pedagogical approach on pupil engagement; drawing on the application of AI technology**
- **Language acquisition in a range of bilingual models**
- **Exploration of how reasoning and problem solving can be developed through a bilingual mathematics programme**
- **Strategies to support pupils with special educational needs in learning Chinese**
- **The impact of a specific focus on wellbeing and involvement on pupil learning and development**

To strengthen research work undertaken, the Institute of Learning has established a strategic partnership with Durham University, the leader in the UK for education, along with working alongside prominent universities in China.

Importantly, the outcome from these research projects will have a powerful influence on the strategic development of the schools and what is understood about education in the international and bilingual context of China. The educators undertaking the research projects will present their findings at conferences in China and beyond. The strongest research projects will be published in a journal developed specifically for research conducted by school-based educators and reviewed by professors at the school of education, Durham University.

School-based research methodology has been taken beyond the Wellington College and Huili family of schools and is now being led in Europe and the Middle East along with East Asia. Together, the Institute of Learning is aiming to create a research movement designed to strengthen education in China and across the world. This may prove to be the progressive and innovative approach needed to be the leader in a competitive market and help realise the aim of most effectively bringing together the best of Chinese and British education systems.



WHY DO WE DEVELOP BILINGUAL LEARNERS?

Simon Ruscoe-Price, Director of Academics (English), Wellington College China

The mastery of a language is a lifelong quest of discovery. It requires an intellectual engagement, dedication and resilience and opens new horizons as the learner can experience new cultures. Furthermore with the information and technical ability of the 21st Century, proficiency in more than one language allows us to engage with others over time and space. The language learning process is intellectually stimulating, it breaks down cultural barriers; it enables us to share universal values and to develop a more comprehensive perspective of the world. In cities such as Shanghai, Tianjin and Hangzhou in 2018, there is a complex linguistic landscape. We cannot ignore that we live in a world where more than half of the world's population speak two or more languages in everyday life. In 2009 Ethnologue reported that close to three-quarters of the world's population speak more than one language from some almost seven thousand distinct languages or dialects.

The extent of the skills proficiency and as to which these languages are more widely used varies somewhat and is due to specific requirement and usage. It is estimated that by the end of the 21st Century the number of distinct languages or dialects which existed in 2009 will have halved in number. A strong influence on this decline could be attributed to technological advances that facilitate instant communication with anyone who has access to the internet. Languages like English, Chinese, Spanish, Hindi, French and Portuguese among others hold a prominent position as the leading languages of communication by 21st Century global citizens.

English has been embraced as the standard means of communication for speakers of different first languages, and Chinese is the most widely spoken language with over 1.5 billion users.

“English is the most widely used ‘second’ and ‘learning’ language in the world used for international communication in various fields like aviation, business, internet, science and technology to name only some.”

Source: http://www.nationsonline.org/onetworld/most_spoken_languages.html



In Huili schools, we aim to equip young people to have the knowledge, skills and understanding to use Chinese and English with equal fluency and to demonstrate in-depth understanding commensurate with their peers across all areas of learning. Our pedagogical approach allows for holistic language development where language is a golden thread that allows for effective communication; so that learners can share their thinking in a low-anxiety yet intellectually challenging environment. We recognise that the journey to bilingualism will be a different experience for each pupil as the context of their prior language exposure will be different in both Chinese and English. However, we will equip them with the knowledge, skills and understanding to have a language proficiency that is equal to or better than a monolingual speaker.

If we consider the learning of English as an example, a child will progress from being new to English where he is familiarising himself with the routines and actions of his peers. He can access and give fundamental information linked to what he can see, hear and experience. The child will build a basic vocabulary focused on the world around him and with time will begin to develop confidence as he listens to the language and mimics what he hears. He then starts to recognise structure, intonation and develops an

awareness of the function of the words, sounds and gestures that make up the English language. This process of early acquisition can take two to three years and is the foundation upon which all language learning builds. At this stage, it is essential for the learner to listen to and mimic the language and to build a robust basic vocabulary of familiar objects and concepts.

The next crucially important phase in the language journey is when the child is developing competence, typically after two or three years, at this stage, the child can understand others and can ask for clarity when unsure. He can extend his repertoire to draw upon a broader range of vocabulary; he can recognise past, present and future time references and begins to contribute to classroom discussions communicating meaning, including more complex ideas and concepts with accuracy. It is crucial at this stage for the learner to have the confidence to take risks and show resilience to adapt and hone the language process. Language learners at this phase must be encouraged to explore and explain and question. It is vital for them to discuss how and why the language skills applied are central to internalise the grammatical rules and structure.

The next stage in the journey towards mastery in English is fluency. At this stage, the pupil can link the language to exploring abstract ideas through English, applying knowledge, skills and understanding from academic school subjects and to problem solve using English. The learner is confident and can use English independently to reflect and study in depth. I remember this stage distinctly from my bilingual learning journey to fluency, and it was when my inner thoughts could suddenly be in the language of my choosing. I suddenly realised that I was thinking in another language. My language skills at the time were by no means perfect, but I had made a significant leap and was able to access higher level and deeper learning through the second language.

The Wellington College China and Huili model of planned and purposeful language accelerates and supports a child through the phases of language acquisition from basic inter-communicative utterances to cognitive academic proficiency that will allow them to debate, to solve problems creatively and access and excel the highest educational level in either Chinese or English.

Our understanding of the benefits of bilingualism is underpinned by research findings using both behavioural, and neuroimaging methods to examine the effects of bilingualism on cognition. The research has proven that on average bilinguals outperform monolinguals academically and have better brain plasticity and, in a concept, known as 'cognitive reserve' are shown to have a slower cognitive decline in later life. The recent research findings are poles apart from the once commonly held misconception that learning in two languages could be confusing and limiting.

At Huili and Wellington College China we recognise that the language learning process takes time to become embedded as a learner. We are also committed to providing the best possible educational opportunities for our pupils drawing on the soundest pedagogical practices from the East and the West, using the high-grade resources and technology so that our learners can be the best they can be.

The language learning journey starts from understanding the child's level of development, identifying the next achievable step and inspiring them through engaging learning opportunities across the two languages and disciplines in meaningful contexts. We empower each child to think deeply and apply subject skills alongside language development. Over five to seven years pupils will progress and acquire the vocabulary, grammar and skills proficiency including creative thinking and a discursive analysis that will enable them to use the additional language independently in context and depth.

In Wellington College China we achieve this by providing a curriculum with content that enables a child to explore a focused question in depth, where she can apply cognitive, social and linguistic skills and then solve problems collaboratively with others. These are essential attributes for any global citizen. The learning themes in the lower primary in Huili schools provide a platform where children can apply their cognitive and problem-solving skills through English as a second language. As a pupil moves through the school and subjects become more discrete, she is supported through our bespoke planned and purposeful language acquisition strategy.

With any language learning, and no matter what the language, it is imperative to instil the need to want to learn another language. As individuals, our motivation to learn new languages is varied and is influenced by a range of factors. Some of these influences are extrinsic, such as getting good grades, securing a desirable career or winning an academic prize; other factors are intrinsic, such as sparking cognitive curiosity or wanting to engage with a specific language and its culture. Whatever the incentive is, the key is to find what motivates each pupil by providing them with thought-provoking and engaging content.

At Wellington College China and Huili Schools we believe that fostering bilingualism is what is best for our pupils. It is proven to be good for the brain, it opens up new cultural horizons, and it is intellectually and academically challenging and rewarding.

Sources:

http://www.nationsonline.org/oneworld/most_spoken_languages.html

<http://www.bbc.com/future/story/20160811-the-amazing-benefits-of-being-bilingual.html>



DISTRIBUTED LEADERSHIP

Selina Yu, Director of Academics (Chinese), Wellington College China

Peter Drucker, a leadership guru once said, “the aim of organisations is to make common people become uncommon.” Outstanding leaders are necessary to establish excellent organisations and, in terms of schools, the headmasters and principals play fundamental roles in achieving excellence. Yet in great schools, leadership is effectively shared across the school community.

“Prescribe adequacy, unleash greatness”.(Mourshed and Barber, 2010)

In traditional models, school leaders attach importance to the organisation of teaching resources, management of curriculum and setting up of the objective of running schools. Currently, the focus for school leaders tends to be on the construction of a vision and mission for a school, and also pay close attention to quality of learning, professional development of teachers and related cultural creation in order to realise the school vision. (King, 2002; Lingard, 2003)

The most effective school leaders also focus on distributed leadership through an effective senior leadership team, middle leaders and teachers.

Distributed leadership became a focus in the 1990's; for example through publications such as: *Distributed Leadership: Improving Education by Cooperation published in 1995* (Clift & Thurston, 1995). However, the implementation of a distributed leadership model is complex (Hallinger, 2005). Distributed leadership can be defined as an emergent property of a collection of individuals or an organisation, a form of organisational capacity that is fluid and dynamic (Harris, 2008). Thus, the leader of a great school entrusts and empowers carefully and strategically the leaders, teachers, and dare I suggest pupils, to take ownership for their craft and to evaluate how they are performing against shared and personal goals. Ownership to find solutions to the questions raised in the complexity of learning, teaching and schools.

The practice of distributing leadership is complex and fraught with set-backs, but within a culture of unwavering commitment to achieve excellence, and through a careful balance of accountability and support, allows individuals within the community to grow and develop. They each become agents within the school culture. In great schools, a tipping point in the agency is achieved and these determine the culture. Great schools do not put limits on what pupils or teachers can achieve, they scaffold them in charting their journey to excellence.

In China, the landscape is one of educational reforms. The aim is to move away from a more traditional administrative model, comprising the principal being an organisational leader as opposed to a leader of learning with leaders of disciplines responsible for the application of teaching reforms. Instead, there is greater focus on promoting distributed leadership models across school for the leadership of learning.

Wellington College China and Huili Education Group attach great importance to the development of leadership at all levels and hope to get all the teaching staff involved in leadership. Here is an example to illustrate this:

Ms Hicks, Director of Chinese Studies from Wellington College International Shanghai and Ms Zhou, Head of Mandarin from Wellington College International Tianjin have targeted raising outcomes for a specific cohort of pupils in Mandarin. Therefore, the two Chinese leaders have worked together and entrusted their teams to create a specific curriculum in accordance to a common language competency framework. The outcome has had a demonstrable impact on language competency relative to their original levels. This is a typical example of distributed leadership. Teachers, with the support of leaders, enhancing the educational offer and quality in the organisation.

Sources:

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“There are only two lasting bequests we can hope to give to our children. One of these is roots and the other, wings”

Hodding Carter



ROOTS AND WINGS

Excellence in Early Years Education

Fiona Carter, Director of Academics (Early Years), Wellington College China

Of the many quotes made by educators, this is perhaps my favourite as a teacher and advisor in early childhood education. At Wellington and Huili, we believe our primary role is to support the unique stages of young children’s development as well as inspire them to be life - long learners. There is nothing more satisfying professionally than seeing a child waving goodbye to their parent or carer for the first time or seeing them a couple of years later, walk confidently into primary school.

In these Early Years of school, children are both being and becoming and every day sees new learning and increased confidence in applying their thoughts and ideas. We see it as a huge responsibility and privilege to help them master the new knowledge and skills they are being taught and to be successful and fulfilled in future school life. Self-regulation, taking charge of their own learning, active involvement and levels of well-being are all daily phrases when assessing and planning for children’s development in the Early Years.

Our curriculum choice at Wellington is based on the Early Years Foundation Stage (EYFS), not just because of its content but also because of its fundamental principles and recommended approach to the way in which it is delivered – through play, the most natural vehicle for learning in the early stages of a child’s educational career. Self-initiated activity is seen as a key feature of children’s learning in the EYFS and acknowledges young children’s bee like behaviour where they move around the classroom or

outdoors, collecting the experiences they need to secure and hard wire the learning links in their brains. The curriculum is founded in research around brain development and states that all young children are unique and develop at different stages, together with the understanding that they are competent and powerful learners who gain independence and embed the skills and knowledge we teach through well planned and enabling environments. Moreover, there is a strong belief, again from evidence- based research, that positive relationships with adults are essential for them to thrive and be ready for the next stage of their primary schooling. From Professor Ferre Leavers work, we know that high levels of Well Being and a child feeling ‘comfortable in their own skin’ are essential for high levels of involvement in their learning. Talk to Your Baby research (Cathy Hamer 2009) found intriguing evidence between strong attachments and the rapid development of communication and language. As both parents and teachers we can see this in the daily lives of our children. For this reason, all Wellington College Early Years provision focuses primarily on ensuring that their children are fully settled into routines, know the adults around them well and have cosy and interesting spaces in their classrooms with resources and books familiar to them so that when more formal teaching starts, children are ready to take on their new experiences with enthusiasm and confidence. When a child feels safe, they are much more likely to take cognitive and physical risks, to persevere and to be active agents in their own learning.

Recognising what children already know and what really interests them is also very important. The early weeks of term are crucial for teachers to give time to get to know their children’s fascinations as soon they will be seen as hooks for new learning and be fed into daily and weekly planning.

So, if Early Years practice is based on what we know about brain development, what are the key features which we need to note? Firstly, it is important that what we know about the brain, related to childhood development has changed. The box below explains this in detail but, in summary, children’s brains are built and helped to grow stronger by allowing them to learn through hands on, active self- exploration and play.

OLD THINKING	NEW THINKING
How a brain develops depends on the genes you were born with	How a brain develops hinges on complex interplay between the genes you are born with and the experiences you have
The experience you have at a very young age have little impact on later development	Early experiences have a decisive impact on the architecture of the brain and the nature and extent of adult capabilities
A secure relationship with a primary caregiver creates a favourable context for early childhood development and learning	Early interactions don’t just create a context they directly affect the way the brain is ‘wired’
Brain development is linear, the brain’s capacity to learn and change, grow steadily as an infant progresses towards adulthood	Brain development is non-linear, there are prime times for acquiring different kinds of knowledge and skills
A toddler’s brain is much less active than the brain of a college student	By the time children reach the age of three, their brains are twice as active as those of adults. Activity drops during adolescence

The main vehicle for the greatest levels of learning is play which is self-chosen and where children are intrinsically motivated to challenge their own thinking and make connections in learning. As the EYFS curriculum states,

“Free play is the means by which children learn to make friends, overcome their fears, solve their own problems and generally take control of their own lives. It is also the primary means by which children practice and acquire the physical and intellectual skills that are essential for success in the culture in which they are growing”.

The freedom to play and try out their own ideas and mimic what they see around them in role play scenarios is part of young children’s basic biological drive. Everything we do in Early Years builds on this knowledge and we plan for mathematical, scientific, reading and writing skills into the school day.

Peter Gray puts this very well in his book, *Free to Learn*:

“The things that children learn through their own initiatives, in free play, cannot be taught in other ways. They have a powerful, innate ability to learn and play is absolutely fundamental to learning. It is the natural fruit of curiosity and imagination”.

We must not forget the importance of the adult role within play and again, research shows how it is crucial in extending learning. Training of Early Years practitioners explains that teaching is seen as everything you do to take learning further. Consolidating, extending and provoking children’s learning and development must be the purpose of any interaction. This can range from peeling a banana for the first time to explaining how sounds blend together to make a word. As Julie Fischer explains in her book, *Interacting or Interfering*, sometimes the teacher stepping back from helping

and choosing to not interact with a child can have a greater impact. As she states, *“Nothing matters more than stopping and listening before responding positively to the child... There is no contest between child-led and adult-led learning. It is the one without the other that gives young children an impoverished educational experience.”*

OFSTED, the UK regulatory body agrees that in Outstanding settings, play and teaching should not be separated and wrote, in their report ***A Balance between teaching and play***.

“Leaders in excellent provision did not see teaching and play as separate endeavours. In every playful encounter we observed, adults, consciously or otherwise, were teaching. They were making important decisions about the resources they used and the questions they asked. They thought carefully about their physical behaviour, the language they used and the environments they created. These constant, everyday decisions were recognised as teaching within child led play”.

Teachers need to observe and be playful themselves to capture moments of possibility indoors and outdoors so that we see what children already know and what they do not know yet. The way adults scaffold learning with children at these young ages is a highly attuned skill and takes training and experience which is turned into careful planning in the classroom, not only of their teaching but of the learning environment. Across our schools, design and resourcing reflects what we know about child development and the open storage chosen to the layout of the space itself aims to encourage what we call the Characteristics of Effective Learning, also from the EYFS curriculum. These are: Active Learning, Playing and Exploring and Creating and thinking **Critically**. One of the great advocates of these characteristics and author in Early Years, Helen Moylett summarises them as:

“The building habits of mind which will support us to continue to learn and be successful throughout our lives”.

These learning dispositions are closely aligned with our own Wellington identity and values and are observed and noted as we judge the quality of teaching and learning across our Early Years settings. Assessing how children learn is not as familiar or as straightforward as noting specific knowledge and skills but is a highly effective way of informing Early Years practitioners on how best to plan experiences and the learning environment, especially in a bilingual context. Guy Claxton describes the need for ‘**split screen**’ thinking, where the teacher keeps one part of their view on knowledge and skills and the other on how children are learning to learn.

It is important to consider the role of the outdoor environment in Early Years. It is more than an area to run and let off steam but often where children’s well-being and levels of motivation are the highest. For our outdoor spaces to really ensure that our children are the creative and problem solving learners we want them to be, these spaces must be resourced with open ended materials which encourage children to work things out, puzzle over and imagine. From this highly popular learning environment, the teaching of new mathematical, scientific and literacy knowledge is often embedded more easily and with greater depth, hence the importance of its use and how we teach within it.

At Wellington, we champion early childhood and ensure that inspirational learning environments with well trained teachers, knowledgeable in child development foster children’s fascinations, supporting children to find things out for themselves. As, Marjorie Ouvry suggests from her book, *Exercising Muscles and Minds*:

“Being at the edge of what they can manage is where learning happens. It is when the environment we set up for children enables them to be adventurous and show physical and social courage that they can begin to understand themselves and the world around them”.

This way, our youngest children will grow into curious, resilient and imaginative primary school Wellingtonians.

At the same time, as teachers and parents alike, we need to take the time to stand back and watch our young children play as they learn and take joy in the explosion of experiences offered to them as they grow. And, as George Bernard Shaw says, it is never too late for all of us:

“We don’t stop playing because we grow old; we grow old because we stop playing”.





THE EPIDEMIC OF ENTITLEMENT

Dionne Zantua, Head of Early Years, Wellington College Bilingual Tianjin Nursery

Gratitude begins when my sense of entitlement ends. With the rise in the economic advantages of many families, parents have more capacity to provide for things that go beyond the needs of their children. Gone are the days when books and toys were enough to entertain in childhood as it has now included tech gadgets and gizmos. Even as a teacher I sometimes struggle with this as well, compensating for the things I did not have growing up and now being able to give them to my children so that they will not experience want.

The problem now lies when these well-intentioned privileges transform into entitlement. Words like, 'I deserve this' and 'I am the only one in my class who does not have it' are signs that a child believes the world owes them and that they have every right to claim it.

Children who have a sense of entitlement often feel things must go their way and that their life is an endless pursuit of fun and happiness, and parents and society, owe it to them. The natural order of life, where rewards and punishments are the consequences of one's behaviour, is a difficult concept for entitled children to understand. They have a need to be rewarded just for existing because they

have been conditioned to get things without working for it. Over time this has serious consequences that will lead into adult life and will become a source of unhappiness and depression. Just imagine how entitled children will react if they do not get the job they interviewed for or when a significant other rejects them.

If you are a parent of an entitled child, do not fret because there is still time to remedy this behaviour. The flip-side of the coin to entitlement is responsibility. Responsible children understand that there are consequences to their actions and will be held accountable. They know that it's okay if they are not happy all the time and that they will and can learn from their mistakes. Furthermore, they develop a personal sense of empowerment and self-confidence 'because they know that their control of their own behavior will and can determine what they get in life' (Sauls, n.d., para. 8).

So say 'no' and mean it. I was baffled by one comment that I received from a family member, when she said that she does not want to be the one to say no to my daughter simply because she wants to be in her good graces, simply put, she did not want to be the 'bad person'. It is healthy and almost necessary that children are



sometimes told 'no' as it gives children the message that the world does not revolve around them, that they cannot always get what they want. Children are smart and it only takes a few incidences for them to figure out who will say yes to them when everyone else said no. Other family members should support your authority as a parent and should follow through with rules you have established. It pains me to hear parents succumb to the demands of children, conversations such as, "We could not let him sleep on time so he stayed up until 12 midnight" or "She did not want to go to school today so we let her stay home" are classic examples of children who have been given control over the household.

Raise resilience. Our children are capable of accomplishing things more than we expect. We are sometimes guilty of putting them in a bubble and excusing their age as a disguise to our inability to let go of our desire to do things for them (Mcready, 2015). Oftentimes, the reason they do not do things well is because they have not been given the opportunity to practice and do them on their own. We need to allow them to try, make mistakes and then try again until they accomplish the task.

An attitude of gratitude. I recently had an opportunity to bring my children to volunteer at Shepherd's Fields orphanage in Langfang, Tianjin. We painted rooms, organised shelves, cleaned houses and the best part was getting a chance to play with the children in the orphanage after a hard day's work. This exposure was very powerful and has helped them to become grateful of their own family and the things they have while also fostering compassion to those who are less fortunate. Whenever my children experience something enjoyable out of our ordinary lives, I remind them that this is not a right but a privilege. It is sometimes easier to see what other people have and forget to look the other way, to what other people don't have. I believe if we focus on the latter, we will become more grateful.

Parenting is not for convenience but a commitment, refuse the urge to say yes when you mean no, let them try to do things on their own and more importantly, expect them to appreciate you.

You owe it to your children to teach them to be responsible and I guarantee you, they and society will be grateful for it.



DISCOVERING THE IMPORTANCE OF MUSIC IN EARLY YEARS

Jessica Sumerfield, Music Teacher, Wellington College International Shanghai

From the moment they arrive at Wellington College, the music department aims to encourage even the youngest of our pupils to develop a love and appreciation of music that they will hopefully carry with them throughout their school days and into their adult lives.

However, while our department's primary focus is to enable our Early Years pupils to recognise, understand and then create music of their own, this doesn't explain the full value of what they gain from their music lessons. As they go from Pre-Nursery through to Key stage 1, they are learning musical abilities, but they are also developing a wide range of other key skills at the same time.

During classes, our younger pupils aren't just creating their own music; they are listening very carefully as well. This means that they are developing their listening and language skills as a natural part of getting to grips with new musical sounds. For example, as part of our theme of transport, the Pre-Nursery pupils explored

the musical dynamics of speed and volume. By trying to imitate the sound of cars speeding up or slowing down, or the different volumes of various modes of transportation, music teaches them to identify different sounds and how to replicate them at the appropriate volume, pitch and tempo. Not only does this help them learn specific musical skills, it is also invaluable in developing their linguistic ability, allowing them to express themselves with greater confidence and accuracy.

Our lessons also help the Early Years pupils improve their motor skills. Playing percussion instruments is hugely fun and releases a lot of energy, but it also teaches them how to hold their instruments in order to play them comfortably and successfully. Even at this early stage, they quickly learn how to tap, hit, beat and shake their instruments, gaining a range of different physical skills as they realise that by doing things more quickly or slowly, hard or soft, they will produce different sounds.

MOST COMMONLY ASKED QUESTIONS FROM PARENTS

Q: IS MY CHILD MUSICALLY GIFTED?

A: It's very hard to tell at such an early stage but we can quickly determine if a younger pupil displays a natural aptitude for music, which should be encouraged and cultivated.

Q: WHEN IS THE BEST TIME FOR MY CHILD TO START A MUSICAL INSTRUMENT?

A: It's very hard to tell at such an early stage but we can quickly determine if a younger pupil displays a natural aptitude for music, which should be encouraged and cultivated.

Q: DO THEY NEED TO LEARN MULTIPLE INSTRUMENTS?

A: While learning multiple instruments at once can be beneficial, parents need to be aware of the time pressures that this approach puts on their child. Pupils are far more likely to be successful if they are eager to learn one or several instruments which genuinely appeal to them. We would highly encourage pupils to begin with one instrument only and begin a second one if and when they reach a higher level of proficiency.

Q: WHY DOESN'T MY CHILD WANT TO PRACTISE?

A: Learning an instrument has peaks and troughs; sometimes it can feel very difficult to break through to the next level, which can lead pupils to become discouraged and less enthusiastic about practicing. Sometimes it's important for a pupil to focus on specific skills when practicing, instead of trying to recite a whole piece of music in one go. Perseverance is key, but that doesn't mean pupils should force themselves to play when they really aren't feeling enthused.

Q: DOES MY CHILD HAVE TO LEARN AN INSTRUMENT?

A: Not at all, if they prefer, they can explore singing and the theory of music. In the Early Years we allow pupils to experience a solid range of instruments so they can see what appeals to them, which means that there's no need for them to decide straight away.

Alongside these vital physical skills, music also has a great impact on the emotional development of our younger pupils. For example, we have enjoyed great success with our 'Recorder Karate' technique, where pupils progress through the different coloured karate belts (starting from white, through yellow, red, etc. all the way up to black belt) and they can even wear their current 'belt' as a wristband of the appropriate colour. A key part of this technique is teaching them how to look after their recorder properly by cleaning and packing it away once the lesson is over. This instils a sense of discipline early, along with the idea that an instrument is something to be cared for, to be treated with respect and responsibility.

Of course, these are two of the five Wellington Values, all of which are taught and reinforced throughout our music curriculum. We see a lot of kindness, courage and integrity in our lessons too, as pupils sing and play together either in small groups or together as a whole class. By identifying and praising these positive behaviours,

we believe that we are cementing the five values early on in our pupils' schooling.

Lastly, music in the Early Years helps pupils feel like they are part of the Wellington College community. Each academic year features an exciting schedule of musical and theatrical performances which highlight just how much our talented pupils are capable of. Early Years pupils join in with many of these events, such as the Christmas Concert, Chinese New Year Celebrations and Sing-Along days with Mum and Dad. Usually, we find that these performances in front of appreciative audiences leave them eager to join in with future years' productions.

Music lessons allow Early Years pupils to develop a wide range of physical skills as well as positive character traits. Hopefully, by the time they reach Key Stage 1, they will be more confident, creative and community-minded individuals.



READING IS A HABIT AND IT STARTS WITH YOU

Emma Paine, English / Key stage 3 Coordinator, Wellington College International Tianjin

As an English teacher, I am regularly asked by parents how they can help their children to improve and progress in English, as well as other subjects. My answer is always the same – they need to read regularly and widely, and sadly I am often met with the answer, “yes I try to get them to read, but they really don’t like doing it.”

The answer is simply this, reading is a habit, and it starts with you at home, if you read, then they are far more likely to - and it doesn't have to be English literature, it really can be anything!

Children emulate their elders, specifically their parents in nearly all things, so when they see you sitting quietly and calmly for an hour reading, and it is made clear that it is a time for reading, children will often follow suit; you could even read aloud together.

When I was little, my grandmother would have me read to her whilst she ironed the clothes for the week. She would ask me to read everything; the newspaper, autobiographies, comics, articles or essays, she even once made me read a first aid book (this came in very handy when my little cousin burnt his hand on the iron a few months later). For me as a child, it was a period that I had the full attention of an adult in a busy family, and finding things to read became a game for the two of us. For my grandmother, it was a way of ensuring I was reading and to check that my vocabulary was developing.

I am sure that if I asked you to read whilst I sat and watched the television or worked on the computer, you might feel a little resentful; this is exactly how our children feel. It takes concentration and dedication to read something, watching the television does not! Children need to have this habit modelled for them so that they can see that it is a worthwhile and an enjoyable way to spend their time. Having an hour's reading time as a family on a Sunday afternoon, or all reading for half an hour in the living room before bed, will instil this habit – and if everyone is reading then no one will feel like they are missing out on something else. After all, it was C.S. Lewis who said, “We read to know that we are not alone”

The variety of reading material out there astounds me: Drama, Comedy, Science Fiction, Romance, Young Adult Fiction even novelised versions of popular computer games and films - there really is something for everyone.

We all have a responsibility to model the habit of reading for our children, to give them the best possible chance to progress and grow as learners.



READ WRITE INC.

Megan Gallacher, Year 2 Teacher, Wellington College International Hangzhou

When starting at Wellington College International Hangzhou, many of our parents may not be familiar with how we use structured phonics lessons to develop children's confidence when reading and writing. Our trained Read Write Inc. Prep teachers deliver exciting and engaging phonics lessons to ensure that our children become self-assured and independent learners.

WHAT IS READ WRITE INC. PHONICS?

Read Write Inc. is a carefully designed **phonics programme** based on a systematic, synthetic approach, which is used to teach children how to read. When successfully implemented, Read Write Inc. enables the majority of children to learn to read fluently, in a very short period of time.

The term '**synthetic phonics**' refers to the method of teaching reading by identifying the individual sounds within a word, saying them aloud and then blending them together.

We will first introduce children to the simplest sounds (phonemes) and their corresponding letter (grapheme). We will then progress on to the more complex sounds and combinations. In the first few sessions, children will learn the letters m, a, s, d, t, i and n. These letters are chosen because they can be combined to make a large number of CVC (consonant, vowel, consonant) words such as 'sit', 'pin', 'mat' etc. Every time the children are introduced to a new sound, all the previous sounds are revisited and revised as well.

Once the children know the single-letter sounds, they move onto digraphs e.g. 'sh' or 'th' and trigraphs 'igh', which enables them to work with words such as 'high', 'thin' or 'wish'.

One of the strengths of Read Write Inc. is the use of a mnemonic to accompany each sound from Set 2 onwards. They help children to differentiate between similar sounds. For example, a typical comment would be a child asking, 'Is it "ar" start the car or "er" better letter?' as they try to spell a word.

AT WELLINGTON COLLEGE INTERNATIONAL HANGZHOU

We will be using Read Write Inc. phonics sessions that stretch from Year 1 through to Year 6 taking a variety of forms. Read Write Inc. groups are **ability-based**, and each group has three forty-minute sessions a week.

For children who have recently become familiar with the English language, Read Write Inc. phonics is a superb approach to develop their confidence at recognising different sounds in both spoken and written forms. These children will be taking part in directed phonics lessons, focusing on several sounds each week. Once the children have a good knowledge bank of sounds, they will be introduced to story books which include only the sounds that they have already met. These books are wonderful at boosting reading confidence because children realise that they can read the entire book on their own.

Children who are more confident readers will be moving onto spelling and comprehension sessions. Comprehension sessions will build on the children's ability to uncover meaning from a written text and develop their close reading and discussions skills.

WHAT A TYPICAL SESSION WILL LOOK LIKE FOR A SET 2 SOUNDS GROUP

Lesson starter

Each lesson begins with a revisit/review of previous speed sounds. This refreshes the children's memories of prior learning ready to build upon it.

The teacher uses a 'My turn, your turn' model to engage the children and model correct pronunciation.

Reading activity 1

Using 'Perfect Partners' the children quickly read the speed sounds at the front of the book, similar to those completed with the teacher in the lesson starter.

Reading activity 2

Children practice reading the green words they will meet in the book. **Green words** are phonetically regular.

p-l-ay sh-o-p

The teacher will again use the 'My turn, your turn' approach to introduce the red words which will come up in the book. **Red words** are phonetically irregular words which children need to learn to sight-read.

I the you no

Reading activity 3

Using the story introduction at the front of each book, the teacher will then introduce the story to the children in a way that engages and hooks in their interest. This often includes multisensory activities, props or drama.

Reading activity 4

Some books might include a word that is unusual vocabulary. If that is the case, the teacher will introduce and explain it here.

Reading activity 5

This is where the children work with their partner to take turns to read through the story a page at a time. At the bottom of each page the children swap over. A very important part here is that while Partner 1 is reading, Partner 2 is using a pointer to point to each word so both children are engaged with the story and know what is happening. They can also support each other with any tricky words.

Reading activity 7

The children re-read the story, swapping their order of reading to make sure they each read each page. They then answer the questions at the back of the book.

HOW PARENTS CAN HELP

Each night the child will bring home the book they have been reading at school. They will have the same book for three days before changing. Each day's lesson will differ slightly in format or structure, but the focus is always on the use of sounds, partner work, revisiting and revising. By reading the story repeatedly, we can ensure that all of the new words are thoroughly embedded before moving on.

Parents can work with their child and listen to them read the story to you. Think about using questions such as:

What is that character thinking?

What is happening?

What is that character saying?

How do you think that character is feeling? Why?

What do you think will happen next?

These types of questions help to further develop a child's ability to infer and deduce meaning from a text, looking beyond what is just written on the page.

If they get stuck on a word, encourage them to identify the individual sounds first then put them together.

GLOSSARY OF TERMS

Stretchy sounds

Sounds such as 's' and 'f' which can be elongated

Bouncy sounds

Sounds such as 'a' and 'c' which cannot be elongated

Red words

Words which can't be 'sounded out' and don't sound how they look. They are phonetically irregular.

Green words

Words which can be 'sounded out' and sound how they look. They are phonetically regular.

Fred Talk

How we say each sound in a word eg: c-a-t ensuring there is no schwa, and that the sound is spoken, not the letter name.

Blending

*After using our Fred Talk to sound out the word, we then blend it together to make a whole word
eg: c-a-t = cat*

Speed sounds

The different letters and sounds which are used to build words

Speed words

Words which your child should be able to read at 'speed'



THE LESSONS I HAVE LEARNED

Ester Keuning, Year 3 Class Teacher, Wellington College International Shanghai

This year, one of my most uplifting experiences has been witnessing the progress and sheer enjoyment displayed by my pupils in their lessons on the writing process. Developed from my own teaching experiences and blended with international best practice, we have used a learning philosophy which helps pupils engage with writing in a more exploratory, flexible and fun manner, while still supporting the solid technical skills that they need.

When learning English, pupils have grammatical rules and technical writing conventions to master and are then asked to create work that reflects the writing skills we've been learning. The system we utilised takes a gradual approach to the writing process. Pupils build up their writing in stages, starting with brainstorming and drafting; followed by a series of gradual refinements; then polishing of their initial ideas and drafts into a more cohesive and well-structured outline, while working in examples of the grammar rules and conventions we've been learning. Next up is peer review, which they love, as it gives them a chance to share their ideas, enjoy each other's stories and get inspired. This whole process prepares them for the final writing; they are warmed up and ready to express themselves.

In short: pupils are able to take a little more time with their writing while reducing the pressure they feel. This gives them the room to breathe, to explore language, experiment with it and ultimately create more ambitious yet technically sophisticated pieces of fiction and non-fiction. This has led to so many incredible writing highlights throughout the year, such as our recent exploration of myths and legends; the class absolutely loved learning about heroes, monsters and quests before creating a mythological story of their own. Like many of our best works, we've turned this one into a collected anthology of the whole class's stories which are then on display in the College's library.

Experiences like this not only allow pupils to solidify their grasp on key technical writing skills and elements of grammar; equally importantly, they are given time to consider their writing, to order their ideas and get excited about utilising the knowledge they've gained to create better stories and non-fiction works. This has inspired them to overcome moments of writer's block and come up with some truly wonderful pieces.





FOSTERING INCLUSION AND DIVERSITY

Robert Bradley, Wellington College International Tianjin

Group based activities have long been a crucial feature of teaching and learning within British education. They prepare our pupils for later life with essential skills and personal attributes. Put simply, there are few careers or jobs out there that require no teamwork or interpersonal skills at all. Developing the ability to work with people that you might not necessarily want to is a fact of adult life and therefore an important facet of a Wellington education.

Human beings are wonderfully diverse creatures who naturally gravitate towards like-minded people. While this may be perfectly acceptable, and indeed preferable, when choosing friends, we do not have this luxury when it comes to the work place. Strong personal characteristics can get in the way of a cohesive relationship and these must be overcome to find mutual success.

Although we aim to develop the individual (through the Wellington Identity), the group perspective is also important. As a College that has pupils from many countries, it is very important that we try to

foster an atmosphere of inclusion, so that the much smaller group that speak another tongue altogether, can feel a part of the school. To aid this, mixed language group work is a very useful mechanism by which we can promote inclusion and diversity.

The gender divide can also be a barrier to strengthening working relationships, particularly lower down in the school. Encouraging respect and cooperation between boys and girls is crucial in breaking down some of the longstanding gender biases that exist throughout the world.

The Wellington Values, together with the continued structure of group-based learning, help to develop our pupils into well-rounded members of society who are more likely to adapt to a wider variety of working environments. Whether potential future obstacles are gender, nationality, culture or asymmetrical personality types, a Wellington alumnus should be able to go forth and make their mark in whichever field they choose, thanks to the foundations they receive here.



READING WITH CHILDREN TO ENRICH THEIR LIFE

Lisa Li, Deputy Head of Early Years (Chinese Head),
Wellington College Bilingual Tianjin Nursery

The importance of parents and children reading books together is quite widely known. Today, I'd like to share some of my thoughts about reading with your family.

I read 'The Read-Aloud Handbook' recently. A few lines on the first page touched me deeply. It says, "You may have tangible wealth untold; caskets of jewels and coffers of gold. Richer than I you can never be. I had a mother who read to me".

Why reading with your family is so important? The Commission on Reading is one of the authorities in reading in the US. They collected data for over 25 years and took 2 years to work on thousands of research reports to evaluate what the most efficient way for children to learn would be. They published their study report, 'Becoming a Nation of Readers' in which they came to two surprising conclusions:

- 1. Parents who read to their children can help them develop in their knowledge structure and lead them to become lifelong readers**
- 2. It has been proved that reading helps not only at home, but also in class**

Two key points of family reading: read with your child at a fixed time every day to make it become your routine; reading out loud and communication are important—that is to say, read to your child, learn to ask questions about the story, and discuss this with the them.

When you don't know what to do with your children during the weekends, why don't you take them to the library? You can also read to them for 15 minutes every night before bedtime. They can then develop their habit of reading and understand that reading is a regular thing to do. When they feel no pressure about it, they will start to enjoy it.

We picked a few story books about Autumn for the children in the Nest. We invite all of our parents to spare some time and read with your children every day. Let's feel the beauty of the Autumn season together.





THE FALL OF FREDDIE THE LEAF
by Leo Buscaglia, for age 3-6

A story of a leaf's experience of four seasons. It shows how life starts and ends, and the meaning of life. Simple but thoughtful words, beautiful illustrations—touches the readers and comforts them at the same time.



VÖGEL AUF WELTREISE, CHINESE EDITION
by Fleur Daugey, for age 3-6

A science book about bird migration. It talks about the reasons why birds travel, and how they manage to finish their long-distance journeys. Wonderful illustrations, professional explanations—join the birds' fascinating journey with your family.



ZEHN BLÄTTER FLIEGEN DAVON, CHINESE EDITION
by Anne Möller, for age 3-6

A willow tree had ten leaves. When autumn came, the leaves started to fall. One leaf falls into the river and saves a grasshopper. One leaf was put into a squirrel's home. One leaf became a notebook...



THE TINY SEED
by Eric Carle, for age 3-6

Trees are turning from green to red, yellow and brown... what a colourful season! In the autumn, a tiny seed off a flower flies away with the wind, and starts its journey of life.



FREDERICK
by Leo Lionni, for age 3-6

Frederick, the field mouse sits alone while other mice gather food for the approaching winter days. When the food runs out during the long and cold winter, Frederick shared what he 'gathered' with other mice...





PREPARING PUPILS FOR A LIFE IN LEARNING

Julian Jeffrey, Master, Wellington College Tianjin

Good schools know that in preparing their students for university, they are not simply getting them ready for the next three or four years of their lives. An all-round education, one in which a young person's character, self-confidence and values are shaped as effectively as their ability to learn in a classroom, is the product of a good school.

For many institutions, this aspect often remains implicit; here at Wellington, it is a central part of our commitment to our pupils and their parents. Wellingtonians are imbued with our core values of **RESPECT, COURAGE, INTEGRITY, KINDNESS AND RESPONSIBILITY** from their first days in school. In addition, our determination to make our

graduating pupils ready for the world beyond Wellington means we look to develop in them a clear identity as young people. In this way, we foster in our students the famous 'Five Is': Wellington pupils leave us as **INSPIRED, INTELLECTUAL, INDEPENDENT, INCLUSIVE, INDIVIDUAL**, well-equipped to face the challenges of life after school.

I have often written about the importance of preparing children for the next stages of their lives, not simply settling for a short-term focus on admission to university. I want to encourage our students to raise their ambition and become genuinely engaged individuals, ready and able to participate in society for the rest of their lives. I have asked countless business leaders about what

qualities they want to see from the young adults they interview, and it comes as no surprise to find that, as well as the core skills of reading, writing and arithmetic, these employers all want confident, problem-solving employees, able to communicate fluently and work collaboratively with others.

These are skills that are hard to acquire, but they make such a difference to the prospects of those entering the workforce, and a core part of a Wellington education is aimed at supporting this development in students. The school offers a values'-based education programme, an emphasis on active, engaged learning in the classroom and a strong commitment to a collaborative approach to problem solving. The role of the teacher thus encompasses both guide and mentor, not simply instructor.

From the Early Years' experience in the Nest, with its application of the principles of child-initiated learning, to the discursive style of lessons in our A Level classes, teachers at Wellington seek to draw children into their own learning journey; to make them active participants in the process of growing as lifelong learners. In these ways, children develop: resilience, independence of mind, collaboration, courage to try something new. These are the skills they will need to become successful adults and productive members of society, even in the face of the other uncertainties of the 21st Century.

As the next generation of the global workforce matures, the skills required by employers will increasingly become the defining factor in a person's success. The fluidity and mobility demanded by new job markets are still not easy to define, such is the speed and extent of change, but one thing is certain: the talents and skills of those in the highest positions of leadership will never have been so crucial in distinguishing between the best and the rest!





THE IMPORTANCE OF PASTORAL CARE DURING EXAMS

Adam Shaw, Deputy Head Pastora/Senior School, Wellington College International Shanghai

When I think about how far Wellington College International Shanghai has come since we opened in 2014, I feel very fortunate to be part of such a special community that continues to grow in size and strength every term. During the past four years, we have built a Wellington family that warmly welcomes each new pupil and parent.

We are told repeatedly by our newcomers that they feel included and supported from the start. I think that this is an important indication that we, as a school and a community, are doing our best

to get it right. Wellington's approach to pastoral care is central to ensuring that everyone within our community continues to feel this way. It is at the core of everything we do, rather than something that is an afterthought. Thanks to our ever-strengthening sense of house identity and the growing number of ways that we celebrate and practice our values, Wellington continues to be a place where every pupil can enjoy their education to the fullest, secure in the knowledge that they will be supported should they encounter any difficulties.

While we strive to make sure that every pupil can turn to either their housemaster, tutor or another teacher for help under any circumstances, we also aim to provide an extra layer of proactive support for those pupils who are going through the demanding and often stressful process of preparing for exams. As our year 11 and year 13 pupils prepare themselves for their IGCSE and IB examinations respectively, it's our responsibility as educators to ensure that they have access to all the academic, emotional and psychological support they need. To do so, we are continually refining our approach to pastoral care so that it is flexible and comprehensive enough to suit pupil's individual needs.

On the academic needs side, our first priority is to ensure that pupils have access to all of the information and resources needed to revise and prepare in the manner that suits them best. This includes discussing and refining revision strategies, as well as undertaking sessions designed to guide them through the university/college applications process. Equally importantly, the teaching staff work together to identify any pupils who are struggling academically. While we always want pupils to feel comfortable coming to us to discuss any worries or difficulties that they might have, we also go to them, in order to identify the root causes of academic issues and come up with solutions. Catching issues early on can make all the difference; it empowers the pupil, reassuring them that they can tackle any academic problem areas head-on, rather than passively sitting back and waiting with a sense of dread for exams to start.

Emotional and psychological support is just as vital in the run up to exams. This is one of the many reasons why we continue to improve our CCA offering, because it forms a vital complementary part of pupils' preparations for exams. Experience tells us that sitting at a desk for hours on end trying to cram in facts and figures is not the most effective way to revise. Conversely, focusing part of your energies elsewhere, into creative, artistic, sporting and other CCA-related pursuits acts like a breath of fresh air for your brain!

This theory is borne out by the results of our inaugural IB graduating class from 2017. If you look at our top IB performers, you'll find that they were the pupils that embraced our holistic approach to education, involving themselves in school productions, sports teams, positions of leadership and more. This exact same pattern repeated itself in the 2018 results. Constantly exploring and enjoying diverse activities and challenging themselves in this way continues to prove an extremely effective way of relieving stress.

Furthermore, Wellington's Wellbeing programme continues to expand and strengthen under the leadership of Ms Evans, Head of Wellbeing. Building on the success of her sessions with both pupils and parents in previous years, we're continuing to look at different ways to pool our resources with parents so that we can give every pupil support before and during exam period. This is a crucial way



to get the conversation between pupils and parents about exams started in the right way. From creating revision routines and a productive study environment at home, to devising stress-coping techniques and healthy sleep patterns, this is another crucial facet of exam preparation that cannot be overlooked or undervalued.

Essentially, our approach towards helping pupils through exam time revolves around being informative and supportive, without being obtrusive or adding to the pressures that they're facing. As the school grows, we're formalising the structure of how we deliver pastoral care, without sacrificing its current flexibility. Regardless of the circumstances, we always want to attend to each pupil as an individual, to help them find strategies and solutions that work best for them, so they can prepare for and take their exams in an effective, calm and collected manner.

Even though it's all but impossible to get through the exam period without a lot of hard work and often no small amount of stress, we feel that the right kind of preparation – combined with appropriate academic, emotional and moral support – can make all the difference. If each of our pupils walk into their examinations knowing that they're ready, their teachers are behind them and they're in the right frame of mind, then I know they will continue to do themselves, and Wellington, proud.



HELPING CHILDREN TRANSITION INTO A NEW SCHOOL

Wellington College International Hangzhou

In international and bilingual schools around the world, an important topic raises its head at the beginning of each school year; transition. Learning how to support children through this process is crucial.

Transitioning for children is not easy. Leaving a familiar place, leaving existing friends and losing the comfort of the 'known' can be hard. Transitions bring a unique set of social and emotional challenges that schools and parents must be aware of. As Blomberg (N.D.) states, "moving is an emotional experience, and how the transition is handled has an enormous impact on a child's academic performance". Pogosyan (2016) concurs, arguing that "the external upheaval surrounding transitions is often mirrored in us internally, through a kaleidoscope of emotions".

However, whilst acknowledging that mobility and transitions can create challenges for children, Pogosyan (2016) cites psychologist Doug Ota (2014) in arguing that 'mobility across cultures can be a catalyst for tremendous growth'. Reeves (2006, cited in Morales, 2015) argues that 'No matter how challenging the situation is

for families, with the right support and guidance, attending an international school can be a very positive experience.'

This year, in our founding year for Wellington College International Hangzhou, every single pupil is going through a transition. Parents may have seen behavioural changes and anxiety in their child as they prepare to enter the school. As a school, we recognised this and worked hard over those initial weeks to help our pupils transition smoothly into their new environment as they made friends, met new teachers and, for many of them, experiences an entirely new education system and way of learning. Parents must also be aware of the challenges that come with transitions, and have strategies to support their children through this important stage. Over those initial weeks, we rallied together as a community and ensured that our children had a positive and smooth experience into this 'new' and 'unknown' environment. Below are a few suggestions for how to support your child during periods of transition, along with some additional resources that we hope will be helpful.

LISTEN TO YOUR CHILD AND TALK ABOUT THE TRANSITION PROCESS

Ota (2014, cited in Pogoyosan, 2016) believes that talking to your child and listening to their concerns is key to understanding how they are processing the transition, and identifying areas where you can help them;

Do not underestimate the healing power of simply attending to whatever a child is saying, writes Ota. Listen reflectively - discerning the core message, or reading between the lines -then repeat the core message back to the child to make sure you got them correctly. This shows empathy and the intention of wanting to truly understand their feelings and experiences. Having you as an audience is often all they need. (Source: Pogoyosan, 2016)

COMMUNICATE WITH YOUR CHILD'S TEACHERS

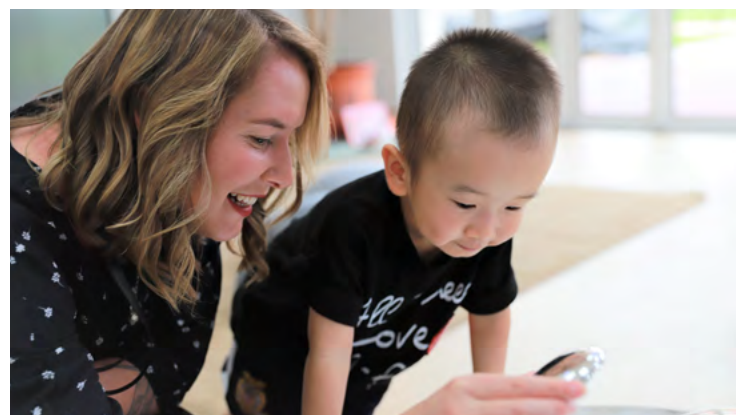
It is critical that parents and teachers are in close communication with each other, and are sharing information about children in a timely manner. If parents are noticing different behaviours and have concerns that their child is struggling with the transition, it is important to communicate this with teachers. Likewise, teachers may notice behaviours at school that the parents are unaware of.

Sharing information and keeping each other in the loop is a great way to ensure that difficulties are spotted early, and also allows parents and teacher to work as a team to help children. If specific issues are identified, such as changed diet habits, social withdrawal, changes in a child's approach to study, or negative behaviour being displayed, parents and teachers can reach out to the support services the school has in place through the pastoral care programme, to help children work through the causes of the issue.

BUILD A POSITIVE ATMOSPHERE FOR YOUR CHILD THROUGH COMMUNITY ENGAGEMENT

We strongly believe that if we have a close-knit community, we can work together with parents more effectively to provide good outcomes for children. During our first year of operation, we reached out to parents to create a Friends of Wellington parent-teacher association. Participation is completely optional, but by developing bonds in the community and being involved in the operations of the school, parents are able to demonstrate solidarity for the children, and contribute to creating many positive experiences, events, activities and festivals that will help our children feel more at home, and part of a living breathing community.

Of course, here at school our teachers helped children to navigate this initial transition period by providing opportunities for them to feel comfortable, make friends, find their way around the school, know how to reach out for help and, above all, enjoy the fantastic learning opportunities they will be given.





Regardless of the challenges that transitions pose, the experts agree that the benefits outweigh them. Pogoysan (2016) eloquently explains;

A safe passage through any transition involves the marriage of many steps, many moments of perseverance...After all, the reward for children is far bigger than a new ship. It's life maturity. It's resilience. It's the confidence of knowing that they can go through challenges and come out on the other side. The reward is also a broadened mind. The appreciation of what is possible and what is true. And the realization that there is more than one way of being right. (Source: Pogoysan, 2016)

Pogoysan (2016) provides several more useful tips in her article 'Helping Children Through Transitions'. They can be summarised as;

- **Help your child to say goodbye in the place they are transitioning from. Give them a sense of closure on their past experiences as a way to making them open up to the new experiences they are about to have**
- **Create links with key people in the place they are transitioning from (whether it is their last school, or their home town) that they can keep in touch with to generate continuity**
- **Create a sense of continuity and stability by maintaining home traditions and norms**

- **Give children more choices, so they feel that they have some sense of control and ownership over the change process**
- **Validate and understand your child's concerns. Recognise that they are going through a difficult transition period and be ready to help them when they need it**
- **Find opportunities for children to gain a sense of success, especially those more introverted children who may struggle to make friends quickly in a new environment**

As a school, we look forward to working with parents in a positive way to ensure that all of our pupils have a positive transition into the school, and that together, they will experience all of the benefits that a bilingual education can bring to them.

Our Head of Pastoral, David MacKinnon, has a message for parents joining us this year:

You are not alone in helping your children overcome the challenge of transitioning to a new environment; the school entered into a partnership with you when you were accepted into our school. Your child will have a class teacher or a tutor; where the most crucial part of their role is the wellbeing of your child. Your child will also have a housemaster who has the responsibility of ensuring



each and every one of the pupils in their house is healthy, happy and progressing. The school also has a counsellor who will not only meet with pupils on a 1:1 basis when they need a little extra emotional support but will also be delivering targeted talks and workshops to specific age groups to help them overcome any challenges they might be facing. If your child was receiving additional academic support to help them learn in the classroom, you can take comfort in knowing that the school also has a friendly and knowledgeable SEN staff ready to carry on supporting your child's learning. Remember, you are not alone in this, good communication

between you, the parents, and us, the school, will be key in ensuring a smooth transition to a new learning environment.

For further reading on this topic, consider reading through some of the links below. Remember, if you are ever concerned about your child, reach out to the school and we will work as a community, enact our pastoral care processes and ensure that we do our best to work with your family to support you through this transition period. After all, building resilience in our children is a key to helping them become truly Independent, one of the Wellington Identity.

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WELLINGTON

WORLDWIDE UNIVERSITY ACHIEVEMENT

Wellington College Tianjin

Wellington College Tianjin is once again celebrating an excellent crop of university offers from the UK, the USA, South Korea, and around the world. Offers made to our pupils over the past three years are beginning to show a strength in depth and consistency which is remarkable for what is still a relatively new school.

Notable achievements in public exam results this year included A*, A*, A, A in our A Level cohort and an IB score of 42 which equals our previous record. All pupils deserve congratulations as their grades have enabled them to accept places at some of the top universities in the world. These include Durham University (ranked 5th in the UK and 97th in the world) The University of Virginia (ranked 3rd in the public school rankings in the USA), New York University (ranked 19th in the USA and 27th in the world) and Pennsylvania State University (ranked 36th in the USA and 77th in the world).

For the first time in the school's history, we have had two pupils accepted onto undergraduate courses for architecture, one of whom has been admitted to the world-renowned Architecture Association in London, the alma mater of many of the world's most well-known architects, including Zaha Hadid and Rem Koolhaas.

As usual, our Wellingtonian artists are heading to top art institutions across the world. This year, destinations for our graduates include Central Saint Martins - University of the Arts London (ranked 8th in the world, with an acceptance rate of only 6%) and the School of the Art Institute of Chicago which is ranked 6th in the world.

2018 has seen some of our strongest results for our Korean pupils with our first places gained at Yonsei University (ranked 3rd in South Korea) and Korea University (4th in South Korea). Anyone with knowledge of Korean Universities will understand what a fantastic achievement this is.

Looking ahead, our new Year 13 pupils have been taking advantage of some of the world's best summer schools, including Stanford University, Berklee College of Music (ranked 5th in the USA for Music Colleges) and Parsons School of Art and Design (ranked number one Art School in the USA and number 2 in the world). Our pupils also attended summer schools in the UK at University of Oxford, University College London (ranked 16th in the world) and Imperial College London (ranked 8th in the world). These experiences will pay off handsomely as they begin to make their university applications. Support for our pupils was mentioned by our Head of College during the graduation ceremony who said, "Courage, Responsibility, Kindness, Integrity and Respect. These values echo in our heads, wherever we go and whatever we do. My years at Wellington have been and will be some of the best years of my life".

All of our pupils from Year 10 and above will also begin to benefit from our new College and University Guidance Counsellor, Ms Luyi Feng, who has joined us from Canada and brings a wealth of experience of the North American applications process. Luyi is a full-time counsellor who speaks fluent English and Mandarin. She is available for all parents and pupils who need guiding through the university applications process.

Excellent public exam results, enviable university destinations and first-class support from our growing team are reasons why the Sixth Form at Wellington College in Tianjin is becoming the first choice for parents and ambitious youngsters.

Congratulations to our Class of 2018 and good luck to our Class of 2019 over the coming months. We know that we will have even more to celebrate next year.

University Offers 2015-2018

Wellington College Tianjin

UK

- Aberystwyth University
- Architectural Association School of Architecture
- Bournemouth University
- Brunel University London
- Cardiff University
- Central St Martins University of the Arts
- City University London
- Coventry University
- Coventry University London
- Durham University
- Imperial College London
- King's College London
- Lancaster University
- London College of Fashion
- London School of Economics and Political Science
- Loughborough University
- Northumbria University
- Oxford Brookes University
- Queen Mary University of London
- Royal Holloway University of London
- St George's University of London
- University of the Arts London Camberwell College
- University College London
- University of Bath
- University of Birmingham
- University of Brighton
- University of Bristol
- University of East Anglia
- University of Edinburgh
- University of Glasgow
- University of Greenwich
- University of Kent
- University of Leeds
- University of Liverpool
- University of Manchester
- University of Nottingham
- University of Sheffield
- University of Southampton
- University of St Andrews
- University of Stirling
- University of Warwick
- University of Westminster

USA

- Academy of Art University of San Francisco
- Bard College
- Berklee College of Music
- Brown University
- Carnegie Mellon University
- Cornell University
- Denison University
- Fordham University
- Hamilton College
- Illinois Wesleyan University
- Michigan State University
- New York University
- Northeastern University
- Parsons School of Design
- Pennsylvania State University
- Pepperdine University
- Rhode Island School of Design
- Rutgers University the State University of New Jersey
- School of the Art Institute Chicago
- School of Visual Arts New York
- St Olaf College
- Syracuse University
- The George Washington University
- University of California Davis
- University of California Irvine
- University of California Los Angeles
- University of California San Diego
- University of California Santa Cruz
- University of Connecticut
- University of Illinois Urbana-Champaign
- University of Iowa
- University of Rochester
- University of Virginia
- University of Wisconsin-Madison
- Virginia Polytechnic Institute and State University

CANADA

- McGill University
- University of British Columbia
- University of Toronto

CHINA

- Peking University
- Nankai University
- City University Hong Kong
- Hong Kong Polytechnic University
- Savannah College of Art and Design Hong Kong

SOUTH KOREA

- Chung Ang University
- Dankook University
- Dongduk Women's University
- Gyeonggi University
- Hongik University
- Hy Erica University
- InHa University
- Kacheon University
- Korea University
- Kyung Hee University
- Seoul National University
- Sogang University
- Soongsil University
- Sungkyunkwan University
- Sungshin Women's University
- Yonsei University

AUSTRALIA

- Bond University
- Monash University
- University of Melbourne
- University of New South Wales
- University of Queensland
- University of Sydney

NEW ZEALAND

- Media Design School Auckland

FRANCE

- Parsons Paris

RECORD-BREAKING 2018 IB & IGCSE ACADEMIC SUCCESS FOR WELLINGTON PUPILS

Wellington College International Shanghai



Wellington pupils who took their IBDP and IGCSE examinations in the summer of 2018 can be rightly proud of their extremely positive results. These were the best yet for the College. This makes for some truly impressive reading:

IBDP

- The IB cohort's average score was 36.5
- The cohort average was significantly above the global average of 29.5
- All year 13 pupils who took the IB course gained the full Diploma

IGCSE

- At IGCSE, 75% of all IGCSE grades were A*/A
- 96% of all IGCSE grades were A*/B
- 47% of IGCSE grades were A*, making this the most common grade
- Year on year improvement was significant:
 - * A*/A grades improved from 67% in 2017 to 75% in 2018
 - * A*/B grades improved from 85% in 2017 to 96% in 2018

Areas of particular excellence include mathematics and the sciences, as well as languages. In French, Mandarin IB ab initio and Chinese B (Chinese as a foreign language), all IB pupils scored 7. This success was replicated at IGCSE with excellent results in modern languages including Mandarin, Spanish, French and English language.

This kind of success led to the vast majority of our year 13 leavers gaining offers from their university of choice. We have pupils heading off across the world to study a wide range of subjects at some of the most prestigious institutions. Offers to study mathematics, business, medical sciences, economics and liberal arts courses have come from universities such as Cambridge, UCL, Imperial College London, LSE, University of British Columbia and the University of Texas at Austin.

So much of education is about 'becoming' and helping young people both to identify and feel capable of taking the next steps as they build a life. Given the drive, dedication and reflectiveness our IB pupils have shown while achieving their academic success, they can take those steps with quiet, well-earned belief and fully enjoy the excitement of their new adventures. The same can easily be said of our IGCSE pupils, who are clearly ready to handle the rigours of the IBDP, with 75% of grades either A* or A.

Wellington is an international school where there is success all around the curriculum – in sciences, humanities, the performing and applied arts, mathematics and languages. Pupils have excelled in every area. A testament to this is that, once again, the highest achievers across the board in the 2018 exams were also those who took fullest advantage of everything that Wellington College Shanghai has to offer. There's a strong correlation between the pupils with the highest grades and the cast lists of our school productions, the team sheets in our sports, the line-ups of our musical ensembles, the pupil leadership of various projects. This underlines the ongoing importance of a truly holistic approach to education, where living life to the fullest not only encourages the development of character and passion; it also actively supports tangible academic success.



THE 6TH SPORTS DAY

The Best Sports Day Ever!

Wellington College International Tianjin

It was a fantastic sports day this year with the competitive elements in the morning, and the more fun activities in the afternoon. Each child was engaged in a group activity, and there was a healthy spirit of competition in the atmosphere.

Our children displayed excellent sportsmanship, tried their very best, won with modesty and grace and lost with dignity and honour. It is important that pupils are resilient and able to deal with both successes and setbacks, as this will help them cope well with the many challenges that they will face both in school and beyond. It was important to highlight the importance of taking part in things that you may not be very good at, and trying your best and participating, and setting targets for yourself and beating them.

Sports day is not just a one-day event, but an opportunity to introduce our children to a wide variety of activities that will help them find physical activities that they enjoy and can take forward. This will help them in both their physical and emotional well-being.

The behaviour of the children was exemplary throughout the day, and they thoroughly deserved their ice creams. The event was meticulously planned by Mr Maliphant, and was brilliantly executed by our junior school team, and I was also pleased to see so many parents attend the event and support all of our children so enthusiastically!



WELLINGTON SWIMMERS TAKE TOP SPOT IN SSSA SWIM GALA

Nick Starbrook, Director of Sport, Wellington College International Shanghai

On the 2nd December 2017, the Wellington Swim Squad participated in the SSSA Swim Meet at Western International School of Shanghai with 67 swimmers. For many members of the team, this was their first time representing the College in swimming. Once again, the Wellington Swim Squad achieved huge success: attaining 25 gold, 9 silver and 15 bronze medals and coming first out of all 16 schools that entered the competition.

The SSSA Swim Meet gives our swimmers the great opportunity to achieve their person best, try different events and put their hard work, training and personal dedication to the test. Big congratulations must go to the following swimmers: Zoe: 4 gold; Nicholas: 4 gold; Tommaso: 4 gold; Damian: 3 gold, 1 silver; Leigh-Ann: 2 gold, 1 silver; Max: 2 gold; Isabella: 2 gold; Jade: 1 gold; 1 silver, 1 bronze; Aimee: 2 silver, 1 bronze; James: 1 gold, 1 bronze; Jacqueline: 1 gold, 1 bronze; Jason: 1 bronze; Anni: 1 bronze; Francesca: 1 gold; Sophie: 1 silver; Stefania: 1 silver; Li Tong: 1 silver; Julian: 1 bronze; Amyr: 1 bronze; Gemma: 1 bronze; Charlotte: 1 bronze; Austin: 1 bronze; Alex: 1 bronze.

Everyone on the Wellington Swim Squad should be extremely proud of their performance and the truly impressive results of all their hard work.



I DREAMED A DREAM

Les Misérables School Edition

Wellington College International Tianjin

The spontaneous cheering and applause that burst from audiences as they watched the production of Les Misérables told its own story. Wellington has a long tradition of producing high-quality musicals each year, from *Oliver!* to *Showtime!* and *Calamity Jane*, but this year's show was surely the most ambitious of all, and the rapturous reception from those watching reflected its jaw-dropping quality.

Les Misérables is the story of Jean Valjean, a reformed convict haunted by both his crime – stealing a loaf of bread to feed his starving family – and Javert, an unforgiving police agent. Valjean eventually finds redemption in his care for young orphan Cosette and her lover, Marius.

Set against the dramatic backdrop of the revolutions that rocked France in the 1830s, Les Misérables is a complex and challenging work, even for professionals. Our show, the first school production staged in China, involved a cast made up entirely of pupils from Years 4-12, ably supported by backstage teams, designers and technical support under the guidance of Faye Gossedge, the school's Director of Music. In all, some 186 pupils worked on the show for 8 weeks, giving up evenings and weekends to work together in a remarkable display of collaboration and teamwork.





FROM THE DIRECTOR, FAYE GOSSEGE, DIRECTOR OF MUSIC

"This year, we wanted to give audiences an intensely emotional experience. For me, *Les Misérables* is the ultimate musical. It's one of the most challenging musicals ever written, and it opened up the opportunity for a very large cast and crew. We had eight solid weeks of rehearsals, and pupils threw themselves into their roles right from the auditions. There were 186 pupils involved in this year's production, both on stage and in other after school activities, such as textiles, DT, Art, Backstage and not forgetting light and sound production.

It has been an incredible journey for all involved, and I am delighted with the end result. *Les Misérables* is full of extremely difficult vocals, tricky time changes and many technical difficulties, all of which required careful planning and execution. Our production team worked in a very harmonious and supportive environment to make sure these technical difficulties were met. I am sure after this experience; our community better understands the importance music has to play in an all-round education. It stimulates the brain and teaches pupils so many life-skills".

FROM THE MASTER

"Each of the three performances of the show was met with packed houses, selling out the shows well in advance. The energy, skill and commitment of these pupils was both inspiring and deeply moving. The lesson that, by working together in a common cause and with a shared drive to succeed, young people can achieve astonishing things, has rarely been made more emphatically.

My very great thanks go to Faye and her staff team, as well as to the audiences who supported the show in such unprecedented numbers. However, my greatest appreciation goes to all 186 pupils in the cast and crew: you have done Wellington proud and no one who saw the show will ever forget your extraordinary achievement".



FROM THE CAST

"Through the musical performance, I not only made new friends, but also felt a strong bond with the younger pupils in the cast. After the production, I now find myself attracted to music and performance, like never before. This will certainly be one of the most unforgettable experiences of my high school life!"

FROM THE AUDIENCE

"I was astounded by the production.

The pupils were so professional that I forgot they were children and I was able to focus on the story and be moved by the whole production.

At the end of the show the audience gave a standing ovation and clapped so enthusiastically that the performers took many curtain calls.

Thank you to all those who came to support our musical.... It just leaves us with one question, what next?! You'll just have to wait and see..."

ARTS FESTIVAL 2018: Wellington Gets into the Jazz Groove

Wellington College International Shanghai

The end of the Lent Term saw Wellington turn into a riot of colour, sound and sensation, as the fourth annual Arts Festival focused on the inspiring and endlessly creative properties of jazz. As with previous years' arts fests, 2018 welcomed a fantastically talented line-up of artists to the College – with familiar faces as well as plenty of newcomers – to share their unique experiences and abilities with us.

Throughout the week, the College's music rooms and dance studios allowed for an energetic exploration of jazz under the guidance of The BOP Jazz Theatre Company and Dic Hamer, who led jazz dance and music workshops respectively. Similarly, the Black Box theatre was turned into the coolest new speakeasy joint in Shanghai by respective groups of pupils who devised their own dramatic jazz-themed performances with only the gentlest of nudges from the Round Midnight team:



“We’ve loved every minute of the festival while working with such amazing pupils from years 6-9. Each group learned about the Roaring 20s and prohibition in America, and were set the task of creating their own speakeasy. The idea was to let them devise and improvise as creatively as possible, so they were given very simple stimuli to start them off – in some cases just a sentence, in others a prop or a snatch of a song’s lyrics. It was immensely gratifying to see what they came up with and watch them just immerse themselves in the character of the time and place that they’d created.” – Round Midnight





Of course, not every session was completely centred on jazz. Rather, the spirit of jazz, with its heavy dependence on improvisation and letting different styles of performing flow into one another, informed the theme of many of the other sessions occurring across the College. From the puppetry of Gary Friedman, to the stand-up comedy workshops of Logan Murray and storytelling of Melanie Gall and Alex Milway, pupils were encouraged to experiment with new ideas, play fast and loose with the 'rules' of performing, and generally explore different types of creativity. Many of our Wellington parents signed up for tailored sessions as well, demonstrating that learning really is a lifelong pursuit:

"I feel that there's a sense of universality to comedy that everyone can tap into, no matter who they are or where they came from, and the parents I worked with this year were entirely representative of that. They engaged with the activities almost immediately, they were hugely eager to learn and perform, and they did a great job. There's a lot of genuinely funny parents at Wellington!" – Logan Murray

The 2018 Arts Festival will also have a lasting legacy in the form of the music department's interior design makeover, which you can see for yourself when you next stop by. Led by the collaborative efforts of artists David Redic and Kathryn Robbins, the walls of the music department are now liberally covered in the flowing colours, quotes and images created by pupils from across the Prep and Senior Schools.

"Kathryn and I had a blueprint in mind but of course once you add in the most fun part, the kids themselves, the project quickly takes on a life of its own. One of the things I've enjoyed the most is seeing the pupils take a sense of creative pride and ownership over the artwork they've worked on throughout the week. I think that together we've all made something that the whole school can really enjoy." – David Redic



“This was my first time working with children to such an extent and it’s been an eye-opener to see their huge range of different talents and reactions. They’ve thrown themselves into installations, self-portraits, abstract Picasso-style murals, a sound wall of reclaimed instruments from real musicians working in Shanghai – there’s been space for everyone to do their own thing and they’ve not held back at all!”
– Kathryn Robbins

The festival culminated in a closing ceremony that involved a wide range of devised music, dance, puppetry and drama performances from both the pupils and the artists they’d worked with throughout the week. For example, many of our musically talented children let loose in a series of stunning solos alongside Dic Hamer, while other pupils presented their superbly polished jazz dance piece that they put together with BOP in the space of a few workshops.

While this roundup has hopefully given a flavour of Arts Festival 2018, it is by no means a comprehensive description of the week-long festival’s events and activities that were such a huge hit with everyone in the Wellington community. Looking back on the event’s success, Director of Culture and festival organiser Dr Steve Jacobi said:

“This kind of event is always something of a gamble. Schools are often in thrall to routine and repetition, and a week-long festival offered an interesting and purposeful contrast. To this extent, jazz, with its characteristic stressing of improvisation, unpredictability and instinct, made for a refreshing and compelling break. Happily, a compelling rhythm to the week was quickly established, finding expression in the various workshops and the final, joyous performances.”

We hope that you all enjoyed Arts Festival 2018 and the freedom of expression found in jazz. Look out for news of the next iteration of Wellington’s celebration of the arts, with an entirely new theme and no doubt another incredible roll call of artists.

MID-AUTUMN FESTIVAL CELEBRATIONS

Wellington College Tianjin

Mid-Autumn Festival, one of the most important traditional festivals in China (only after Spring Festival), is the festival for harvest and family reunion. Chinese have celebrated the harvest during the autumn full moon nights since the Shang dynasty, more than 3000 years ago. But it was not until the Tang Dynasty that the mid-autumn celebration became a Festival formally. Mid-Autumn Festival is also known as Moon Festival, because it is held on the 15th day of the 8th month of the lunar calendar with full moon at night. Chinese believe that the full moon symbolises family reunion. So, the Mid-Autumn Festival is the day when family members get together.

The most well-known legend of Mid-Autumn Festival is Chang E flying to the Moon. It was said that a famous hero and archer in the ancient past in China, whose name was Hou Yi, received an elixir of immortality from an immortal. One of his apprentices wanted to steal the elixir but happened to be seen by his wife, Chang E. Chang E had no choice but swallowed the elixir. She flew to the moon after that and became the lunar deity. She could not return to earth any more, only a little white rabbit accompanying her. Hou Yi missed his wife so much. He displayed fruits and cakes Chang E liked in his yard and gave sacrifices to his wife on the evening of August 15 every year. This is why Chinese worship the moon and eat moon cakes on the Mid-Autumn Festival night.

Mid-Autumn Festival is usually at the end of September or early October of the Gregorian calendar. This is why at Wellington College Tianjin, we set the last week of September as Chinese Culture Week to celebrate this festival. The Mandarin department provides a variety of activities for all pupils, such as Chinese traditional games, Chinese traditional dress day, Mooncake tasting, Chinese drama, presentations and performances. Through these interesting activities, pupils have a broader understanding and experience of Chinese culture and the beautiful meaning of the Mid-Autumn Festival. We send good wishes to every family in the Wellington community.







OUR PUPIL REPORTERS INVESTIGATE SCIENCE WEEK

Wellington College International Shanghai

22nd-26th January 2018 saw Wellington enjoy a week-long voyage of scientific discovery full of 'eureka' moments for everyone involved. With such a packed schedule this year, it was all but impossible to catch everything going on. That's why we sent year 12 reporters Anya and Sofia to investigate Science Week 2018 and find out what surprises and discoveries lay in store across the College.

During Science Week, the entire college came together to get a better understanding of how our world really works. We've seen how the smallest pieces of data can help solve a murder. We've dived directly into anatomy to see how living bodies work. We've looked ahead to the future of robotics and programming. We've witnessed how even a small chemical reaction can make a very big bang.

Together, we've all figured out that science affects practically everything!

Sadly, it would take far too long to describe all of the many things we saw and discovered, but the following selection of activities highlight just how varied and exciting Science Week 2018 was for Wellington pupils of every year group:

In his 'flashes and bangs' demonstration, Mr Deva showed us all how a carefully measured mixture of rather simple elements can have explosive consequences. A pinch of flour quickly became the fuel for a flamethrower, and a small mix of methane and oxygen was enough to blow a bottle right across the science lab. We quickly discovered that you must respect science to understand what it's capable of... and that sometimes the best way to show respect is by wearing goggles and standing well back!

Mrs Philo demonstrated that with the right design, things can be made much stronger than they might first appear to be. During her sessions, pupils tried to design a chair using only newspaper, water and glue that could support the weight of a person. Of the seven groups in our session, they all came up with different designs, but only one chair was successful. This was no bad thing, because failed experiments only help to see where you went wrong and what you need to change to be successful next time.

It also sometimes helps to embrace science's messier side and get stuck in. That's exactly what both Senior and Prep pupils did when building bath bombs with Miss Abbott and investigating frog and pig organs in Miss Palakrishnan's dissection lab. We were both very



pleasantly surprised how confident and eager the younger pupils were to dive right in and explore the animal organs for dissection, with very little squeamishness being shown at all.

Throughout the week we also got to investigate the murder of Mr McKee by using all kinds of forensic analysis techniques straight out of CSI (Crime Scene Investigation). We went to the blood splatter analysis workshop where, led by Mr Lloyd, pupils were happily smashing watermelons to pieces with cricket bats, hockey sticks, hammers and more. This wasn't just for fun: they were trying to determine which object caused the type of 'blood' splatter most similar to the one found at the crime scene. While they all had CSI overalls on, we didn't, so we kept well back from the carnage and took some aerial shots from above the courtyard.

We think that there are a couple of different reasons why the crime scene investigation was one of the most widely discussed activities during Science Week. Firstly, it helps that it was a fun, funny concept to see our teachers as potential murder suspects. Secondly, who doesn't love a good mystery? Most importantly, it showed us how the proper scientific analysis of even the tiniest bit of data can be very important and can make a huge difference in the real world; in this case by solving a terrible 'crime'!

These activities, as well as the many other amazing things going on during Science Week, gave all of us pupils the chance to explore science beyond textbooks. It showed that learning about science means getting stuck in, being hands-on while also being safe and respectful, often being precise but occasionally being a little bit messy. Above all though, it's about being open to new discoveries by training our minds to be curious, analytical and persistent.

If we are curious, we're keeping an open mind to different types of science and discovering how they affect our lives and our environment.

If we are analytical, we're finding new evidence and running more tests to get the most accurate picture of the world around us.

If we're persistent, we can keep trying, keep experimenting when things don't go right the first time. Each failed experiment will give us more information that we can use to prepare for the next attempt. Every failure is just another step towards success, but only if we keep going!





LIVING OF THE WELLINGTON IDENTITY

Wellington College International Tianjin

On Friday, 7th September, 42 Stanley pupils embarked on an American style camping adventure to Huairou, north of Beijing. This was the first residential house trip in Wellington College China's history and it was a cracker too!

It was a fun packed two days where the Stanley House were able to put all the College's values into practice. Courage in particular was fostered through the dizzying vertical climbs of the Via Ferrata. There was plenty of kindness displayed too as Stanley pupils, across different year groups, supported each other through the challenges of living out under the stars.

Perhaps more so than in the confines of school we saw the emergence of the 5 characteristics of the Wellington Identity:

Being away from home and amongst their peers promoted pupil independence. But as all Stanley pupils from year 7 – 12 voluntarily signed up for the trip the two days resonated with an ethos of inclusivity.

Raft building and tent building and various other challenges required team and individual problem-solving and thus engaged pupils intellectually. And because there was such a variety of activities (raft racing, barbecuing and cooking, camp singing, dancing and bonfire games, and of course the thrilling via ferrata) each individual was able to discover what they found engaging.

Finally, as can be seen by the many exhilarating photos and of course the wonderful feedback from both pupils and parents, the Stanley pupils were inspired and have inspired the whole college by their adventure. The in-house bonds they made and the memories they created will last for a lifetime!



A SUMMER OF ADVENTURE 2018 Senior School Expeditions Recap

Wellington College International Shanghai

Learning experiences outside of the classroom are a crucial part of the College's educational philosophy. Whether visiting a Shanghai museum, trekking through the jungles of Borneo or competing with teammates in a sports tour in the UK, we believe in the value of giving pupils opportunities to explore, learn and grow beyond the college campus. Senior School expeditions are an essential and expanding element of this and thanks to the tireless efforts of our staff and a growing partnership with the JUMP! foundation, pupils were able to access three incredible China-based expeditions in the 2018 summer term to close out the 2017-2018 academic year.

The Yunnan expedition was a significant physical challenge as well as cultural exploration of China, as pupils hiked, climbed and cycled across some truly gorgeous mountainous terrain. The 3-day expedition to Tongzhou explored China's beautiful rural scenery, with an environmentally-focused 'Planetwalk' element. Lastly, the year 10 pupils travelling to Cuandixia, a rice-growing area north of Beijing, took on the physical, mental and logistical challenges of the internationally respected Duke of Edinburgh Award.

Here's what our intrepid summer adventurers had to say about their expedition experience:

APPRECIATING NATURE IN TONGZHOU

"I think my favourite part of the Tongzhou trip was the Planetwalk that we did in imitation of the work of environmentalist John Francis. We took a walk around the island in silence, thinking about our lives and how we can live peacefully alongside nature. It was really beautiful and peaceful. It made me think about the importance of switching off, having no phones or screens to look at, even if it's only for a short while." – Clara, year 10

"It was a real eye-opener. I'm not usually one to jump straight into this kind of thing so I'm glad I did it, as I came away with a good sense of accomplishment. I'd not tried my hand at kayaking properly before and I ended up really enjoying it. The three days of great scenery, good company and fun activities went by very quickly!" – Tom, year 11

CONQUERING THE DOFÉ BRONZE IN CUANDIAXIA

"It was unlike any other trip I've ever been on. Planning, preparing and then actually hiking 16km per day across varying terrain was a seriously tough challenge but we all felt a great deal of satisfaction once we'd finished. For me, the teamwork element was the best part of the expedition, as we had to stick together, maintain our pace and support one another to make it through to the end. A tough trip, but totally worth it!" – Owen, year 11

INVESTIGATING CHINA'S CULTURAL DIVERSITY IN YUNNAN

"We had such an incredible time learning about other elements of Chinese culture as well as seeing our peers in a different light. I think the scariest yet most rewarding part for me was the Via Ferrata (Iron Path) climbing activity – it certainly helped us forge closer bonds of friendship! It was refreshing to see our teachers in different light too, not just as authority figures but in a more fun and informal context." – Lydia, year 13

"I was blown away by how beautiful different cultures can be. The local people were incredibly friendly and eager to share their story with us. The whole trip was a very special experience and I was glad to have shared it with friends in my own year group as well as the younger years." – Isabella, year 13

"It was fascinating to learn about the culture of various Chinese minorities by studying their calligraphy, which links closely to their respective histories. One of my favourite parts was our musical exploration activity when we listened to Yunnan flutes and other traditional instruments blindfolded to concentrate solely on the music. It led to some great discussions and helped us bond with the locals and each other." – Sage, year 13

"One night we all danced together, the whole group along with our local hosts in their traditional dress. We might not have understood much of their language but we could still communicate and have a good time together through the universal language of dance!" – Mizuho, year 13



The next big challenge

Summer 2018 was a landmark term for our Senior School expeditions, as it was the inaugural year of involvement with the Duke of Edinburgh programme and our first year collaborating with JUMP! Even greater things are to follow as we continue to seek out locations and themed activities for pupils to explore.



惠立教育

HUILI EDUCATION

**WELCOMING HUILI:
LIFE AT
OUR SISTER SCHOOLS**





CELEBRATING HUILI EDUCATION LAUNCH AND HUILI SCHOOL OPENINGS

On 11th September 2018, Huili Education Group was officially launched, with a ceremony held to celebrate the opening of Huili School Shanghai. Mr Li Guohua, Deputy District Mayor of Pudong New District, Ms Zhuang Jiafang, Deputy Director of Pudong Education Bureau, Mr Li Jinzhao, Secretary of the Lujiazui Properties Committee of the Communist Party of China, Ms Joy Qiao, Founder and Chair of the Board of Governors of Huili Education Group and Wellington College China, Ms Helen Kavanagh, Chief Executive Officer for Wellington College China, Ms Felicity Kirk, Governor for Wellington College England, Mr Scott Bryan, International Business Director for Wellington College England, Mr Gerard MacMahon, Executive Master of Wellington College Shanghai, Ms Stella Zhou, Principal of Huili School Shanghai, and Ms Kirsty Anderson representing Durham University, England, attended the openings.

On the same day, Huili Education Group also announced the establishment of the Huili Institute of Learning, aiming to contribute to the development of education in China and beyond through high impact professional learning. It will provide consultancy work along with professional learning and training solutions for new or existing schools and education groups.



At the launch ceremony, Ms Joy Qiao remarked, "Today marks the launch of Huili Education Group and the Huili Institute of Learning, as well as the opening of Huili School Shanghai. At this moment, I'm excited and proud, but also feel a sense of responsibility and purpose. We hold the vision of providing a first-class education that embraces the merits of both eastern and western systems and is authentically holistic in nature. The Huili Education Group recognises the importance of academic excellence, but also seeks to develop the whole child, so that they are prepared for success at school and as global citizens within an increasingly connected world. The outcome of an education at Huili schools is pupils who exhibit the Huili Identity: Inspired, Intellectual, Independent, Individual and Inclusive, and the Huili Values of **KINDNESS, COURAGE, INTEGRITY, RESPECT, AND RESPONSIBILITY**. I'm sure that the establishment of Huili Education Group and Huili Institute of Learning will contribute greatly to the development of education in China'.

The Institute of Learning has been established to provide professional learning and consultancy solutions that empower educators and leaders to deliver an education that is at the forefront of innovation and development. The Institute of Learning aims to contribute to the development of education in China and beyond through high impact professional learning. As a passionate and experienced team of experts, the Institute of Learning has a proven track record in China through its work with Wellington College China and Huili schools, in supporting high standards of practice in education and operation. It is now seeking to develop education across China more broadly.

On this day, Huili Institute of Learning officially signed a cooperation agreement with Durham University, to offer rigorous Initial Teacher Education (ITE) qualifications in China. The School of Education, at Durham University, is the leader for education training in the UK and recognised as one of the world's best for research and ITE.

Kirsty Anderson, representing Durham University stated, "We are proud of the partnership between the School of Education, Durham University and the Huili Institute of Learning. We are looking forward to continuing to provide the very highest standards in ITE to trainees in China, along with supporting the Institute of Learning with a number of exciting and ground-breaking research projects, which will be at the very forefront of education in China. This partnership, I am certain, will contribute profoundly to educators, school leaders, schools and education more broadly in Shanghai and China'.



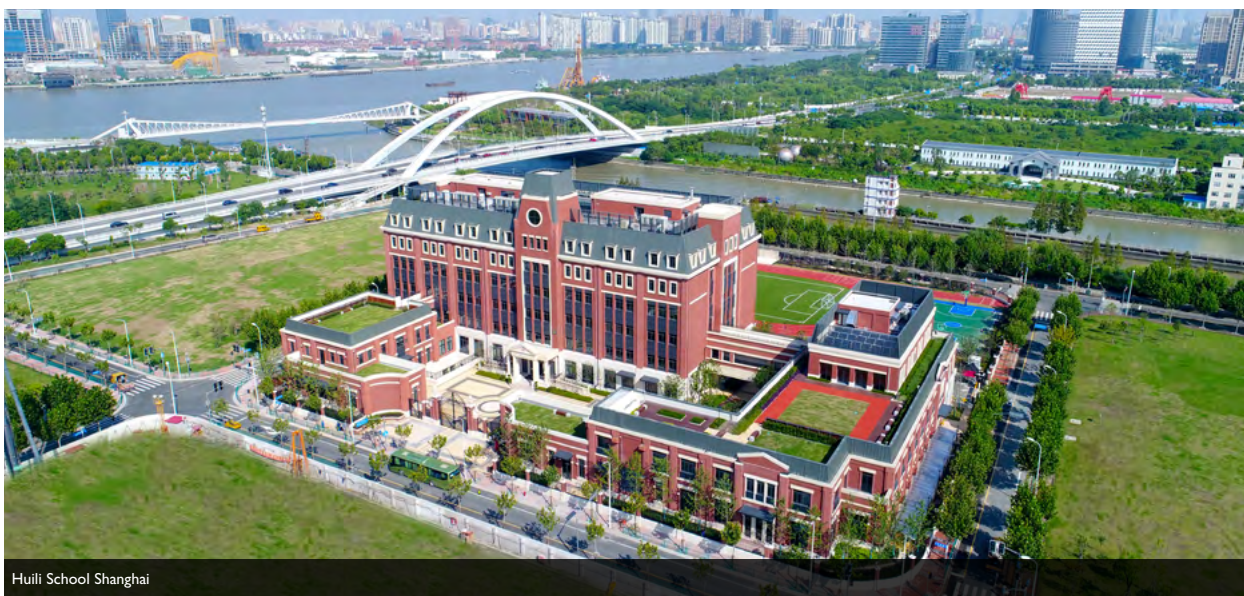
The Huili Institute of Learning comprises a team with expertise in research and development, school and group leadership, school improvement, quality assurance, and curriculum development, with a deep understanding of bilingual education and Early Years education. It is supported by several non-academic directors. The Institute of Learning offers comprehensive consultancy work for organisations with projects in the start-up phase, or with established schools and school groups to assist the senior leaders in realising strategic priorities. Professional learning opportunities will be offered to educators and leaders through a series of workshops and conferences and directly to schools.

Mr Li Guohua noted, "It is a real pleasure to attend this ceremony. As an important window to regional economic development and foreign exchange, Pudong New Area has witnessed increasing demand for international education and global talents. Since 2017, Wellington College Shanghai has cooperated with Shanghai Pudong Institute of Education Development and International Exchange Centre with fruitful achievements already. Therefore, I sincerely hope that the establishment of Huili Education Group and Huili Institute of Learning will enhance cooperation to further promote Pudong Education and cultivate more global talent".

As the only private school in the New Bund area in Shanghai, Huili School Shanghai is founded by Huili Education Group, supported by Wellington College China. The school campus was built by the Shanghai Lujiuzui Group, the developer for the New Bund area. The school offers a bilingual education that embodies the best of both eastern and western systems for pupils from grades 1 - 6.

Ms. Stella Zhou said, "Today, we will begin our new journey together with nearly 300 pupils. Each child is unique and our aim is to provide a transformative experience, fully developing each pupil's values and identity. The Huili School Shanghai community comprises like-minded, passionate and committed educators recruited from across the world. We sincerely hope that every pupil will grow happily and healthily at Huili."

Huili School Shanghai personalises learning to meet the needs and interests of all pupils from grades 1-6. Pupils follow the Huili Education immersion model, experiencing about half of their learning in Chinese and half in English. Fully compliant with the Shanghai local and Chinese National Curriculum, Huili also offers a broad curriculum with PE, art, and music fully integrated into the curriculum. In addition, the school also adopts a progressive pastoral programme, which seeks to develop well rounded pupils through effective tutoring experiences, well-being programmes, close communications with parents and a focus on the mental and physical health of pupils.





WELLINGTON COLLEGE AND HUILI SCHOOL HANGZHOU CELEBRATE OPENINGS

Wellington College Hangzhou

The Grand Openings for Huili School Hangzhou and Wellington College International Hangzhou were held on 12th September. The senior leaders from Government, Ms Joy Qiao, Chair of Board of Governors Wellington College China and Huili Education Group, Ms Helen Kavanagh, Chief Executive Officer, Wellington College China, Ms Felicity Kirk, Governor of Wellington College in England, Mr Scott Bryan, International Business Director, Wellington College in England, Mr Paul Rogers, Founding Executive Master of Huili School Hangzhou, sharing the joy of opening ceremony along with pupils.

The founding pupils began the opening ceremony by performing the school song, which deeply impressed our distinguished guests. Our teachers and pupils presented the extraordinary character of Huili, by sharing their personal views on Huili Identity and Huili Value.

The opening of Huili School Hangzhou and Wellington College International Hangzhou marks a break-through in educational progress by the Huili Education Group and Wellington College China for Hangzhou in the Zhejiang Province. This provides both Chinese families and expatriate families with multiple choices and accelerates the process of international development in Hangzhou.





EXCELLENCE IN TEACHING AND LEARNING

Stella Zhou, Principal, Huili School Shanghai

“A sense of inadequacy does not come of itself but from learning and bewilderment from teaching. Knowing this, students and teachers will reflect and strengthen learning and teaching accordingly to achieve excellence in learning and teaching”.

— Study Article of Book of Rites

School, as a place to teach and learn, centres on teaching and developing pupils.

THE IMPORTANCE OF THE PUPIL: TEACHER RELATIONSHIP IN TEACHING

Pupils and teachers are the two principle parts of teaching. It is commonly acknowledged that recruiting good teachers is an essential element of any successful school. It is an affirmation of the teachers' fundamental importance to the task of educating young people.

Teaching is a purposeful activity which highlights the process as well as the result. Therefore, lesson planning and delivery are of central importance for any teacher. In pupil-centred teaching practices, pupils are not the passive recipient but a principle part of the equation. When pupils become involved in the teaching process,

their interactions with their teachers can provide that all-important spark of inspiration for both sides, keeping them motivated and innovative in their outlook on education. In this sense, pupils are teaching their teachers – it is a two-way exchange of knowledge and progress.

Managed effectively, interaction between pupils and teachers can also promote a suitable and healthy kind of pressure for both sides. For the pupils, their teacher's supervision and the moderate pressure from the learning tasks at hand may urge them to rise to the challenge and finish tasks in a timely, efficient manner. As for teachers, their pupils' constant desire for knowledge and new educational experiences can spur them to continuously improve their teaching and consider new approaches. Thus, a suitably moderate amount of pressure generally aids excellence in teaching and learning, when properly managed.

The essence of education does not rely on simply transmitting knowledge. Instead, by utilising knowledge as a carrier, it intends to promote positive interactions between teachers and their pupils, as well as their mutual improvement in personality, emotional wellbeing and character as a result of this virtuous cycle. It embodies the essence of education, which is one individual positively influencing another.

ABILITY TRAINING—KEY TO TEACHING

In both primary and secondary schools, especially in the former, it is not helpful to focus solely on the knowledge that pupils accumulate. There is no noticeable difference in learning Pin Yin (spelling) in Early Years 4 or grade 1. Although children can use four arithmetic operations in grade 1, it is not necessarily the case that they will surpass the calculation ability of peers when they are in grade 4. What matters most is that pupils have a solid command of learning methods, thinking modes and problem-solving skills used in the process of learning. When pupils are able to use their skills to calculate $\frac{3}{4} \times 12$ quickly and correctly, we would first inquire whether or not they understand the equation thoroughly, and then apply the method of multiplying fractions and integers to real-life problems or explore the deeper mathematical meaning behind the methodology.

Pupils' abilities in exploring, problem-solving and innovation need to be constantly trained and encouraged. If we spend most of the classroom time training pupils to memorise various subject-specific principles and facts without the ability to use them flexibly, they will lack the opportunity to explore said principles by themselves. When they grow up, they will likely be hampered by a lack of innovation and decision-making skills. Likewise, if teachers simply impart what is written in the textbooks, their role will be replaced by machines sooner or later. Teachers should take the majority of their lesson preparation time to consider how to motivate pupils' desire to absorb the course content and subsequently inspire them to proactively explore new knowledge by themselves. In this process of teaching, teachers maintain positive interactions with their pupils, propelling their learning and training their ability to find and solve problems independently. At Huili, we emphasise that teachers in class are not to teach but to facilitate. It is only when pupils are given enough of a chance to explore and think for themselves at school that they can dare to face the unknown challenges of the future and become global problem solvers and creators of a better, fairer and more prosperous future society.

ASSESSMENT—A MEANS TO GUARANTEE EFFECTIVE TEACHING

Assessment is everywhere in teaching and learning. The forms of assessment are not confined to teachers' one-way assessment of their pupils.

Teachers' Assessment of Students

This is the most common form of assessment. Teachers will refer to teaching objectives when they assess pupils and adjust their teaching programme accordingly. Sometimes, a teacher's assessment does not match up with that of the child's parents because teachers are able to observe the detailed aspects of learning as well as the overall performance of pupils. They can summarise not only summative but also formative assessments. Besides, they will focus on assessing pupils' knowledge acquisition. More importantly, they can make a general assessment of their learning process and skills overall. For example: parents may simply ask their child to expand their vocabulary when they become aware that the child can correctly write down dictated English words in certain disciplines. However, teachers will evaluate whether they are capable of utilising words flexibly before they extend pupils' vocabulary learning.

Pupils' Assessment of their Peers

Sometimes teachers allow pupils to assess their peers or themselves, which is an important process of self-reflection. A person can hardly find out his or her own weaknesses and improve them if they cannot assess themselves fairly and accurately. The ability to assess others and oneself needs to be trained. We do not intend to encourage younger pupils to compete with A-Level peers and discover their own shortcomings blindly. Mutual evaluation enables them to find their peers' defects and assist them to correct or find positive examples to emulate. The process is useful to encourage pupils to help others and openly celebrate their successes.

Pupils' Assessment of Teachers

In a free and equal class environment, pupils are motivated to think critically, raise their doubts and seek the truth. Favourable interactions between pupils and teachers are not one-sided. Teachers can also reflect and improve through pupils' assessment, which is a manifestation of excellence in teaching and learning.

Teachers' Assessment of their Colleagues

Teachers usually have opportunities to discuss and research with their colleagues. The mutual evaluation designed to perfect their teaching can benefit them without the pressure of being assessed by their superiors. Self-reflection is of great importance for teachers because they may have breakthroughs in teaching during the assessment process. As I often say, teachers must seek a sense of satisfaction from self-reflection like the silkworm breaking from the cocoon and becoming a butterfly. Only by constant effort and self-reflection can teachers expand their educational mindset and advance to a higher level of teaching.



ART WEEK

Celebrating the Summer!

Huili Nursery Shanghai

To celebrate Art Week at Huili Nursery Shanghai, the children created some unique bunting. Each child painted their own flag which we will use to decorate our Summer Carnival on May 26th.

The children were asked to think about what summer means to them. They looked at a mood board of summer themed images to inspire them. Each child was given a triangle of artists canvas to work on and a palette of watercolour paint and some oil pastels. They used brushes, sponges, stamps and crayons to draw a summer themed picture.

The children had lots of ideas that ranged from different flavoured ice cream to pizza slices, driving in a fast car, wearing sunglasses, visiting the beach, garlands of flowers, smiley faces and lots and lots of water melon!

They talked and giggled about their different ideas together. They shared their paintbrushes, made suggestions to each other and admired their finished pieces drying together afterwards.

Children in EY1 chose the coloured flag they wished to paint. They had their hand painted with the colour of their choice from a palette of paint. They enjoyed naming the colours and counting to three as they stamped their hands on the canvas flag.





WORLD BOOK DAY

Famous Book Characters Come to Life

Huili Nursery Shanghai

March 1st is World Book Day, a perfect opportunity for all children at Huili Nursery Shanghai (formally known as Wellington College Bilingual Shanghai) to immerse themselves in a world of books and the joy of reading. To celebrate this special day, we asked our children to dress up as their favourite fictional characters with help from their parents to prepare costumes made from recycled materials, making the celebration even more fun but still environmental friendly.

In the morning, the nursery welcomed an incredible array of fantastically costumed characters – ranging from Harry Potter to the Pigsy from Journey to the West, Flower Fairy and Snow White; the most beloved storybook creations from all over the world. Throughout the day, the children eagerly talked with their friends about their colourful and creative outfits, as well as their reading experiences, highlighting the important role of books in their lives.

English writer and poet Mary Wortley Montagu had a famous saying: "No entertainment is so cheap as reading, nor any pleasure so lasting", while Maxim Gorky once said: 'Books are the ladder of human progress'. Books are indeed an incredible source of knowledge and developing a love of varied and habitual reading at a young age is invariably beneficial for children. Here are just a few benefits of building and maintaining such reading habits:

IMPROVING COGNITIVE AND CREATIVE THINKING

Reading gives children the opportunity to use logical and imaginative thinking to understand new concepts and apply their understanding of these concepts to real life circumstances. When reading, young minds are constantly developing their ability to reason and interpret the world around them.

INSPIRING IMAGINATION

While reading, children are exploring everything depicted in books with their five senses. Every picture and every sentence can throw them into an imaginary world full of vivid sounds, colours and scenes. Each book that they read allows them to exercise their imagination, making it stronger and more ambitious.

STIMULATING LEARNING

Reading empowers children with information. The more they read, the more they learn. Reading also builds the skills of comprehension and independent learning. Evidence shows that children with strong reading abilities are also efficient learners and well-rounded individuals.



DEVELOPING CHILDREN'S READING SKILLS IS VERY IMPORTANT AND THERE ARE MANY THINGS YOU COULD DO TO HELP ENCOURAGE YOUR CHILD'S READING AT HOME:

Take the time to select the right books which are age-appropriate and cater to your child's interests. If children burst into laughter, react with excitement to key plot points, or raise many questions as they are reading, then you have probably chosen an appropriate book.

We encourage parents to spend time reading together with children. If your child shows great interest in a specific book, you can re-read it over and over again to fully explore the story and reinforce their love of reading. You can even ask your child to create their own version of the story, allowing them to be inspired by the books that they enjoy.

Set a positive example for your child by making reading a visibly important part of your own life. Creating a reading atmosphere at home is essential. Reading together with your child before bedtime and during weekends is an enjoyable and beneficial way to encourage a love of books.

We hope that you all enjoy World Book Day to the fullest. It's a day of appreciation for books but also a day of literary discovery for people of all ages; an ideal time to try out a new book, author, or even a whole new genre. Remember, what you like to read is less important than making sure that you read frequently and keep your mind open to exploring new books and ideas. Reading is a vital skill and interest that starts at school, but should last a lifetime.



AFTER SCHOOL ACTIVITIES

Huili School Hangzhou

It is brilliant to watch and listen to pupils experiencing new activities, buzzing with excitement as they get ready for the unknown of a new ASA session. It has been pleasing to witness pupil involvement in activities such as Touch Rugby, Dancing, Singing and Drama to name but a few. Having over 130 activities each week, it is nearly impossible to visit all of the activities and observe all the powerful and positive interactions by the pupils, the collaboration, project management, teamwork and perseverance taking place; all being important elements that fit within and promote the Huili values.



Being an active participant in ASAs gives you essential skills that are important for the next stages after leaving school. Having the opportunity to experience these activities will give our pupils more know-how, make them more open minded and therefore desirable when applying for top university places or internships with global businesses.

We are really looking forward to the next block and the exciting activities staff will be undertaking - such as those Ms Gaul is pursuing with her performing arts team. These will form a strong foundation for future productions and performances, helping the pupils take their performing art talents to the next level.





SUMMER FAIR IN REVIEW

Wellington College Tianjin

What a wonderful event it was! With over one hundred vendors offering games and activities, food and drink, the day was sunny and dry, apart from the obligatory sponge the teachers stall. More than 2500 people from both the College and local community turned out in support of Ru Hui Rehabilitation Centre – helping autistic children and their families here in Tianjin.

On-stage performances of song and dance from both senior and junior school pupils gave the event a truly exciting atmosphere. The Sports Hall was once again transformed into a children's safe play area and a much-needed parents hideaway, with fun for all the family at every turn.

Pupils in both the Junior and Senior Schools created some wonderful games and activities in their Houses – Orange, Stanley, Blucher, Wellesley and Anglesey, each running stalls that offered traditional games and activities focused around our theme of Respect for the Environment.

This would be an ideal opportunity to comment on the wonderful Friends of Wellington parent community at the College. Parents not only supported their children in all preparations for their House stalls, but more importantly got stuck in themselves, cooking and preparing wonderful food from their home countries, as well as enjoying the sights and sounds of the Fair at the same time.

The Summer Fair also offered a valuable opportunity to promote local enterprises – the groups that really tend to hold communities together. From delicatessens to restaurants, the event was a platform for some of Tianjin's more unique small enterprises to get some well-deserved recognition.

See you next year!



SUMMER FESTIVAL 2018 A Warm Aloha

Wellington College International Shanghai

Summer arrived in Shanghai just in time to bring perfectly pleasant weather with a refreshingly cool breeze to Wellington for its fourth annual Summer Festival event. A record-breaking number of pupils, parents, siblings, staff and assorted members of the Wellington community came together to enjoy this hugely anticipated highlight of our annual calendar.

Festival goers were met at the gate with leis and grass hula skirts, in keeping with the theme of Aloha Hawaii – a theme which plenty of people embraced, wearing floral shirts, shorts, dresses and other assorted colourful clothing. Professional dancers and stilt-walkers in traditional Hawaiian hula dress, as well as the huge banner sporting the competition-winning logo designed by Natalie in year 8 completed the look and feel of a genuine Hawaiian summer celebration.

The festival's opening ceremony literally went off with a bang, our Principal Eleanor Prescott set off an impressive show of pyrotechnics on the main stage which covered the crowd in confetti after delivering her opening address:

"I just want to say a huge thank you to everyone gathered here. This is an incredible partnership between the Friends of Wellington and the College, and it would absolutely not be possible without the hundreds of parent and teacher volunteers. So thank you so much once again and have a fantastic festival!"

This sentiment was echoed by Maya Tarabay-Schisano, Friends of Wellington Event Coordinator:

"Thank you to everyone across the Wellington community who put this amazing event together, as well as our wonderful sponsors, I hope you all have so much fun today."

Thanks to the always sterling efforts of both the staff and our growing number of vendors associated with the Summer Festival, everyone had the chance to enjoy plenty of new attractions mixed with many of our regular favourites. From the climbing wall, pony rides, reptile corner, the very popular new addition of the extreme balloon blaster (where competitors raced to blow up balloons with ACME dynamite-style air plungers!) mechanical surfboards, three different bouncy castles, and much more. There was a huge amount of fun to be had by attendees of all ages.



Alongside these activities, there were the classic crowd-pleaser fairground stalls such as the coconut shy, hook-a-duck, tin-can alley and the Somerset classic sport of 'Welly Wanging', all kindly run by staff, pupils and parents. The raffle and tombola, organised by Maggie Wan, were also in full swing with some fabulous prizes to be won. And of course, who could resist the urge to help their beloved teachers cool off by dunking them in icy water or soaking them with hurled wet sponges? We're sure that all the 'volunteering' teachers were very grateful for this bit of light-hearted aquatic refreshment!

Whenever festivalgoers wanted to recharge their batteries or just take a break from the fun to grab a bite or a refreshing drink, the Tiki Lounge Food & Beverage line-up had them covered. Again, festival favourites mixed with welcome newcomers to offer everyone a fantastic feast of Italian, Mexican, Belgian, British, Vietnamese, Lebanese and New Zealand culinary treats.

Throughout the day, everyone could also enjoy the sometimes chilled, sometimes lively, but always excellent performances taking place on the main stage. From the Aloha Hawaii Island style opening performance from our guest professional dancers, to the

sensational series of pupil performances, there was no shortage of entertainment to be had. These included musical ensembles from the CentreStage Academy attendees, as well as Latin Jazz numbers and a sterling performance from year 13's Ken Lee, who was Wellington's Young Musician of the Year at the time.

As is the case with each passing year, the Summer Festival once again turned out to be a time for the whole of the Wellington community to come together; relax, socialise and celebrate all our hard work and achievements throughout the year. As Joe McKee commented:

"It's important for any school community to find time to enjoy just being a community, through taking a well-deserved break from the daily routine. I've very much enjoyed my first Wellington Summer Festival and it's been hugely heartening to see further evidence of just how welcoming and friendly this community is, and how much of a great time everyone has when we get together!"

We hope that you had a wonderful time at Summer Festival 2018 and thank you all once again for your incredible support and sense of community that always make this event such a pleasure to organise and enjoy.

SUMMER CARNIVAL 2018

Vanessa Szucs-Hussain, Head of Early Years, Huili Nursery Shanghai

What an amazing event! On Saturday 26th May we welcomed more than 400 families to Huili Nursery Shanghai for our annual Summer Carnival. Yuki and I were delighted to open the event with traditional drummers from both East and West and the entertainment simply didn't stop all day.

The children were entertained by an eclectic mix of traditional and modern artists including a jazz band, Drama by Dreamaker, Traditional Folk music, Ukulele band, Korean drum dancers, a magic show, children Hip Hop dancers, Dai dance and flamenco performers, cheerful clowns and a guitar and djembe performance, not to mention children's entertainers, balloon artists, musicians, and DJs.

In the gardens, there was a wonderful selection of sporting activities to try: fencing, football, golf, balance biking, martial arts and skills training. An outdoor maze, ball pool, bouncy castle and foam pool both entertained the children and amused parents equally. Traditional crafts of sugar spinning, name-painting, sugar art, face-painting, caricature art and clay modelling provided a break from the busyness whilst the presence of two adorable miniature horses added an extra element of happiness to the mix.

Indoors the entertainment and fun continued with arcade games, table hockey, Lego, robotics workshops and a wide array of arts and crafts activities. Vendors selling wonderful products, toys and delights filled the corridors and indoor spaces leading out in to the food court where everyone's culinary tastes were well-catered for.

The day passed quickly, as we know: time flies when you're having fun! This event reaffirms that our community is one of strength and support, inclusion and inspiration, happiness and belonging. Events such as these demonstrate the partnership between the staff and the families as we all work together to grow our very youngest learners and provide opportunities to celebrate our partnership.







CHARITY CHRISTMAS BAZAAR

Wellington College Tianjin

As December 1st arrived so did the Wellington College Tianjin, Charity Christmas Bazaar. Now in its third year, the market was a feast for the eyes, with over 60 stalls offering a wide range of seasonal gifts and refreshments throughout the afternoon to over 800 guests.

Parents jumped into the Christmas spirit, offering a wide variety of food, drinks and gifts, with our Junior and Senior School Houses working together to organise games and activities throughout the afternoon.

To cap off the Christmas Bazaar the arrival of Santa Claus came with shrieks of delight from the younger pupils who lined up to visit Santa in his Winter Wonderland grotto. After checking who had been naughty and who had been nice every pupil received a gift and was wished good health and happiness for the year to come. A fantastic time was had by all in attendance.





WELLINGTON'S CHRISTMAS BAZAAR GETS THE WHOLE SCHOOL PREPPED FOR THE FESTIVE SEASON

Wellington College International Shanghai

On Friday 24th November 2017, the Dome was converted into a winter wonderland stuffed full of Christmas cheer, with plenty of festive foods, gifts and amenities for everyone to enjoy in the run up to the end of term and the holidays beyond. With piped-in carols and Christmas classics (not to mention the king of Christmas crooning himself, Michael Bublé), parents, pupils and staff were met with wall-to-wall stalls and attractions the moment they entered the Dome.

Of course, everybody knows that a major part of Christmas is indulging in decadent eating and drinking, and the bazaar had this angle well and truly covered. From savoury Vietnamese gourmet spring rolls, to a vast selection of sweet treats, including homemade Christmas cookies and cinnamon rolls, pies puddings and candies, complete with spiced mulled wines, there was no shortage of tables groaning under the weight of their Christmas culinary delights.

The younger pupils could work off some of their sugar on the festively-themed bouncy castle and even meet St Nick himself while getting the chance to make sure he knew what they wanted for Christmas – provided that they have not been naughty, of course!

The stalls were also packed with everything you could conceivably need to prepare for the festive season. Beautifully crafted decorations and ornaments, shiny wrapping paper, wreaths and lovingly potted Christmas trees all drew the eye of everyone who passed by. For those stuck for gift ideas for their nearest and dearest, inspiration was close at hand: gorgeous handmade jewellery, handbags and perfumes, smart shaving sets (complete with straight razors for those with a steady hand), warm coats and scarves, Chinese ceramics and even some wonderfully unique pipework sculptures meant that there was something for every stocking.



For the truly hard-to-shop-for, there were also plenty of gift experiences to explore, including beauty spa days and chemical peel treatments. As well as pampering possibilities, a rather exciting Star Wars-themed debating and public speaking weekend experience from Upper Holistic was on offer for pupils. Designed to boost children's' confidence regarding public speaking in a fun, unique setup, attendees of this weekend experience in Suzhou would enter the Star Wars universe, sleeping in starship pods, meeting alien races and engaging in all manner of exciting adventures, no doubt swinging a lightsabre once or twice between debates!

The Christmas Bazaar was also an excellent reminder of the reason for the season: caring for others and giving back. The Friends of Wellington and pupil volunteers (playing the part dressed up as elves and reindeer) did a commendably excellent job of raising money and awareness for the chosen charity, Xizhen, which provides an education for children in China who are less fortunate than our Wellington pupils. The charity tombola was

a big hit, thanks in large part to the generosity of the attendant vendors and many parents who contributed the excellent prizes. Our elf and reindeer-clad pupils were also out in force, selling FoW cookery books and teddy bears for Xizhen and a variety of other charities present.

Hannah Edstrom, Wellington parent and FoW charity committee member, had this to say while helping to run the tombola stand:

"Everything we're collecting today will go to Xizhen and will help less fortunate children get a better education, which is just a hugely appropriate and worthwhile cause for the College and FoW to be supporting at Christmas: the season of giving. We have a great range of prizes thanks to everyone's generous donations. As is always the case with Wellington events, everyone has been incredibly helpful and generous with their time. I hope everyone has had a lovely afternoon and they've hopefully found a few gifts to put under the tree!"





WAVE GOODBYE..... SAY HELLO.....

Vanessa Szucs-Hussain, Head of Early Years, Huili Nursery Shanghai

On Saturday 23rd June, parents and team members gathered to bid a fond farewell to Wellington College Bilingual Shanghai, the previous Huili Early Years setting. After a rather gloomy morning, the sun made its way out to bathe the gardens in a wonderfully warm glow as people chatted together. It seemed as if even Mother Nature understood the significance of the occasion. This was not a sad occasion, instead it was a very happy one as we looked forward rather than back. The time had come to say goodbye and we were ready.

The theme for the celebration was based on a traditional afternoon tea, albeit with a twist. Aden produced a remarkable tea with delicate sandwiches, pastries and cakes with bubbles, wine, fresh juices, iced tea and coffee. A veritable feast was had by all!

Speeches by Yuki and I kicked off the formalities as we thanked the many people involved in the history and evolution of the setting; the academic and non-academic teams for their tremendous commitment, the parents and families for their faith and trust in our shared vision, our colleagues in Central Office for their expertise and guidance, Mr Gerard MacMahon (Executive Master) for his exceptional leadership and Mrs Joy Qiao (Chair of Governors) for her inspirational vision and perpetual pledge to change the educational landscape for many rather than a few.

As a little surprise for the parents, the marvellous marketing team supported the teachers, as they highlighted their favourite things about Wellington in a video. Each teacher shared a memory or a comparison to something they like. Whilst this provided many sentimental 'oohs' and 'aahs', the laughter came from the bloopers at the end.

Mr Nikko Xing, father of an EY2 pupil spoke about his experiences with Wellington, "We got used to tie our life to a name, which is Wellington, for almost everyday activities, from dressing, eating, napping, pooping, to language study, fun day, PE, picnic, carnival, music, parent lectures, photographing, Tapestry, volunteering works, so many more than I can illustrate. We built trust and even took Wellington the 2nd home besides our own. We made friends here, not only other families, but also teachers and other members of the team. We were surprised to see the cognition and discipline that inked in our daughter, and the courtesy, kindness, and love that she demonstrated through her daily life.' He went on to conclude, 'Ladies and gentlemen, I am standing here today because my family have to say goodbye and head to another piece of our life. Unlike this place which is going to be dismantled along with the move, we are leaving but with memory remains. Wellington is the starting point of Kate's intellectual life, and our best wishes send to Wellington for the brighter future to nurture the best young generation, for the glory of not only individual people, but also the country, the society, and the globe."

Ms Xiao Jun Ma, mother of an EY4 pupil making the transition to Grade 1 in Huili School Shanghai followed with her account of life here at Wellington, "Emma joined Wellington in EY2 Kitten

class and then moved up from EY3 Flamingo class to EY4 Monkey class. From day to day, she learns the values of courage, integrity, kindness, respect and responsibility and she believes that when you have the other four values, you can be called a man of integrity. This independent and critical thinking skill is just what she will need to solve the problems she will encounter as she grows up. Emma speaks a good level of English as she was immersed in a bilingual environment provided by a professional team of Early Years' educators. She made good friends at the nursery and developed many lifelong abilities and skills. Seeing Emma becoming more confident about herself over the past two and a half years, I feel reassured that I've made the right choice for her. My family shares the same vision with Wellington because we all want the children to be proud of their own culture while growing up as successful global citizens. I am certain that Wellington has a very bright future to embrace."

The cake was in the shape of book to reference the move to our forever home as the next chapter of our story. Here, our story is not a sad one, but an exceptionally happy one. We are moving towards our future and as we move, we bring a wonderful community with us.

As we leave this amazing building, we move in to an even more amazing one. With us, we take all the ideas, inspiration, enthusiasm and energy that has grown and blossomed over the last two and a half years. The new building is ready for us and we are ready to make it ours. We assume our bilingual identity as Huili Nursery Shanghai after the summer and will once again bring the Early Years' setting to life by creating a nursery that will facilitate each individual child's development, growth and learning in an environment specifically designed to meet their needs.

Our afternoon tea party proved testament to the partnerships that we have formed. And as we mingled and chatted together, we raised a glass and made a toast to the journey that we have shared thus far. We then raised another one to the future, a future which is as bright as the sunshine that bathed us all on a glorious Saturday afternoon.





THE COMMUNITY CELEBRATES WELLINGTON COLLEGE – Hangzhou's Newest International School!

Wellington College International Hangzhou



Although newly opened, the budding parent and teacher community at Wellington College International Hangzhou is keen to make a mark in Hangzhou. On Wednesday, September 12th the team at Wellington College International Hangzhou celebrated their opening with a community 'Founding Family Luncheon'. As well as parent representatives from Hangzhou's newest international school, the luncheon was also attended by a range of VIP guests from the Wellington College extended family of schools, as well as representatives from the British government.



Parents and guests mingled throughout the event, which included fine dining in the school's **V&A café**. Wellington College Hangzhou follows many of the traditions from The Wellington College in England, one of which being the name of their community café. 'V' stands for **Victoria** and 'A' stands for **Albert**, representing **Queen Victoria** and **Prince Albert**, who founded The Wellington College in 1859. Like the V&A café in Wellington College in England, the V&A café in Hangzhou acts as a community gathering place, in this case hosting the Founding Family Luncheon.

Demonstrating the significance of Hangzhou opening its first true international school following a British curriculum, the event was attended by several representatives of the British government, including Jing Liu, Head of Education and Skills at the Department for International Trade in the British Embassy Beijing & Mr Wai-Kit Ho, Consul Bilateral of the British Consulate Shanghai.



Guests from The Wellington College in England also made the trip to celebrate the occasion, including Ms Felicity Kirk, a Governor at The Wellington College in England.

The founding master of Wellington College International Bangkok also attended to lend support to another member of the growing Wellington College family of schools.

The team at Wellington College International Hangzhou are eager to make their mark, and put to use the state-of-the-art facilities available on campus.



WELLINGTON BLOSSOMS RED FOR THE CNY CELEBRATIONS

Wellington College International Shanghai

As always, Wellington turned bright red with wonderfully vivid lanterns, streamers, banners and all manner of decorations for the final week of school before the Chinese New Year holiday. Not only was the College looking suitably festive, there were also some very special events laid on this year for everyone to enjoy.

The ever-popular CNY charity art auction was another great success this year. With the total amount raised RMB46,276, it's clear that the generosity of the Wellington parents and community members will make a big difference to Shanghai Healing Home, the receiving charity chosen by the Friends of Wellington.

We saw the Early Years pupils give their CNY performance in the College theatre. Dressed in fantastic outfits, including cats, pigs, dogs and tigers, each class had chosen either a classic or modern Chinese cartoon and briefly told its story through the medium of song and dance. The audience of appreciative parents and staff members were treated to the delights of the Monkey King's adventures, the crime-stopping determination of Sergeant Cat and many other excellent displays.

With equal style and confidence, the performances of years 1 and 2 quickly followed. Their chosen theme was to highlight the great ethnic and cultural diversity of China. This inspired a series of well-prepared songs, dances and short dramatic scenes exploring the different ways people from across China's ethnic identities all celebrate Chinese New Year. Complete with gorgeous and authentic cultural clothing, our Pre-Prep pupils did a great job of highlighting and celebrating just how diverse China really is.



On the last day of the half-term, the entire college enthusiastically joined in with a new event in the Wellington calendar: The Temple Fair. Devised by Mrs Hicks and brought to life through the support and hard work of parents, the inaugural Temple Fair was held in the Dome and was embraced by pupils. The event was opened by professional dancers performing the lion dance and the 1000-hand dance. Afterwards, pupils from every year group, many of them colourfully dressed in red jackets and qipao, were able to enjoy 19 workshops, stalls and activities as they soaked in the culture, cuisine and pastimes of our host country.

Highly skilled professional artisans demonstrated to the pupils how to make decorative lanterns, origami dragons and lunar calendar animals made from spun sugar. Everyone enjoyed the alley games of shuttlecock hacky sack and even managed to pick up some impressive martial arts moves from Mr Wood, our lightning-fast instructor! There were also plenty of delicious dumplings, made possible by the generous donation of from incredibly supportive parents.

All that remains is to thank everyone for entering into the spirit of the Chinese New Year celebrations with such enthusiasm, and welcome all pupils and staff back from what was hopefully a restful half term break!



CHINESE NEW YEAR CELEBRATION

Huili Nursery Shanghai

For a week in February, children, parents and teaching staff all came together to celebrate the most traditionally important event in the Chinese culture: Lunar New Year. While we have many fond memories in the past year, we expected the new year to offer us all much laughter, many surprises and plenty of successes.

Getting ready to celebrate the new year, the nursery prepared a wonderful series of Chinese New Year celebrations. The children were extremely busy creating colourful and cheerful decorations, including the beautiful dragon to welcome the arrival of the Year. It was decorated by every child in the setting, which is highly appropriate for this inclusive festival where everyone comes together to celebrate.

As well as the decorations, each class devised and prepared a traditional Chinese New Year game for our pupils to enjoy. In the morning, our pupils wore brightly-coloured Tang Dynasty costumes as they came to the Chinese New Year celebrations with their parents. They visited each classroom to join in with the wide variety of activities on offer, creating plenty of exciting and joyful memories together. These included:

*Paper Cutting
Circle Game
Monster Nian
Red Bag Making
Lucky Bag
Dumpling Game
Bean Bag Zodiac Throwing*

*Face Painting
Dragon Making
Throwing Game
Blue and White Porcelain
Fan Making
Bead Painting
Lantern Riddles*



In addition to these games and activities, we invited many talented Chinese folk craftsmen to the setting, allowing our children to learn about artistic name painting, sugar painting and dough figurine making. They also had a chance to participate in flower arrangement and many other workshops, as well as watching folk band performances and shadow plays.

The teaching team's elaborate preparations were most certainly worth the great amount of effort they invested, as everyone had big and infectious smiles on their faces throughout the celebrations.

The craftsmen amazed us with their wonderful skills while the shadow play and folk band performance was a definite highlight of the day. The sights and experiences of the festival creating such a cheerful and lively scene that it reminded us of the spirit of the typically vivid Chinese New Year paintings.

We hope that everyone who attended the celebrations enjoyed themselves hugely, and we hope that the Year was a very happy and prosperous year for you.

FAMILY PICNIC ON CHILDREN'S DAY

Jingwen Chen, Curriculum Co-ordinator, Huili Nursery Shanghai

What would the weather be like on June 1st? Would it rain? Would the sun shine? If it rained, what would we do? Where would we have the picnic? How would we tell the families in such a short space of time? Would we need to reschedule?

Fortunately, all of my worries evaporated when I woke up on Friday June 1st and checked the weather report, which informed me that it was going to be a sunny day! I opened the window and allowed the bright sunshine into my room, while feeling very excited that we were going to have an amazing picnic with our wonderful pupils and their families.

With the fine sunshine, our second annual family picnic was celebrated in the gardens of the setting. Children, parents and the teaching teams were observed playing games, chatting and laughing. Mums were heard telling vivid stories, making funny voices and sounds. Dads were entertaining the children whilst enjoying yummy food and drinks. In the painting areas, our little artists were creating their imaginative masterpieces.

The celebration continued until 3.30 in the afternoon when it was time for all adults and children to reluctantly go home. What an event! The delicious food, and more importantly, the valuable time children and their families spent together, made the event especially enjoyable – what memories we made! The family picnic helped to build a closer relationship between the parents and the setting, as well as fostering deeper friendships between the parents themselves. It was a perfect way to mark International Children's Day.





WELLINGTON COLLEGE INTERNATIONAL SHANGHAI'S ANNUAL BALL 2018

Wellington College International Shanghai

One of the social highlights of the Wellington calendar went off in spectacular style as the Grand Hyatt Shanghai became the host of the Rio Carnival-themed Wellington College International Shanghai's Annual Ball 2018.

Bursting with the colour and vibrancy that you would expect from an event inspired by Brazil's premier festival, the 2018 ball was a glittering affair attended by hundreds of Wellington staff members and parents.

Wellington's Annual Ball is also a time for giving back to the wider community and last year was no exception. Thanks to the generosity of the guests and our raffle sponsors, the raffle raised more than RMB 90,000 for Angel Baby, the chosen charity recipient for the event.

In addition to celebrating our community, the Annual Ball also gives the opportunity to recognise everyone's work throughout the year to support our fantastic pupils and children in all of their endeavours, both personal and academic, and to celebrate their achievements.

"It was such a special night!!!! We felt like we were in our Carnival in Rio. People were dancing and experiencing our rich Brazilian culture. The popular dances of our country were very well represented. Samba, Frevo, Gafieira, Capoeira... and the music made for a very special night. Wellington College deserves all of our respect and admiration for having provided us such a wonderful night. I am very proud to be part of the organisational team and now looking forward to the next Annual Ball!"

– Paola Nunes Dos Santos,
Parent and Annual Ball Committee

"This was the best Annual Ball I have attended. Because everyone knew each other, it was sociable fun from the start. Furthermore, the food was outstanding and the entertainment brilliant."

– Ben Blackwood, *Parent and Bursar,*
Wellington College International Shanghai

"Food and wine are all about sharing, and it's something we carry through in all aspects of life. Our mission in life is not to only survive but thrive and do so with passion, compassion, humor, and style, and to share our hopes and dreams with our friends and family."

– Yoshi and Stefan Stiller,
Parents and Annual Ball food and wine consultants

"I am so honoured to be a part of Wellington's Annual Ball planning team because this event has such a special energy. The night was spectacular and I am already looking forward to the next one!"

– Ivana Sedic,
Parent and Annual Ball Committee

"The generous support of our Annual Ball sponsors as well as the planning committee helped make the evening spectacularly memorable, truly bringing the spirit of Carnival to life in Shanghai!"

– Maya Tarabay-Schisano, *Friends of Wellington*
Events Chair, Wellington College International Shanghai





UNITED NATIONS DAY AND INTERNATIONAL FOOD FESTIVAL

Global Thinking and Eating

Wellington College International Shanghai

Each year, the arrival of United Nations Day in late October signals that it is time for the whole Wellington community to get together to celebrate our shared culture of internationalism, inclusivity and global citizenship. The College's committed to a global mindset and recognising the inherent value of being exposed to other nations' cultures is an essential part of this ideal. More than just enjoying the flavours and fragrances of different foods from around the world, the annual parade and International Food Festival allows us to absorb the essence of what makes us individual yet brings us all together. This is why the IFF is a community favourite and considered to be one of the most memorable events of the Wellington academic year.

On 25th October, it was time to break out the flags, bunting, decorations and cook up a sensational storm of edible delights. Fortunately, the weather smiled on us, allowing for the international

parade to proceed without dampening the enthusiasm of the day. With an Olympics-style parade by country, Wellington embraces and celebrates its community of pupils, parents and staff members which continues to grow in size and diversity every year. As is becoming tradition, each country was introduced by various members of the sixth form, who revealed interesting cultural trivia as well as some facts and statistics about each nation represented in the parade.

Following the parade, pupils headed to the dome where countless hours of preparation by hundreds of Wellington parents resulted in the wall-to-wall stalls of the International Food Festival. Every country had clearly outdone themselves this year, with huge flags and banners creating a riot of colour alongside giant pandas, pagodas, the Eiffel Tower and more, not to mention the tables full to overflowing with delicacies from across the globe!

As is the case every year, parents had prepared a range of dishes and delicacies from their home nation creating a culinary world tour. Pupils delighted as they stopped off in Asia to try Lamb Sekuwa from Nepal, Japanese sushi rolls, Korean fried chicken, Vietnamese spring rolls and the finest of China's dragon beard candy, before hopping over to Europe for a spot of high tea sandwiches and scones from Great Britain, Danish kranskekage (wreath cake), Spanish paella or some delicate flaky pastries from Russia and France. Mediterranean and Middle Eastern flavours were out in force too, with Greek hummus and the finest of date cookies and coconut-rolled apricots of Iraq sharing valuable plate space with Australia's Lamington cake and hearty BBQ favourites from the USA. As always, there was something to make every mouth happy.

The food and decorations weren't the only things to have increased in scale and ambition at this year's IFF. Thanks to the sterling efforts of the Friends of Wellington, the overall sustainability of the event has been significantly increased. Combatting climate change and creating a cleaner, greener world is a priority for the College, as is spreading awareness of environmental issues throughout the community and beyond. Leading this year's sustainability efforts, Wellington parent and FoW sustainability committee head, Cristina Pisani explained:

"We've been working very hard to improve sustainability at Wellington and it has been great to see so many people from different countries coming together to make things better for everyone. I'm very excited because what we've achieved today ties into our three main ongoing projects, which are to reduce plastic consumption across the College, utilise food waste for composting and to create a new community garden on campus."

Some of the ways the IFF became greener this year include the following:

- Limiting everyone to a single plate, cup and cutlery set, all of which were recyclable and/or biodegradable
- Sorting all waste for recycling
- Displaying artwork made from reused plastics and paper, such as the 'plastic-free oceans' piece
- Competing to become the most sustainable country with the lowest carbon footprint at the IFF

We hope that everyone enjoyed the 2018 International Food Festival – Wellington's tastiest annual event and a day-long celebration of our diversity, inclusivity and shared commitment to working together as global citizens.



ECO STORY

Wellington College International Shanghai

A part of a pupil's journey towards becoming a global citizen is forming their attitude towards the environment and understanding how important it is to play a part in protecting it. As such, Wellington College International Shanghai's prefect team are at the heart of raising awareness of environmental issues across the school, as well as coordinating an expanding range of projects to help Wellington become more environmentally sustainable.

Selena, Jonathan and Sophie are year 8 prefects and are actively involved in Wellington's recycling and other environmental projects.



COMMUNITY SERVICE

Wellington College Tianjin

On September 25th, 14 pupils and 4 teacher volunteers from the senior school of Wellington College International Tianjin travelled to Tianjin Songjiang Equestrian Club. This service trip was organised to meet the children from Ruhui Autism Centre and to conduct training in sensory integration.

Both pupils and families were divided into groups and worked together through the training, which included a Mini Zoo Tour and a Tropical Botanical Garden tour. Our pupils also helped to prepare lunch. The concern and care from our pupils made a deep impression on the families.

At the end of the event, the College donated an iPad to the Autism Centre and received a 'thank you' letter from the Tianjin Songjiang Equestrian Club. Responsibility and kindness are two of our five core values and they were well represented by our pupils during the visit. **Well done!**





Prefects, 2017-18

Wellington College International Shanghai

1: Where does your passion for the environment spring from?

SELENA: Every day you see people wasting resources and not caring about it, so we have to care and try to help others understand why the environment is important.

JONATHAN: We only have a limited amount of resources in the world and once they're gone that's it. It's literally the most important thing we can care about as a species.

SOPHIE: You can already see some terrible things that are happening around the world because of the mistakes we've made with the environment. Look at the polar bears and their shrinking habitats and you'll see that we're causing big problems.

2: Do you think that your peers are concerned about environmental issues?

SELENA: Some of them care, some don't really think about it so much. I suppose that's normal because it's the same all over the world, some people care more than others.

JONATHAN: I think they care more now since we started our paper recycling project. Already there's a lot less paper being wasted than before. Everyone is thinking more carefully about whether they need to use fresh paper or if they can use both sides of a sheet instead, or find another way that doesn't involve wasting paper.

3: What do you think are some of the biggest environmental challenges we face right now? (in Shanghai or in the world)

JONATHAN: Plastic waste in general is one of the world's biggest environmental problems. We're producing far too much of it and because plastic is so cheap to make, we often don't value it, so lots of plastic is thrown away and ends up in the ocean.

SOPHIE: Damaging and destroying wildlife habitats for our own purposes is a major global problem. Like I mentioned before, we're causing the polar ice caps to melt, which is shrinking the polar bears habitats and threatening their existence.

SELENA: Global warming is perhaps the biggest issue since it affects the whole world and causes extreme weather that nobody can predict.

4: Do you have an environment pet peeve? For example, what's the unenvironmentally-friendly thing you see people do that bothers you the most?

SOPHIE: People use too many plastic bags, even though supermarkets now charge for them. Almost all supermarkets now offer thicker, more durable 'bags for life' that can be used over and over again, so why not save money and the environment at the same time?

SELENA: When people don't properly close taps it really bothers me, because this wastes a lot of water. Just shut off the tap when you're done with it, please! If you can't, because the tap is stiff and drips, then place a bucket underneath it and use that water for household plants or something like that.

JONATHAN: I often see younger kids wasting a lot of paper and craft materials making things that they're just going to throw away immediately once they're done with them. We're hoping to encourage the lower year group teachers here at school to come up with ways to make handicraft sessions less wasteful.

5: What do you think is the best way to approach people about their bad eco behaviours?

SELENA: It's best to be upfront and clear with your message. Make people aware of the problem, and tell them some quick and simple ways that they can help solve it.

JONATHAN: Most of the time, it's not enough to tell people that there's an environmental impact to their bad behaviours, because they may listen at the time but then they'll quickly forget. It's better to show them an alternative way of doing things, to show them that it's relatively easy to be environmentally friendly.

SOPHIE: We have to keep people thinking about the environment, it's not enough to mention a problem once, for one day or one week. We have to make it stick in people's heads by talking about it regularly.

6: Are you active in any clubs or organisations that deal with environmental issues? If so, can you tell us a little about that?

JONATHAN: I was part of the 'Green Student Council' in my old school. We monitored the school's recycling projects and then expanded outside of the campus to work with the wider community.

SOPHIE: I'm not part of any environmental clubs or organisations outside of school. Right now, I'm just concentrating on what goes on here at Wellington.

SELENA: It's the same for me, we're working together to change things for the better at school as a prefect team, but we're hoping to work with the local community more in the future.



7: Do you want to go into a career that deals with environmental issues? If so, what career?

SELENA: I think it's a bit early for me to think about careers but I would be interested to join an environmental organisation part-time.

SOPHIE: I like the idea of joining weekend volunteering groups. For example, in the UK they have lots of beach clean-up volunteering crews, so I'd like to give my time to groups like that.

JONATHAN: Same here, I don't think I want to start a career in environmental issues but I'd happily give up some of my time to help.

8: Do you take any classes at school that discuss environmental issues? If so, which classes?

SOPHIE: Geography links to the environment a lot. In the first term of this year we were learning about extreme conditions and how life can survive even in deserts and arctic tundra, places like that.

JONATHAN: We also learned a lot about how deserts are created, how they expand through desertification and what we can do to stop this process, or at least slow it down.

SELENA: We've also looked at the idea of renewable energy in science lessons. We've been discovering its pros and cons compared to fossil fuels and how we can have a more sustainable future with these newer types of energy making processes.

9: Do you see the future as being more 'green' or less so? Why?

JONATHAN: Currently, things don't seem to be getting much better, but there are lots of future technologies that are being developed that might help speed up the healing of the planet, which would be very helpful because we've been destroying it for a very long time. Renewable energy looks like it will be a very important one, like solar panels, which are becoming cheaper and better.

SELENA: Exactly, the environment seems to be in a bad way right now, but at least we're trying very hard to create new technologies and new ways of thinking, so we can live in a more sustainable manner.

SOPHIE: I feel like the environment will be better in the future. It's like this: even if you're really angry at someone, you know that you won't be angry at them forever. Sooner or later, you'll realise that it's a mistake to be angry and treating them badly. I feel like humans have been angry at the Earth and mistreating it for a long time, but sooner or later we're going to realise our mistake. Hopefully that will happen sooner rather than later.

10: What advice would you give to others to help be more environmentally-friendly in our daily lives?

SELENA: Be responsible, it's that easy. You don't have to save the whole world, but you have to take responsibility for your own actions and the way you live.

JONATHAN: It's worth investing in solar panels if you live in a place that can support them. It's a bit expensive initially, but it will pay off in the end.

SOPHIE: Just consider the long-term consequences of your actions, both good and bad. If you litter, it might not seem like a big deal but it could lead to bigger knock-on problems. Similarly, if you do something good for the environment, like saving water or paper, then even the smallest actions can inspire other people to follow your example.





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THE IMPORTANCE OF PHYSICAL ACTIVITY

Dr Ahmed Hussain, Senior Director of Academics,
Wellington College China

Holistic education models are a current trend in education, with many national systems or individual schools purporting to offer a more humanistic approach. In essence, holistic education places the child at the centre of learning and seeks to develop multiple aspects of the pupil so that they can effectively engage with the world in which they live.

However, holistic education is not a new concept. Since the late 1800's, educators, philosophers and psychologists; e.g. Mason, Dewey, Montessori and Steiner, suggested that education should be understood as the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions of the developing child.

“Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning.” (Miller, 2000)

Holistic education is manifested currently in schools as a curriculum that offers breadth in learning opportunities including those specifically designed to promote personal and social development. A fundamental component of all holistic education models is that of physical development and physical activity. Yet it has been argued that resources and time should be prioritised for the study of core academic subjects that form the basis of public examinations. This article seeks to establish the importance of physical activity in effective learning and establish that offering opportunities for physical development is not at the consequence of academic success.

The most effective examples of integrating physical activity into a holistic model is that for the education of the youngest pupils. The Early Years Foundation Stage from the UK and the Ministry of Education Guidance for the Education of 3 – 6 year olds in China holds physical development as a prime area of learning. That is, physical development is considered centrally important to pupil learning. In balance, Early Years education is effective in ensuring that learning and physical development are entwined. However, this is not always the case for older pupils, especially those preparing for public examinations. This, despite the health benefits of physical activity being well documented. So, what are the benefits of physical activity for pupils?

1. EXERCISE AND COGNITIVE FUNCTION

Research provides strong evidence of a 'significant positive relationship' between physical activity and academic performance. Exercise increases circulation, which can have profound effects on learning ability. In a study published in 2007, researchers from the Medical College of Georgia looked at the effects of aerobic exercise on cognitive function of overweight and sedentary children. After 15 weeks of regular exercise, test scores improved significantly over pre-trial results. The higher test results support the notion that students should be given adequate time to exercise during the regular school day. Singh (2012) in an analysis of 14 research studies identified the importance of exercise in increasing circulation and oxygen levels in the brain which is essential for effective brain function.

A study published in 2011 in the journal *Health Psychology* found specific patterns of brain activity associated with exercise. The area of the brain affected was the prefrontal cortex, located in the anterior part of the brain. This area functions in problem-solving and complex thought, which can explain the mechanism for how physical exercise affects learning ability. A possible explanation for such brain activity relates to the release of noradrenalin during exercise, which has the impact of increasing arousal and readiness for activity. In turn, this promotes greater concentration, sustained focus and also improved problem solving capabilities. Furthermore, the associated production of serotonin during exercise is known to activate the brain function associated with memory and learning.

A 2007 study looked at cognitive function in pupils at a range of ages and found similar health benefits with college-aged students, supporting the contention that physical exercise can benefit brain function no matter what a person's age.

Another effect of exercise on the brain involves creativity. A study published in the '*Creativity Research Journal*' in 2005 found that aerobic exercise increased creativity potential in students engaging in moderately intense activity.

2. EXERCISE AND STRESS

An additional benefit of physical exercise is its effects on stress management. Even minor levels of stress have a negative impact on concentration, memory and thus, learning. Exercise has been shown to help relieve stress and improve concentration. An explanation relates to the release of serotonin in the brain during exercise, which has the impact of promoting a feeling of happiness and well-being.

Children who learn to participate in sport learn to obey rules. This may mean they are more disciplined and able to concentrate... (Singh, 2012)

Reference:

Centers for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

Miller, R. (2000). 'A brief introduction to holistic education', the encyclopaedia of informal education. [<http://infed.org/mobile-a-brief-introduction-to-holistic-education>]

3. SOCIAL AND MORAL DEVELOPMENT

Providing opportunities to engage in sport is a powerful means of inspiring pupils, promoting passion and dedication to personal development. The act of improving performance is underpinned by self-discipline, responsibility and reflection. Whereas, the experience of success and loss are essential in cultivating resilience and confidence. These are fundamental traits in all successful individuals.

The rules inherent in any sport are an effective way to promote moral and ethical development, whilst the social nature of team sports allows children to establish effective communication and leadership skills.

In conclusion:

- **There is substantial evidence that physical activity can help improve academic achievement, including public examination grades and standardised test scores**
- **Physical activity can have an impact on cognitive skills, attitudes and academic behaviour, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behaviour**
- **Increasing or maintaining time dedicated to physical education may help, and does not appear to adversely impact, academic performance**

Based on the information above, it seems that all educators must ensure that physical activity has a central place in learning. Regardless of the age of the learner.

In addition to physical activities, the Wellington Academy Programme also offers unique opportunities in the performing arts, which along with the arts in general, are essential for promoting creativity. We know creative thinkers are good problem-solvers, and that creativity and performance help develop language and confidence. As do the rich language programmes on offer.

The Wellington Academy Programme offers existing pupils and the wider public enhanced extra-curricular opportunities to develop all aspects of each child. With over 100 programmes offered to children of all ages, the Wellington Academy Programme certainly supports our commitment to holistic education.



INTRODUCTION OF WELLINGTON ACADEMY PROGRAMME

Alicia Rodrigues, Wellington Academy Programme

The Wellington Academy Programme seeks to provide Wellington pupils and those from the wider Shanghai community the fantastic opportunity to be taught by coaches and teachers with incredible experience and expertise. The main aim of the Wellington Academy Programme is to offer outstanding, high-quality after-school activities. By engaging in the programmes offered, pupils can learn, develop and play in a way that promotes the Wellington Identity and Values in an accessible way that also meets the needs of parents.

The Wellington Academy Programme offers courses in sporting, language and cultural pursuits. Currently, we are running over seventy courses at the three Wellington and Huili Shanghai Campuses. Activities range from popular sporting Academies such as swimming, football, skateboarding and tennis. Our language Academies include debating, phonics, calligraphy and creative writing. Also, cultural studies include Arts and crafts, Art history and CentreStage.

Heading the Academy Programme Team is the Director of Academy, **Carlton Palmer**. Carlton has been running the Academy Programme since joining Wellington International College Shanghai in 2014. Carlton came to Wellington following much success in the Middle East, setting up sporting academies and running coaching programmes. Carlton started his football career at West Bromwich Albion, joining as an apprentice in July 1983 before turning professional in December 1984. He made his league debut in September 1985 against Newcastle United. Carlton went on to play for various UK clubs and represented England, earning 18 caps. Following different managerial positions, Carlton turned his attention to media posts, working for BBC and multiple providers in Asia and the Middle East, commentating on English Premier League and European Champions League matches.

While overseeing the running of the Wellington Academy Programme, Carlton has also stepped back into his coaching role through football and adult fitness classes. Carlton mentors and overseas Academy coaches to ensure we are offering a quality programme.



To run such a vast array of activities we have introduced several high-quality partners, who specialise in their field. At Wellington College Academy Programme, every teacher is a highly skilled practitioner, driven by a love of their subject and broader interests, and a genuine desire to inspire the pupils in their care. They are usually English native-speakers, except for our modern foreign language teachers, all fully-qualified, and have the experience of teaching at leading schools in their home countries and abroad. Most importantly, they are wholly committed to their responsibility of enabling every pupil to discover and unlock their full potential.

We have partnered with the Juventus Academy Shanghai to offer a professional football academy programme. The participants of the Juventus Academy Shanghai club benefit from quality coaches who provide a professional training schedule that allows pupils to improve their football skills, to socialise and to have fun. The club currently welcomes more than one hundred Wellington players who have signed up to the annual programme. To further enhance the players' skills, the club is part of a Saturday League which involves many players from the foreign expatriate community; this allows the pupils to play a match every week. Moreover, Juventus Academy Shanghai joins various tournaments both internationally and in China, players have participated in Thailand, Malaysia, Japan, Singapore, Beijing, Xiamen, among other exciting destinations. Other specialised sporting partners include Riptide basketball, ICONX Experienced Skateboarding and XMA Kung Fu.

XMA Kung Fu (Xie's Martial Arts) is a prime example of one of the quality partners we bring into the Academy Programme, as the spirit of XMA Kung Fu's has similar values to Wellington College; hard work, self-control, courage, responsibility, perseverance and respect.

The XMA Kung Fu offers an educational Kung Fu programme, based on the concept of helping our pupils to develop a combination of transferable skills through Kung Fu training. XMA Kung Fu tries their best to help pupils to build the foundation for a successful and happy life. XMA Kung Fu are not just training masters of kung fu, they also help pupils to become masters of life. The XMA Kung Fu programme teaches basic Kung Fu skills through visualised



content. Through fun exercises, pupils develop and improve their coordination, speed, strength and balance and learn the proper techniques for punches, kicks, jumps and roll.

At the Wellington Academy Programme, we are always looking to expand the programmes on offer to pupils, and while we encourage variety, we would also like to develop the pupil's skills to progress in their chosen fields. The introduction of the English Passports is a way Simon Ruscoe-Price has foreseen to keep track and continue to encourage pupils to pursue their English language development. Through a discovery-based approach, the Wellington Academy Language Programme gives children the chance to make sustained progress in English against the internationally recognised Common European framework for languages (CEFR). A Wellington Academy Language Passport tracks and monitors pupils' progress and sets targets for the next steps in their language learning journey.

The Genius Workshop provide our Lego Academy programme, encouraging pupils to return to the class and build on existing skills they have learned in previous terms. Also teaming with partners such as Mad Science has allowed us to continue to provide exciting and different experiments to continue to engage pupils. Spectacular demonstrations, hands-on activities, and real-world discussions make learning about science fun for kids.

At Wellington International School Shanghai, the Academy has grown the programme to cover the high demand to use the School Campus art facilities. The Director of Arts Michael Larsen-Disney has welcomed Helen Healey to the arts team. Together Michael, Helen, Anthony Wood (Dance Instructor) and Samuel Mulliner (Head of Music) run the CentreStage arts programme available to Wellington International pupils. CentreStage takes advantage of the school theatre and dance facilities as well as the fantastic talents of the music department. This unique three-hour workshop covering acting, music and dance is accessible by Audition only. The course is popular with pupils wishing to enhance their exposure to drama and performance skills. Helen is now offering a similar workshop for younger pupils (from 9-13 years), with the introduction of

Junior CentreStage. This course has proven very popular and is filling a big hole in the Shanghai arts community. From the second term 2018/19, we will be offering two Junior CentreStage sessions per week.

Coach Sean Karam is the Wellington Academy's head tennis coach. Sean reached Australian number one tennis ranking during his career. He has an exceptional record in coaching individuals and tennis teams; for example, the junior touring team for Tennis Australia and the National and Davis cup coach for Lebanon. Sean brings his vast experience and knowledge to Wellington Academy to raise standards in school tennis.

August 2018 saw the opening of the new Huli Nursery campus. The Wellington Academy Programme were keen to run our programmes in the brand-new state of the art facilities. The ample open outdoor space allows us to run Carlton Palmer's football academy. We had a successful registration period and increased the coaches to allow a larger class size of pupils wishing to participate. Alongside football, we have introduced ballet and Hip-Hop dance classes. Pupils are also offered unique programmes tailored to the younger years by the Genius Workshop who provide the Lego Programme and Mad Science, and various English and Chinese language programmes.

The Wellington Academy Programme is happy to welcome the Huili School Shanghai, into the Academy Programme family. The campus and spaces available at the school are outstanding. Pupils attending Huili school can participate in our signature swimming and English programmes. Carlton Palmer is running the football programme and we have provided the ever-popular Kung Fu and Mad Science programmes.

From October 2018 Wellington International College Hangzhou, Huili School Hangzhou (including Huili Nursery Hangzhou) have introduced the Wellington Academy Programme. The programme welcomes the wider Hangzhou community to participate in the activities offered. Heading up the Academy Programme in Hangzhou, is Adriano de Lima as Hangzhou Academy Manager.

Adriano joins Wellington College China as Academy Manager, responsible for academy programmes in across schools in Hangzhou, reporting to the Director of Academy, Carlton Palmer. Adriano holds two MBAs from the Fluminense Federal University and a bachelor's degree from Candido Mendes University in Brazil. Adriano arrives with a wealth of experience in accounting and financial analysis where he has worked in the manufacturing, engineering and electricity fields, with more than ten years of experience in international and multicultural companies. Adriano begins the venture into the education sector with the belief that each child is unique and wants to help them find their passion and help them fulfil their dreams.

Included in the opening programme from October 2018 are our English programmes, overseen by Simon Ruscoe-Price. Carlton Palmer oversees our football programme. Lego and Mad Science are proving to be as popular in Hangzhou as they are in Shanghai. We are also introducing activities that are unique to Hangzhou which include boxing and floorball.

The Wellington Academy Programme has undergone rapid growth from running two school programmes to expanding the Wellington Academy programmes to four different locations. We have an exceptional team of support staff and external providers who work together to ensure we can offer quality programmes. The team are enthused and strive to provide new experiences and high-quality programmes. Please come along and join an academy to experience all we have to offer.



The Launch Ceremony of Wellington Academy Programme in Hangzhou

WELLINGTON ACADEMY PROGRAMME IN TIANJIN

Together with the help of many highly skilled Wellington teachers and professional service providers in Tianjin, we have created a comprehensive and dynamic programme of activities. The Academy Programme provides a range of language, cultural, sporting and artistic activities for all our pupils, their parents, family and friends across our Wellington community.

The almost 80 activities are taught by international and national champions, industry professionals and Wellington staff. Designed with the individual and family in mind, we offer a genuine community experience, and participants will have the chance to try everything from English/Spanish/French language training to science experiments and rugby. You can become an expert in calligraphy, or learn to hit a tennis ball like Roger Federer, dance around with ballet or modern dance classes and drum during a percussion session.





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 defences 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 institutions 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



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



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



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



February 2016 Grand opening of Wellington College Bilingual Shanghai



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 Nursery Opening Ceremony



February 2018 Two of our young Wellingtonians were inspired by presenting their science projects to the Prime Minister Theresa May (third from the left), followed with a group photo together with Ms Joy Qiao (third from the right), Chair of Governors, Wellington College China



June 2018 Helen Kavanagh (third from the left), Chief Executive Officer for Wellington College China attended the education industry roundtable event in the presence of HRH The Earl of Wessex, Prince Edward, (sixth from the left) and other Chinese business leaders



September 2018 Huili Education Group Launch and Huili School Shanghai Opening Ceremony



September 2018 Memorandum of Understanding Signing Ceremony between Huili Institute of Learning and Durham University



September 2018 Huili Nursery Shanghai Opening Ceremony



September 2018 Huili School Hangzhou Opening Ceremony



September 2018 Wellington College International Hangzhou Opening Ceremony



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, Shanghai and Hangzhou 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.



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.



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.

In August 2018, it opened 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 TIANJIN

I am delighted to be able to write a few words about Wellington College's sister school in Tianjin. Since our establishment in 2011, the College has expanded steadily in the lee of mighty Beijing, growing to becoming the city's largest international school. At a time when the expatriate market in China is in decline – a year-on-year reduction that seems to have become a long-term trend – I am delighted to report that the school grew by almost 15% in terms of pupil number last years. Our community has grown as we have introduced a hugely successful bilingual programme in the Early Years whilst our examination results at GCSE, A Level and IB Diploma continue to outstrip comparable schools and would be the envy of many schools in the UK. We send our leavers from Year 13 to some of the finest universities across the world, and as our reputation in the region grows, our admissions' team has seen the number of scholarship applications from children with outstanding prospects increase dramatically.

We are, of course, very conscious that we are not a school in deepest Berkshire, but that does not prevent us from seeking to tie ourselves as closely as possible to the shared Wellington marquee; the core values are embedded across the community and

we are committed to producing young people who are profoundly 'Wellingtonian' in outlook and character. In this way, we develop a genuine service mentality, foster independence in both learning and spirit and help to build resilient learners, ready for the challenges of the world around them. The College is particularly strong in the arts and music, with outstanding young artists, designers, musicians and actors among the pupil body. The annual musical production in March always attracts wide media coverage and flattering feedback from audiences, but there is genuine quality, passion and a commitment to excellence in such events that means that we justifiably take our place among the Wellington group of schools.

The coming year promises much for us; we are looking to develop the school to further reflect our determination to remain the best school in the city, and pupils here will only gain from the exciting projects we have planned for the buildings as well as the teaching and learning on offer.

I will conclude this short review of the year by issuing an open invitation for all OW families to come and visit us and meet our extraordinary young people and staff – you will always receive a warm welcome in this far-flung corner of the Wellington world!



MESSAGE FROM GERARD MACMAHON THE EXECUTIVE MASTER OF WELINGTON COLLEGE SHANGHAI

The Wellington family of schools in Shanghai has enjoyed a year of success, growth and new beginnings.

Wellington College International Shanghai completed its fourth year by achieving outstanding IGCSE and IB results: both were our best ever. 96% of IGCSEs were B grades or better, and half of these were A* grades.

This past year also provided as many cultural highlights as academic ones. Almost all our pupils have performed on stage: lower Prep pupils in a light-hearted take on Cinderella; upper Prep in a musical Peter Pan which delighted large audiences; and our sixth formers performed Keep Right On, a fusion of jazz and theatre, in one of the city's premier jazz clubs. The end of 2018 also saw The Little Shop of Horrors come to life on the College Theatre stage; it was a resounding success with no shortage of stellar choral and individual performances.

2018 has been our most exciting year yet. We welcomed the Chinese New Year of the Dog in February. March saw world book day and our arts festival. We heralded the arrival of the heat in April with a sunny, packed summer festival, attended by 1,500 family members. As the holidays approached, all our senior school pupils headed off on expeditions to Yunnan, Beijing and the Great Wall,

and Tongzhou island. Our second arts festival of 2018 was one to remember, with world-famous poet Simon Armitage leading most of our pupils in an ambitious performance in the dome.

Our bilingual nursery saw its first classes of 6-year-old leavers this year. In fact, all the younger pupils were leavers also, as the nursery ended the year by moving into its beautiful new, purpose-built home. To reflect our pride in both its bilingual curriculum and its new home, the nursery gained a new name as Huili Nursery Shanghai.

The start of the new school year has seen us welcome a new school to the Shanghai family. Huili School Shanghai is the next important phase of our growth. The new bilingual school was completed in May 2018, ready to admit pupils aged 6 to 11 in August. Huili School Shanghai has 270 founding pupils, learning equally in Chinese and English. On 10 and 11 September 2018 we held our opening ceremonies for the new Huili Nursery and the new Huili School.

We now have almost 1,700 children in our three Shanghai schools, and the rate of growth is not slowing. This is a great world city and the three Wellington-family schools are earning reputations as the leading international and bilingual schools.



MESSAGE FROM PAUL ROGERS THE EXECUTIVE MASTER OF WELLINGTON COLLEGE HANGZHOU

After much preparation, Wellington College International Hangzhou and Huili School Hangzhou (including Huili Nursery Hangzhou) successfully opened their doors at the end of August 2018 to a combined total of almost 630 pupils. At the time of writing, that number continues to rise with the anticipation of nearly doubling student enrolment for our 2019-2020 academic year.

Although those figures are impressive, new schools are not usually judged on their success by how many pupils they enrol. They are judged (among other things) by the quality of the education they provide, the satisfaction of enrolled pupils and their families, the drive to keep improving by all stakeholders involved and the richness of the extra curriculum on offer. As with all Wellington College schools, this last point is not a token one. At Hangzhou, notwithstanding the fact that we are in our first year of operation (when everything we have done is by default a first and therefore an even greater but more rewarding challenge) our commitment to being recognised as a true Wellington College through the extra experiences we offer, whether this be through our bilingual Huili School or via our Wellington College International school – has been a priority.

It is perhaps the events and organisations formed that might stand out to those involved in our first year, more than the physical aspect of Wellington College Hangzhou – although this is impressive to say the least; a campus set in over 74,000 square metres, which is a central focus for the developing community around us in Xiaoshan District in Hangzhou.

Events such as our Opening Ceremony were one of the highlights of our first year. To be able to publically acknowledge our official opening in front of Masters from other Wellington Colleges, Board members and visitors from Wellington College in the UK and our own Hangzhou community was very special indeed. As our pupils sang our own especially composed school song and then talked passionately about what Wellington College Hangzhou already meant to them; it only helped to affirm our pride in being part of the Wellington family.

What else have we already achieved during our first year of operation? Our first sports day, parent teacher conferences, board meetings, information sessions and workshops for parents and so much more. All of these have been a great success and something for us all to be proud of and naturally build upon. Perhaps the biggest success during our first year though would be the enthusiasm and passion with which our new staff have embraced working in at a Wellington College school and all that this entails, as well as living and working in the city of Hangzhou. A staff who understand that working for Wellington is about commitment, high standards, a constant desire to improve and a strong commitment to following the Wellington Values and Identity. As our first academic year continues to progress, we look forward to more and more success and an even brighter future for the year to come and beyond.



FROM JULIAN THOMAS MASTER OF WELLINGTON COLLEGE AND CHIEF EXECUTIVE OF WELLINGTON GROUP OF ACADEMIES AND SCHOOLS

The start of a new academic year always brings a sense of excitement, and this September has been no exception. Here at The Wellington College there has been a real sense of energy and purpose, enhanced by something unique to the whole Wellington family - that classic Wellington 'fizz.' This year, however, was extra-special, as we opened our new Annenberg Performing Arts Centre.

The building design, a circle in a sea of rectangles, was deliberate. Not only can it accommodate every student and every teacher, but we can all see one another. This is important. Each week, when we come together for assembly, we can remind ourselves of who we are as a school and what we are as a community.

Importantly, the Annenberg will also bring together our local community and partnership schools. I fervently hope that Wellington students from across the world will have the opportunity to come and perform here.

In the first assembly of the school year I made the point that teams that look after each other are more productive; communities that are supportive and inclusive are much happier. We are strong as individuals but, as a collective, we are truly formidable. And if this is true of any single school, then it is certainly so of our whole group of schools. The more we can work together, the more we can share the same values, the stronger we will be.

Kindness, Inclusivity and Respect are my whole-school priorities for the year ahead, and I like to think that these ideals will shine throughout our ever-growing Wellington family. It is with that in mind that I want to send warmest congratulations and my very best wishes to the newly-opened Wellington International schools in Hangzhou and Bangkok: it is with a sense of great pride that I reiterate once again that together we are stronger, and above anything else **We are Wellington !**

A PROUD TRADITION EDUCATING FOR THE FUTURE

