

insight

A Magazine for The International School of Macao Community

WINTER 2023



**Robotics Program Hits
The 10 Year Mark**

**Grade 8s Build Robotic
Hydraulic Arm**

**IB Art: 5 Artworks in
5 Weeks**

**One More For The Ocean:
Activist In Residence**

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Editors' Note

Inspirational, Engaging and Uplifting.

Welcome to the 25th edition of the biannual magazine of The International School of Macao. We have had such a wonderful start to the new year! First, we welcomed Mr. Lorne Schmidt as the new Head of School and Mrs. Kiat as the Secondary Principal, both TIS powerhouses that thrive to inspire our students and teachers in becoming lifelong learners, and making sure that this year's theme #TISEmpowersLearning will surpass 365 days.



We invite you to take "a walk" through the TIS campus in this issue of Insight to witness an ever-expanding frontier of innovations and creative work of this global village of interesting students, teachers, EAs, administrators, office staff, parents and the local community all doing fascinating things! In Kindergarten, students explore their identity through STEAM; in Science, Middle Schoolers pull up their sleeves to build hydraulic claw models using the Innovation Lab. In Chinese, through the elegant stroke of a brush dipped in Chinese ink, students learn about the culture and language of an ancient civilization.

It's truly inspiring to see how our students are the incarnation of kindness, respect, compassion and responsibility, with a genuine interest to learn more. The School attains its eminence first and foremost through the achievements of our students. Through these pages, we hope to provide a glimpse into how we, as a school, offer opportunities that enable our students to improve themselves academically and personally, and how they embark on a journey of self-discovery and betterment of themselves and the society we live in. This is why this year, we will continue taking on the challenges our oceans face, a global issue that, at TIS, we'll be looking at from a local scale through the study of Mangroves and the continuation of another "Year for The Ocean" on an international scale through coral reef restoration in Bali.

The day-to-day life at TIS is inspirational, engaging and uplifting, and Insight is just a sneak peek into behind-the-scenes of what students learn and what they can achieve with the support of incredible teachers and staff. This team cares for the wellbeing and happiness of our students in their journey to becoming the best versions of themselves.

We hope this issue will inspire you just as much as it has inspired us.

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Message From the Head of School



Welcome to our first Insight issue

for the 2022/23 school year. We are extremely thankful that we were able to start the year off with face-to-face teaching after the abrupt ending to our school year in June 2022. With this academic year underway, we are also thrilled to have nearly 30 newcomers from abroad to our teaching and support staff. Students are also excited to be back into the routine of school after the period in summer of restricted movement in Macau.

This publication allows for a snapshot of many of the fantastic learning experiences our students are undertaking. At TIS, students experience a variety of ways to learn so that they can achieve their true learning potential.

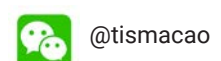
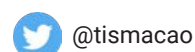
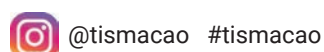
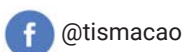
You will see the innovative approach TIS takes is not one of traditional teaching where students sit in desks and rows, listen to the teacher lecture, then doing independent work at their desk. Instead, it is more hands-on, where students can experience learning, understand their role as a learner and actively engage in the learning experience. Our approach incorporates a variety of learning tasks requiring both individual and group work that challenges students to think critically, collaboratively and creatively. Engaging students in the learning process by incorporating a variety of learning activities helps them to deepen their understanding and supports greater retention of what they have learned.

Effective teaching spaces include learning spaces such as, the IDEA Lab, the Innovation Lab, Science labs, a Physical Literacy Room and purpose dedicated Art rooms. You will also see students at learning centres in regular classrooms, designed for both individual and group work. These learning spaces are designed to allow students to connect textbook knowledge to real world issues. These experiences also develop independence, communication, collaboration, innovation and creativity. Development of these lifelong learning skills will be beneficial throughout our students' entire learning journey at TIS and further on at university.

You will also see articles on learning about world issues and how even young people can make a difference. This embodies the school mission statement that we want our students to "make positive changes in our global community".

Thank you to all the staff who contributed to making this issue of TIS Insight!

Lorne Schmidt
Head Of School



Learning Who We Are Through Our Feelings



In Pre-Kindergarten, it is important to build connections with peers and teachers. One of the ways we do this is an inquiry into “who we are”, which identifies a few key learning areas. Our students are learning about emotions, learning about friendship and caring for each other, and learning about our family dynamics. Looking at our feelings, learning to express them and connect them to the Zones of Regulation is a great way to gain the language and identify ways for children to be in a calm, happy state where they are ready to learn. Our students are also learning about how to express kindness to each other and how to communicate with classmates to build meaningful connections. By exploring family dynamics and learning that each family looks different, children have the opportunity to begin to explore diversity in their community. Going forward, we will expand our inquiry into the local community beyond classmates and families.

Thinking Outside The Box

Fostering curiosity and creativity through STEAM



How do students in Junior Kindergarten develop dispositions for imagination and creativity, playful exploration and problem solving? This is where STEAM (and the IDEA Lab) comes in.

STEAM education is a multidisciplinary approach that uses Science, Technology, Engineering, Arts and Mathematics as a gateway for students to channel their interests through engaging in innovative learning practices. Incorporating STEAM-based activities into the classroom and letting students take ownership of their learning allows them to develop their ideas, creativity, problem-solving skills, curiosity, language and lateral thinking.

The Junior Kindergarten classes visited the IDEA Lab on various occasions to create and test ideas for projects. Children were encouraged to explore different materials and to bring their ideas to life under the guidance of Ms. Fenwick-Ross, our school's STEAM Integration Coordinator. Students had the opportunity to work in a different environment, learn about the properties of objects and become more acquainted with technology.

Some of the activities the students have taken part in the IDEA Lab include: creating monsters inspired by the book "The Colour Monster" by Anna Ilenas, making robot costumes using recycled materials, using the Green Screen room for photos, making slime and creating personal projects.

The IDEA Lab offers endless opportunities for Junior Kindergarten as we incorporate STEAM into our units of inquiry. We look forward to enjoying the processes of creating, and having greater ownership of our learning.

Exploring STEAM at the Macao Science Centre



Experiential learning is always a favourite component of our learning here in SK. Our trip to The Macao Science Centre lived up to our expectations! SK students and parents enjoyed a day of spontaneous hands-on learning, self discovery, and exploration as they delved into the interactive exhibits in the featured galleries.

One popular gallery was the Sound Gallery, where students played various musical instruments, learned about the working principles of each one, and made connections to our learning in music class. They also explored sound waves, how sound is transmitted and made connections to the voiced and unvoiced letter sounds we make in our phonics classes!

Back at school, students reflected on their experiences with their peers. What did they notice? What do they want to learn more about? What connections did they make? Students recorded their ideas in their journal by drawing a picture and labelling it. These ideas will continue to drive the inquiry process and students will continue to broaden their understanding of science.



What's With Those Colours?

Grade 1 Colour Scientists Explore Colours in Visually Striking Experiments



The Grade 1 colour scientists have been busy experimenting. They were on a mission to discover how different colours are made, how colours get lighter and darker, and how colours become transparent and opaque.

By making predictions and conducting experimentation they learned that primary colours can be mixed together to create secondary colours, and that colours can become lighter if white is added or darker if black is added. Additionally, they discovered that by adding water to paint it will become more transparent.

At the end of our unit, the colour scientists were recruited to help their friend, Mabel, fix her rainbow painting. Unfortunately, the rain washed all of the colours off Mabel's painting, and she needed the Grade 1 colour scientists' help to fix her painting. With a lot of hard work, the Grade 1's were able to carefully create colours to match the ones Mabel lost.



Over The Rainbow

Exploring Colour With Shapes and Flow

Grade 2 has been busy learning all about colours and shapes in this term's art unit! We focused on art qualities and details by learning about primary colours and how they can be mixed to produce new hues. We learned how colours can be lightened to make tints or darkened to make shades as well as natural forms and how they are related to the environment from which they originate. And what better way to learn about these artistic features than from famous artists themselves?

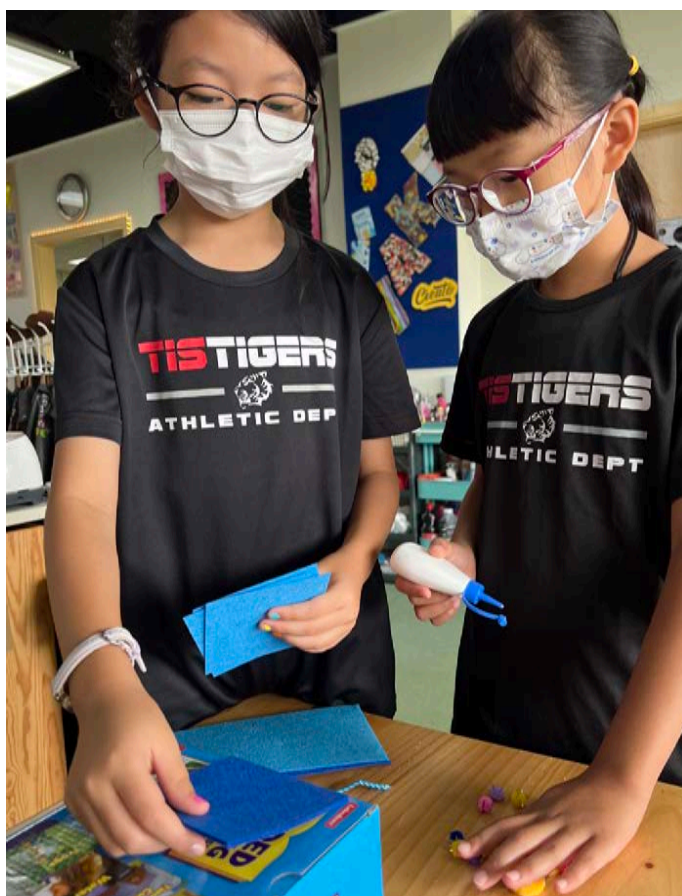
One of the art pieces we studied and depicted was Mondrian. We looked closely at the artist Piet Mondrian and how his abstract art focuses on squares, rectangles and primary colours. He visually depicted life by capturing life in the most basic of elements: squares, rectangles and primary colours. Students did an excellent job in their own work inspired by Mondrian.

Looking at the Canadian artist, Ted Harrison, the students got a deeper understanding of warm colours and how they can blend together to make a tranquil flow. We looked at how he used bold colours to outline shapes and a combination of warm and cold colours to make his paintings "pop"!

Finally, we became our own artists by expressing all we have learned about colours, shapes and flow, by creating a fireworks display. Mixing, experimenting and altering the colours, shape and form, allowed us to create our own masterpieces!



We Can Be “Hearoes”



The beeping alarm is sounding in the TIS IDEA Lab! But can the students build a device to either amplify the sound for Evil Dr. Decibel or block the sound waves for Awesome Captain Shhh? This was the exploratory question posed during our study of Sound in Grade 3. First, the children researched methods and materials for either soundproofing or sound amplification and made a detailed plan for what they would build. Our next step was the amazing IDEA Lab, where the students collaborated to build a device that could contain the beeping alarm and either amplify or suppress the sound waves. At the end of the building phase, the students then tested their devices using a decibel meter to identify which devices worked the best. Finally, the children were able to reflect on the results of the device creation and experimentation, taking note of what worked well and deciding upon positive changes they would make for next time! The Grade 3 students were certainly all ‘HEAR’oes during this exploratory learning journey!

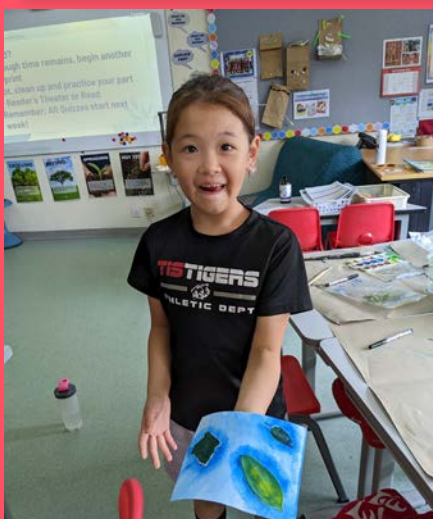
The Plants Around Us: A Science And Art Lesson



As part of our inquiry for our Plant Growth and Change unit, the Grade 4 students went on a scavenger hunt to find a variety of leaves on our school grounds. The students were amazed at all the different shapes and sizes of leaves that could be found in one small space! Why were they all so different, and what does that tell us about these plants?

Back in the classroom, students investigated further by sorting their leaves into different categories, such as simple and compound structures, toothed or smooth edges. Each leaf was carefully examined, and students completed their observations with drawings and charts to show their findings.

We extended the inquiry to a cross-curricular activity where the leaf shapes were used to create beautiful art prints. Our found leaves were arranged and we used various watercolour techniques to create impressions and prints of the leaves on the page. The students could see connections between art and nature using these purposefully designed shapes in their work.



Art as a Creative Experience

“Creativity is intelligence having fun!”

- Albert Einstein

Art education in Grade 5 focuses on having students think and behave as artists. Through the use of different materials, tools and mediums, Grade 5 students express their creativity by completing various projects. Students communicate meaningful ideas and personal experiences through image making that involves drawing and painting. Throughout the process of learning techniques and practicing skills, students also reflect on how thoughts and feelings are expressed through art.

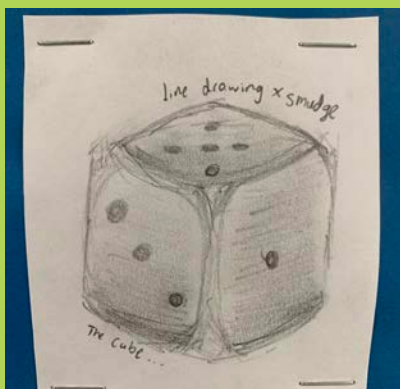
Art as a Cultural Experience

As part of the Mid Autumn Festival Celebration at TIS, Grade 5 students created unique paper lanterns. They learned about the important relationship and connection between art and culture. Students demonstrated their awareness and appreciation for the cultural aspects of visual art through lantern making and decorating. They used personal details to create lanterns that reflected Chinese landscapes, history, language, and tradition.

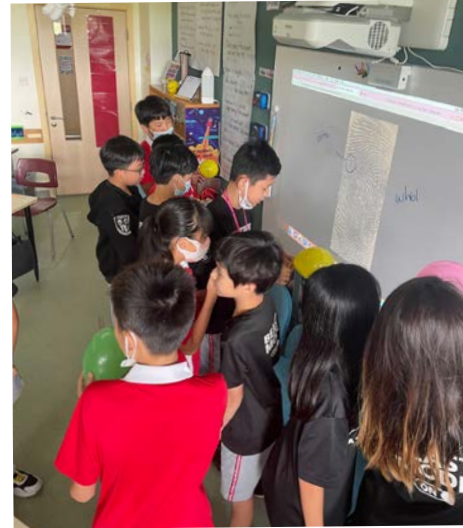


Art as an Environmental Experience

Creating art provides students the opportunity to notice and reflect on visual aspects of the world around them. In Grade 5, students learned about perspective art and how to draw one point perspective. They chose environments that were meaningful to them and developed their understanding of converging lines, vanishing points, foreground, middle and background. They added details and colour to make their drawings unique and interesting. Students also practiced sketching various objects and scenes. They chose items from the environment to sketch and included elements of art such as line, value and texture to create realistic drawings.



The Case of the True Detectives



The first Science unit of Grade 6 was circled on everyone's calendar! Who doesn't love a good mystery with twists, turns and a surprise ending? Before the students could lock up the criminals, they went through rigorous training that weeded out the true detectives from the pretenders.

Students were put through numerous workshops, starting with fingerprint analysis. They learned about the 4 main types of fingerprints, as well as the unique ridge characteristics that determine if a fingerprint recovered at a crime scene matches that of a suspect. The future detectives were also trained to analyse footprints, tyre tread evidence, handwriting, fabric, soil and chromatography.

The sleuths-in-training were also treated to a visit to the Macau Judiciary Police Training School. The real life detectives ran the students through many examples of evidence and the processes they use to analyse and make inferences on who may be responsible for a specific crime.

Look out, criminals! These kids are ready to clean up the streets.



How We Keep Our All-Stars Sharp!



Meet The Elementary P.E. Team!

Our Elementary P.E. team brings unique experiences and expertise from all over the world.

(L to R) Mr. Ricketts, Canada. Mr. Aquino, Philippines. Mr. Kir, Australia. Mrs. Anderson, Canada. Mr. Ken, Macao. Mrs. Tavares, Portugal.



Alberta's New Physical Education and Wellness Curriculum

“Physical education and wellness promotes the development of the whole individual and aims to nurture students in their pursuit of a healthy and active life. This subject combines the disciplines of physical education and health/wellness education and, through a healthy school community, promotes the holistic development of students in eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational.”

Please see <https://curriculum.learnalberta.ca/home/en> for more information!

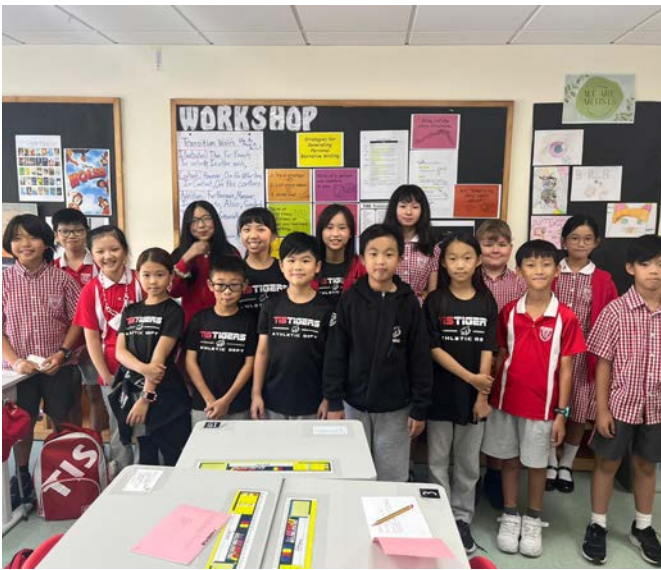


PE All- Stars

Every month the Elementary P.E. teachers select one P.E. All-Star from each grade. These individuals receive a certificate and are recognized for being an All-Star on the TIS screens throughout the school. The P.E. team selects the All-Stars based on a number of criteria, including, but not limited to: cooperation, kindness, respect, sportsmanship and a positive attitude. As you can see, winners are chosen more on their overall character and behavior in class as opposed to overall athletic ability. If you see one of the P.E. All-Stars in the halls, give them a ‘Congratulations’ and a high five!



Voices That Matter: Student Leadership Meet With Head of School

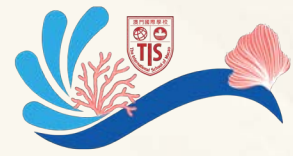


This year's **Primary Student Leadership Team** includes representatives from Grades 4, 5, and 6. They have three areas of focus this year:

1. Learning about effective leadership while developing their own leadership skills
2. Noticing areas for improvement in our school or community and taking action
3. Organizing fun activities for our students.

Our student leaders are committed to becoming the best leaders they can be. They have created reflective journals in which they will explore questions like "how was I a leader this week?" and "what roadblocks exist for me as a leader, and how do I overcome them?".

The Primary Student Leadership Team kicked off the year by meeting with our Head of School, Mr. Schmidt, to discuss their experiences so far this school year, raise matters of concern, and explore possible solutions. They will be narrowing their focus to a few specific problems and putting together an action plan to present to Mr. Schmidt at the next meeting, later this year.



One More For the Ocean!

TIS has decided to go forwards with “A Year for the Ocean” program for this academic year and will be welcoming back a familiar face, Andrew Taylor, as the (marine) Activist in Residence for the second year in a row. We, at TIS, felt that our support for this wonderful Coral restoration project wasn’t complete and we look forward to working again with Andrew Taylor and his new assistant, Egi.

We have an exciting year to look forward to as Andrew and Egi will be joining classes to answer a range of questions on coral reefs and other marine issues. The problems faced in the world’s oceans are a planet-wide issue and we, at TIS, will always be looking at global problems on a local scale. We will also be working closely with the Mangroves of Macau and we already have a number of exciting projects in the pipeline including a photography competition, planting mangrove saplings to help our waterways and a range of Science experiments that will benefit our students of all ages.



What we do to restore reefs:

The first thing we do as marine biologists when restoring a coral reef is to study and map the area underwater. The most important thing is to learn why the reef became damaged so that we can prevent those problems from reoccurring. Sometimes the damage is from boat anchors that drag across the reef – breaking and killing the coral, and sometimes the damage can be from pollution and garbage in the water.

We then need to grow coral so that we can plant it out on the area of the reef we plan to restore. Coral grows like a plant (but it is actually an animal!) So we have coral nurseries in shallow water where hundreds of small baby corals grow on ropes.

When the coral has grown big enough in the nursery we can then transplant them onto the reef. We place “coral frames” around the restoration site. These coral frames create a stable base to transplant corals upon. Last year TIS helped us put out over 150 coral frames at the restoration site!

As corals grow bigger and bigger on these frames then it provides a home for fish and marine Invertebrates.

How you can help the coral reefs:

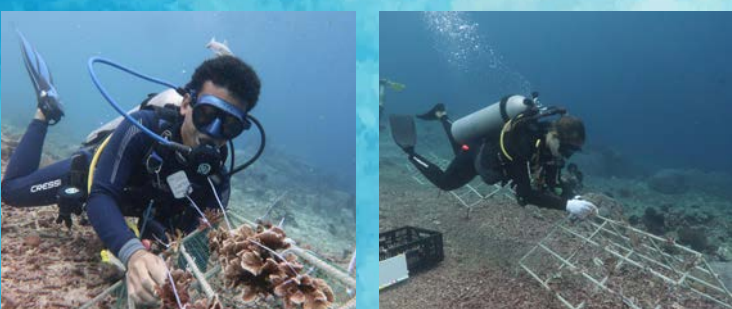
Some of the main causes of damage to coral reefs is from pollution and trash in the ocean. A lot of the plastic and disposable items that we use often do not get disposed of properly and end up in the ocean. This causes the water to become dirty which can kill corals. The trash can also trap and kill fish and other marine animals which are important parts of the coral reef ecosystem. You can make sure that you reduce the amount of plastic you use, and when it comes time to throw away items then recycle them, if possible, and don’t throw trash into the ocean.

I look forward to discussing environmental issues with your school this year, and to restoring more coral reefs together. Feel free to follow along with the growth of corals on the reef as well as reach out with questions you may have about the oceans.”

-Andrew Taylor

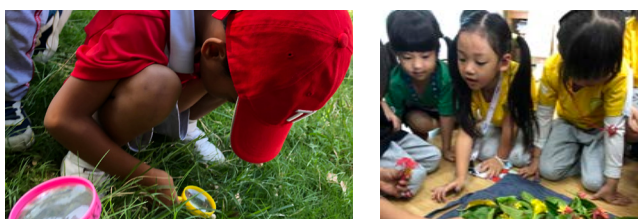


“Hello from your Marine Biologist Activist in Residence! I am excited to share with you some of the work our team has been doing in the ocean. Last school year, many of you were helping us restore a coral reef. With your fundraisers and support we transplanted hundreds of small baby corals into coral nurseries and out then out onto the coral reef. We were able to transform a damaged reef back into the start of a coral reef. Although coral grows quite slowly, the baby corals are growing well and the reef is already attracting many schools of fish and marine invertebrates!

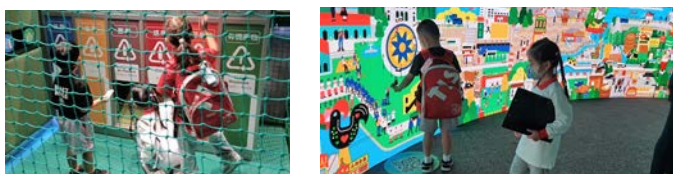


Creating A Better Tomorrow

The **SDGs** (United Nations' Sustainable Development Goals) have been an important part of the TIS's commitment to educate the change-makers of tomorrow: our students. The SDGs help us to understand the issues we will face and the actions that we can take in order to rise to the challenges of our changing world. To help create a better future, students are exposed to a sustainable way of life through various activities and programs and this is an integrated part of the day-to-day life of a TIS student, from as early as Kindergarten through to Grade 12.



SK students apply their comparative and counting skills in nature walks and talk about the importance of caring for our world!



Students explored the Macao Science Centre which kick-started their introduction to the idea of inquiry and the many ways scientists have an impact on our communities.

This year, JK students will get acquainted with the United Nations' Sustainable Development Goals of #2 - Zero Hunger, #11 - Sustainable Cities and Communities, and #12 - Responsible Consumption and Production. Throughout the year, JK families are encouraged to donate recyclable items that we can repurpose for our learning. We started off by collecting bottle caps and newspapers, which we used for Halloween projects in the IDEA lab. Over the next few weeks, we will be collecting empty, cleaned containers and boxes of healthy food. These will be repurposed and used in our Dramatic Play Kitchens, where the children can learn how to make healthy and responsible choices through play.



SUSTAINABLE DEVELOPMENT GOALS



Students from the High school have been following the UN SDGs closely this term. SDG #12 Responsible Consumption and Production saw our students venture into the local community to find out how our affluent neighbours in the shopping centres deal with their waste and consumption. They had a private tour of the back of house of the Venetian shopping centre, where the public never go, and were amazed to find just how the Sands company deals with their waste and production.

Over 26,000 staff find themselves here and nothing is wasted. The students found that most things that you can think of are recycled, from the cardboard and plastic, all the way to the decks of cards used in the casinos. There is also a huge canteen that feeds the workers and they use modern technology to record the amount of wastage and reward their staff for not wasting food. The students visited all working parts of the shopping centre and saw how every detail of it was trying to conserve energy, right down to the LED lights - a simple thing that even you can do at home that will save energy and money.

An informative and enjoyable morning was had and one that inspired our students to be looking at these very global problems and finding out how they can bring this to our local context in our very own school and community.

Ready, Set, Go for the 2022-23 House Teams Kickoff!

TIS Tigers were ready to show their school spirit for the House Team kickoff in October!

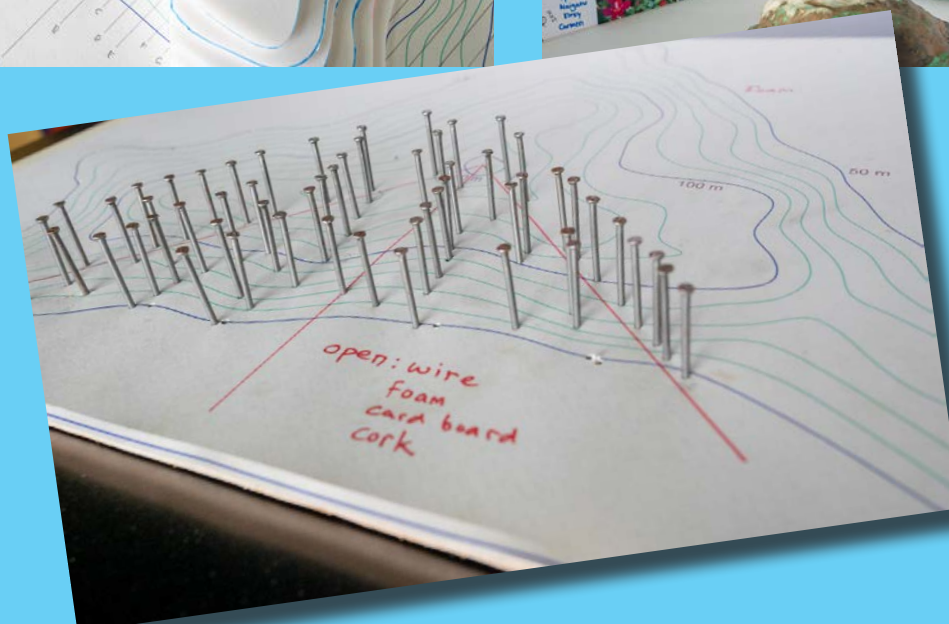
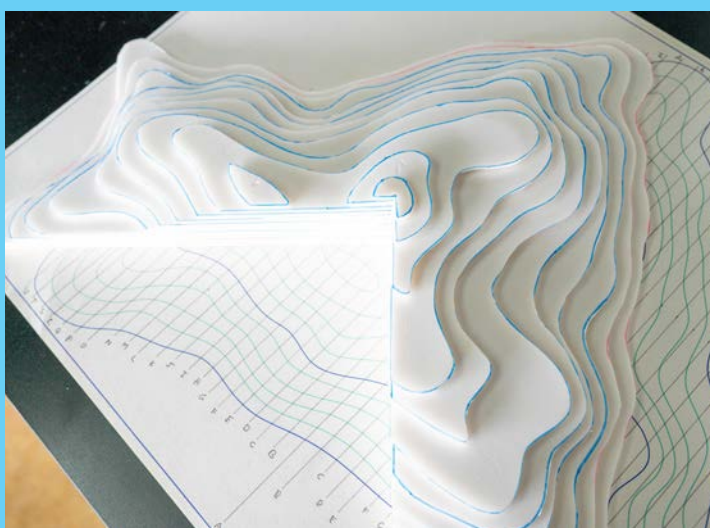
Grade 1 and 2 students recited their team cheers for all to hear! While the older students showed their school spirit by cheering on their teams in other Grades. But the true standout was the return of the Kindergarten and High School buddy program. Kindergarten students met their Grade 10, 11 and 12 buddies and went off to explore the different playgrounds around the school. They will get to know each other better throughout the year as they meet every House Team day! Elementary and Middle School students earned points for their house teams in hula hoop challenges and tug of war. In addition, Elementary and Middle School students will participate in monthly competitions to build collaboration and earn house points. So remember your house shirts on House Team Day!



Showing Our Learning Through Creative Ways



For Grade 7 Social Studies, some ideas and concepts do not always come easy. Much of what we learn in this course is new and hard to wrap your head around if you have no background knowledge. Reading about this material can make sense to some but others may need to spend some time working with their hands in order to get their minds into it. Creating Common Craft style videos is one way to get the creative juices flowing, while engaging in meaningful Social Studies content. This style of video involves drawing pictures to represent the narration of an informative video. Combining artistic features into traditionally academic courses has been shown to help students to better understand what they are learning and be able to apply it more effectively in other situations. Some of the videos, 3D models and artwork that students have come up with has been absolutely amazing! Watching the creativity of TIS students is something that never gets boring.



Heavy Lifting With Hydraulics

Students Build Robotic Hydraulic Arm

Science 8 is off to a busy start this year with plenty of hands-on learning in order to study several properties of matter. After building density columns, exploring how viscosity can be altered, and testing factors that affect solubility, students relocated to the learning lab to learn about fluid pressure. Over the course of several classes, they began engineering hydraulic claws.



Although these classes were planned to support their learning in science, it has also given students an opportunity to practice their ATL skills. Working with a partner to build, test, and problem-solve requires students to practice respectful and effective communication. They need to constantly take inventory of their materials, ensure that they are organized, and stay on top of the project timeline. Finally, a lot of independence and responsibility has been asked of students to follow oral, written, and graphic instructions, and to use tools appropriately and safely. Thanks Mr. Voykin for your help and expertise!

Building A Better “Me” Through Language, Music and Drama



Grade 9 have been working on building relationships, learning about caring, and taking risks. They have been hard at work preparing for the Middle School challenge, a dance all about risk taking.



In English Language Arts, Ms. Bass wanted to celebrate: It's that time of year again, Me Cube me! The students have been writing and sharing all about themselves in their English Language Arts (ELA) classes. This summative project encapsulates a variety of creative ways for students to show off their sentence-type proficiency levels, strong writing capabilities, and professional public speaking and presentation skills. This year's Grade 9 cohort has shown a great deal of care and attention to detail in the process of bringing their Me Cubes to life. Well done, Grade 9s! :)



In Music, Ms. Chu wanted to share: “They are doing fabulous! We are playing two pieces at this moment: Happy Together and Dvorak Symphony #9. They are also members of different musical ensembles, who performed at the TIS Open Day on Nov 26 and the TIS wonderland on December 15.”

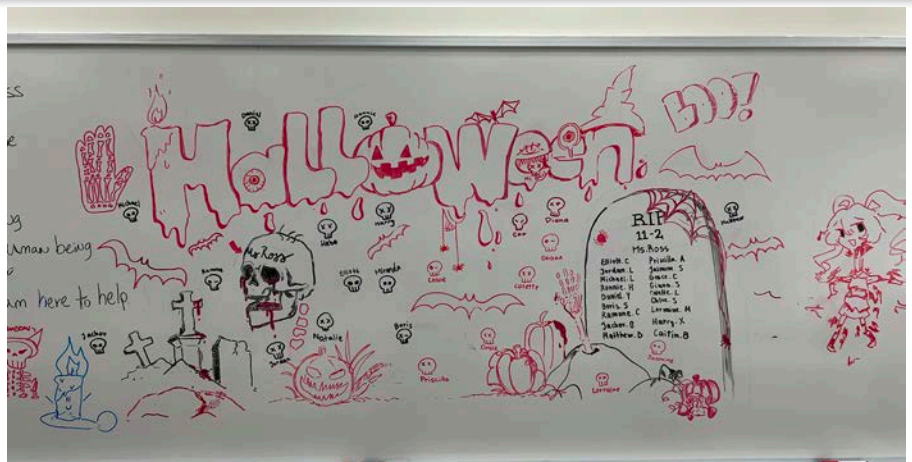
In Drama, Mr. Ferlisi said: “The drama students enjoyed learning how to balance a production budget and are now beginning to stage their end of semester play, where they will perform all of the roles, both on stage and off stage.”

Future Ready High-Schoolers

The Grade 10 cohort has had a fairly active start to the year. We had the second partnering with our Kindergarten buddies where various activities like arts and crafts made it a fun joint experience. On the Homeroom front, we had a paper aeroplane competition to see who could build a plane to fly the furthest and a second category for which could fly the longest. The cohort have also been deeply involved in the creation of infographics on the importance of sleep and what happens to their young bodies when deprived of it.



This year has started off on the right foot for the Grade 11 class, making sure to stay ahead of the workload required and sharing and caring with their Kindergarten Buddies. They take the time to help each other out whenever possible during advisory and Homeroom.





It's been a busy first semester for the Grade 12 class, juggling university applications and school work. Despite their busy schedules, students seem to be enjoying their last high school year! TAP FUN DAYS were introduced this year, where different homeroom teachers hosted fun activities for students to choose from. These activities allowed students to participate in fun, competitive games with peers. For House Team Day, the Grade 12's are big buddies to the Pre-Kindergarten students.

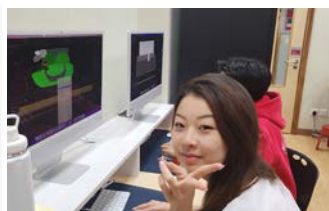


Creative Thinking and Visual Perceptions



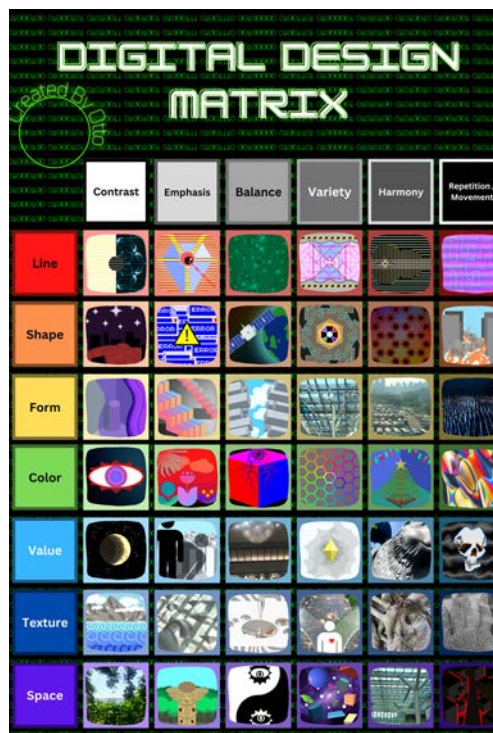
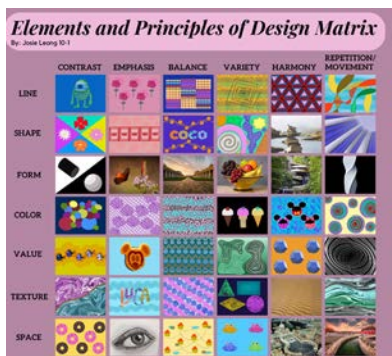
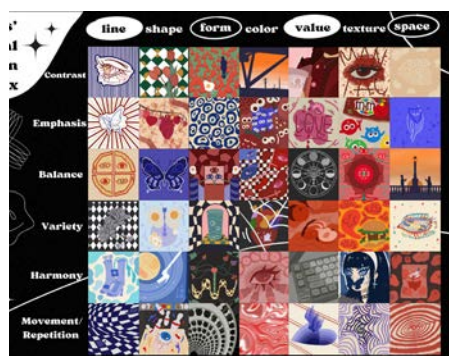
Multimedia A

Multimedia A students became comfortable with different principles, such as the Gestalt principle, and created their own typography. The students were able to combine their learning to create a design matrix based on the elements and principles of design. Students have now started to dive into photo-shop and are learning how to use the different tools available to help them edit pictures.



Multimedia B

Currently, Multimedia B students are finishing their 2D animation unit. In this unit, students learned about frames per second, creating and introducing effects to Tween, and creating symbols and bitmaps which are used in the rigging process. Next, they will start filmography. This includes pre- production such as storyboarding, creating shot lists, plot diagrams and creating scripts. Students will finish by filming and working on a silent 5 shot video. They will then edit it using Adobe Premiere Pro.



Multimedia C

In Multimedia C, students learned industry standard digital publishing software. Over the past month, students have been learning how to navigate Adobe InDesign, as they work on creating a mini magazine of their own design.

中國古詩詞學習

Learning Ancient Chinese Poetry

經典古詩文的魅力與作用，不僅存在於過去，而且面向現今與未來。對於國際學校的學生而言，學習中國經典的古詩詞，不但可以培養學生的語言表達能力，引導學生運用想像力來欣賞詩中的優美意境，體會中文之美的同時，還可以培養對中華文化的興趣和熱愛。

在小學，同學們通過一些與古詩詞相關的活動，如詩詞比賽、扇面題詩、詩說姓語等，讓學生體會中國詩詞的音律之美、意境之美以及文字之美，培養學生珍惜中華傳統文化的態度。

在中學，同學們研習了經典篇章，並使用毛筆體驗古代的書寫習慣。同學們伴隨著優美的中國古典樂曲，安靜地臨摹詩文，用心體會古人的悲歡離合。藉中秋節的機會，同學們還通過小組合作探究了數十首有關月亮的詩歌，對中國人自古以來的月亮情懷進行了深入討論。

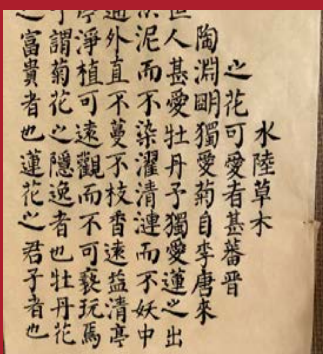
中文教育，學習的不僅僅是語言本身，更是傳統中國文化的傳承。學習經典古文古詩，可以讓同學們更懂世界，更懂悲喜，讓中華文化代代相傳。

The charm and function of classical ancient poetry and prose is not a thing of the past, it has a place in the present and in our future. For TIS students, learning classical ancient poems can cultivate students' language expression and inspire students to use their imagination to appreciate the conceptual and artistic beauty of poetry. It can also nourish their interest and love for Chinese culture.

In Primary, the students carried out a variety of activities related to ancient poetry. For example, poetry competitions, fan inscriptions and Shi Shuo Xing Yu. This enables students to experience the beauty of the rhythm, artistic conception and the Chinese characters in ancient poetry.

Secondary students studied classic literature chapters and experienced ancient calligraphy with ink brushes. Accompanied by beautiful Chinese classical music, the students quietly copied poetry and prose, engrossing them in the joys and sorrows of ancient times. Taking advantage of the Mid-Autumn Festival, the students also explored dozens of poems about the moon through group work. In addition they conducted in-depth discussions on the Chinese people's feelings about the moon since ancient times.

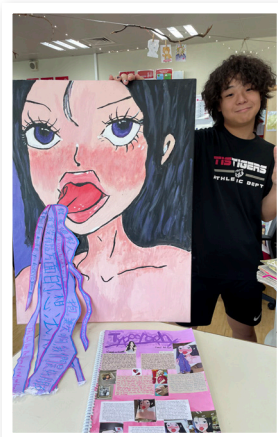
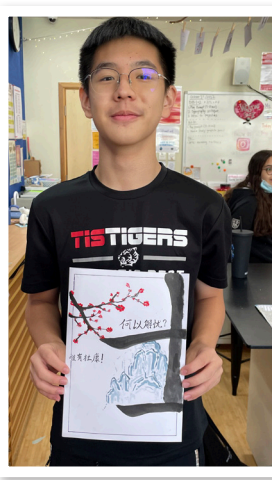
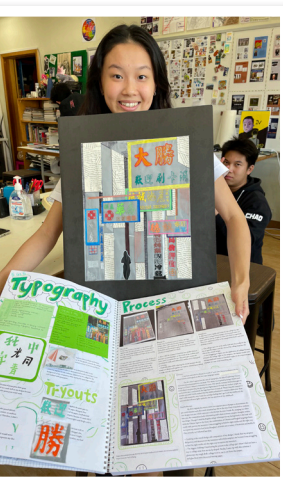
Chinese education teaches not only the language itself but also the heritage of traditional Chinese culture. Learning classic ancient prose and poems can help improve students' perception of the world by understanding sadness and joy better and helping pass on Chinese culture from generation to generation.



IBDP Visual Arts: 5 Artwork in 5 Weeks



IBDP Visual Arts challenges students to explore in-depth art-making practices and experimentation that examine concepts from various cultural contexts as a basis for creating meaningful personal works of art (IBO, 2022). The first unit in Year 1 (Grade 11) is an art boot camp called “5 in 5”, where students create five artworks in five(-ish) weeks. This unit is designed to build foundational art and research skills for students by introducing them to the rigours of art-making in a safe learning environment. Students learn a different art-making technique or material each week to help them create their final artwork while learning how to manage their time. In addition, the unit is formative, to encourage creative risk-taking while challenging students to create within specified medium directives. Each project ends with a group critique, where the students offer feedback to their peers. After completing all five projects, students will have one week to resolve their work based on the input, culminating in a DP1 exhibition in the Secondary Library from January 18, 2023, until February 23, 2023. Since each student works with a different theme, each exhibit is individually unique and will feature supporting text explaining their artistic intentions for audiences to enjoy!



Making An Impact On and Off the Field: Student Athletes of the Month

Recognizing and celebrating success is something we are very proud of at TIS and is a huge part of who we are. In order to showcase students who demonstrate strong character traits and all of the qualities of a successful athlete and classmate, as of last year, the PE Department has begun to share “Athletes of the Month” on the display screens around TIS in order to recognize these students for their various accomplishments.

The TIS Secondary “Athletes of the Month” are Physical Education students who consistently demonstrate the following:

- A Positive Attitude
- Respect & Sportsmanship
- Engagement & Personal Challenge
- Teamwork & Communication
- Leadership & Integrity

These students are role models for other students and exemplify this through their actions on a daily basis. They are encouraging, open-minded, hard working, and driven to improve. TIS athletes of the month also make an effort to be engaged in activities outside of school as they value physical activity and lifelong wellness.

Next time you’re walking around the hallways, take a moment to check out the recipients from each grade level on the display screens located throughout TIS.

GO TIGERS!!



Not Your Romeo & Juliet



“Romeo and Juliet wasn’t your typical retelling but a romp through theatre history. One of my goals as a director is to expose the students to as many different theatre styles, and I thought with R&J, it would be the perfect chance. From retelling the classic Shakespeare to looking at Shakespearean love from a different angle, from the musical retelling to having Rosalind finally get her say, from exploring with Italian mask comedy to avant-garde techniques the on stage performers were able to switch theatre, dance, and musical styles without hesitation. Backstage too, the crew had to expand their normal duties and research MANY different styles of theatre to most accurately reflect and enhance. All of the actors, singers, dancers, musicians, technicians, stage managers, stage crew, artists, all did a fabulous job.”

-Thom Ferlisi, Director, Middle School/ High School Drama Teacher



Upping the Ante Year After Year

By Jonathan Ruggles

Every year, the student council rejuvenates and the leadership passes the torch onto the next executives. This constantly injects new ideas into the Student Council and it has done so again this year. Starting with our Welcome Back event where we handed out candy to students as they arrived in the lobby. Continuing on to an all new Dress Down Day concept of “Anything But a Backpack Day”, which proved to be one of the most successful Dress Down Days in Secondary history. Then, long-awaited return of the beloved Haunted House and Movember. There’s still so much left in store for the coming months!

More innovative Dress Down Days like Monochromatic day, the annual benefit concert, and excitingly TIS’s first ever “Prom”! There’s so much to look forward to in the coming year and none of it could ever come to fruition without the incredibly hard-working and dedicated executives. This is definitely going to be a year to remember and we look forward to hosting the best events we can, and getting to know you all.



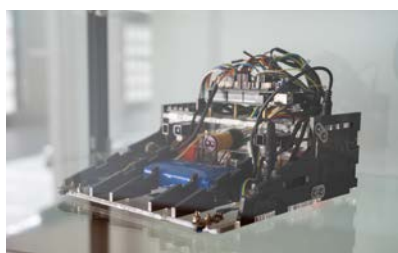
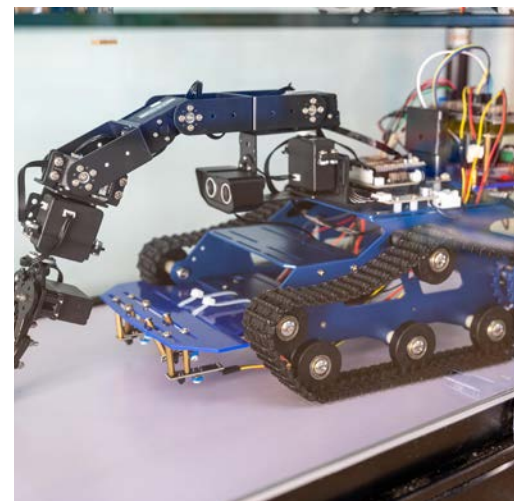
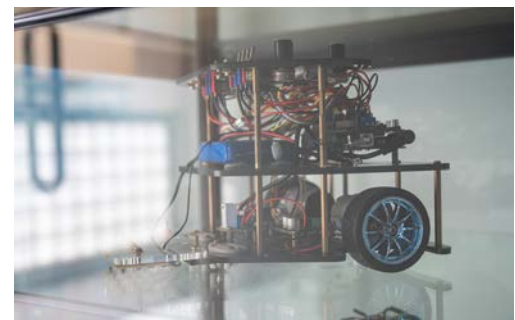
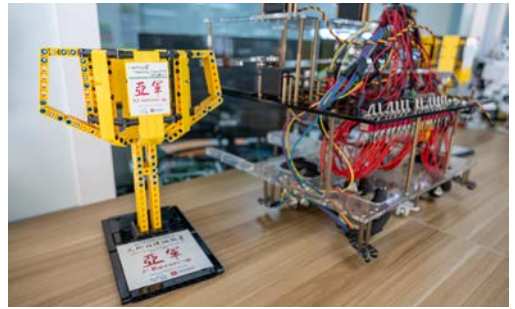
10 Years of The Robotics Program

What do maths, computing, engineering, design work and programming all have in common? Robotics, of course! Elements of these varied subjects come together as students work towards a common goal. Furthermore, robotics is a unique way for students to learn by solving problems in an interactive environment.

Here at TIS, Robotics is entering its 10th year, being offered as a course in Grades ten through twelve. This year the course is being taught by Fong Ng and supported by Todd Voykin in the new Innovation Lab at TIS.

Alongside the Robotics course, TIS offers students in Grades seven through twelve the opportunity to join the Robotics team. With both the course and the team, the students learn how sensors work and how to use coding to retrieve data from the sensors. After collecting the data, more coding is implemented to control the output devices used in the design and build of the robot.

This year, TIS plans to enter robotics competitions both locally and internationally. In the past, the TIS Robotics team has been very competitive and successful at competitions with several first and second-place finishes. However, our most outstanding achievement thus far has been a first-place finish at the Robofest World Championships in Michigan, USA. This year is gearing up with a strong team, composed of 16 team members and we hope to add to our accomplishments.



Thinkers at Work

The IDEA Lab has had a busy start to the school year. Classrooms visited the IDEA Lab for an introductory visit and had to solve some riddles to break out their class's IDEA Lab passes. Lots of collaboration, problem-solving, and critical thinking were shown by the students. Lego passes are also slowly being introduced to students to use during recess times, and have been a popular new addition to the lab.



Even our youngest learners can visit the IDEA Lab; JK classes came for a visit and helped us make a great sign as well as decorated their monster boxes. They loved exploring a new space at TIS!

Grade 2's have been practicing the TIS Design Cycle with their Boats and Buoyancy project. They tested different materials (to see if it would float, or if it was waterproof) and then used that information to create their boats. We saw so many creative designs!



Grade 3's have been learning all about sound; they were given the mission to either help the evil Dr. Decibel make a timer louder to disrupt the school or help superhero Captain Shhhhh to make it quieter. We then used a decibel reader to test their devices to see if they were successful or not.



Finally, Mr. Chignall has been using the IDEA Lab for his MACE lessons on this month's Tiger Trait; Problem Solving. Grades 2 and 3 were tasked with building a catapult to fling a pom-pom, and Grades 4-6 had to design a balloon popper. Who knew problem-solving can be so much fun?



The Tigers' Spirit

TIS Athletics gives an avenue for students to explore and participate in competitive sports. Our goal is to teach our students the value of being true athletes that show dedication, determination, and discipline. The primary goal is for our athletes to understand how to be competitive, while still upholding good sportsmanship towards their opponents. Win, lose, or draw, Tiger athletes hold their heads up high with pride, humility, and respect.

This year, 24 sports teams have been formed, comprising about 280 students. Sports on offer range from individual sports, such as tennis, golf, badminton, track and field, and cross country running, to league sports, such as basketball, football, and volleyball. These teams will be competing in the DSEDJ tournaments for their respective sports, and hopefully Macau International Schools Sports Association (MISSA) tournaments will also be made available. We are also happy to put forward a progressive team in the form of our eSports teams, they compete in a virtual tournament called the FUSE Cup.

TIS Athletics hopes to continue to grow, and give as many opportunities to our students as possible. We are looking forward to the expansion of our program, and the continued development of the department.



2022-2023 TIS Sports Teams

Group D (U12)

- Elementary Cross Country
- Elementary Badminton (Co-ed)
- Elementary Track and Field
- *Boys Soccer Team A
- *Boys Soccer Team B

Group C - U14

- Boys Volleyball
- Girls Volleyball
- Boys Basketball
- Girls Basketball
- MS Badminton (Co-ed)

Group B (U16)

- Boys Basketball

Group A (U20)

- Boys Soccer
- Boys Volleyball
- Girls Volleyball
- Boys Basketball
- Girls Basketball
- HS Badminton (Co-ed)

- Secondary Cross Country (Co-ed)
- Secondary Track and Field (Co-ed)
- Golf (Co-ed)
- Tennis (Co-ed)

- eSPORTS (G5/6)
- eSPORTS (G7/8)
- eSPORTS (G9/10)



Better Mental & Physical Wellbeing, Better Students

The purpose of ECAs is to play a supporting role to TIS mission's statement objectives of developing socially responsible, life long learners able to problem solve, think critically, and make positive changes in our global community, through an enriched after school activity program.

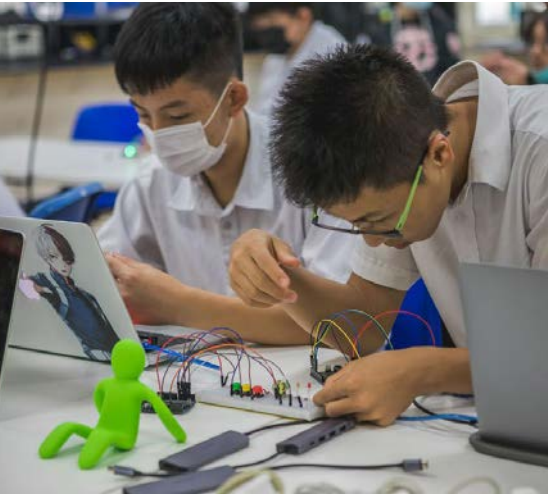
This relates to our TIS advantage - holistic education by providing a mix of activities that really allows students to explore their talents and interests. Besides being fun activities, ECA's can help with developing leadership skills, time management, prioritising and how to use time effectively to achieve a goal. Furthermore, it can assist with developing self-confidence and aid in the students social development by building connections with others with similar interests and goals.

There are opportunities to get involved in arts, athletics, language and other clubs. In addition, we have extended our partnership offerings this year so that we can not only be exposed to the broader community but also look to the local expertise to really take advantage of the best that Macau has to offer and provide that to our students.

We continue to partner with GoAirborne this year so that our students get the opportunity to learn some really unique skills at the indoor flying school.

We will be introducing basic gymnastics in the New Year from a master coach that was part of the world renowned House of Dancing Water, as well as linking up with a popular local art space, Planet U, to bring their fun and creative classes to TIS.

The vision is to continue to expand the ECA program by exploring different and unique activities through engaging more with the local community, further enhancing our offerings to benefit TIS and its students.



When Did We Get So Busy?

“I’m so busy, there’s barely enough time to juggle work, home, kids...”. As parents, we know this thought “pops” into your mind whenever you are approached by a TISPA member or a parent volunteer asking if you’d like to help. You ask yourself “I’m so busy, why should I volunteer?”

It can be hard and awkward to say “no” and even harder to say “yes” to something you don’t want to commit to and you might still be inclined to say “no”: by not saying anything at all. Sharing school-related experiences with your children builds a relationship with more in common, shows your interest in their lives by meeting their teachers and peers. It provides you with a golden opportunity to spend more time with your children, even if you find it difficult to squeeze in what feels like another “to-do” item to your endless list.

We are a group of parents that, like you, know there are limits to what one can offer. Nobody knows your limits better than you do, but instead of saying “no”, please consider what you can offer. Every job counts: you may not be comfortable working in an event, but you might be great at making posters. There are no small tasks and together we help make the school better and the community stronger.



Create a community, build a circle of adult friends and get to know your teammates (teachers and staff!) that have an important impact on your children’s lives every day!

Start by joining us in the monthly TISPA meeting, open to all parents of TIS and attended by the Head of School and Primary and Secondary Principals. Hear the updates on latest school developments and get to know us a little better.

For more information, questions or suggestions, reach out via tispa@tis.edu.mo or join our WeChat group.

Helping Our Students Shine

Welcome to the Inclusive Education Department!
We aim to create a supportive environment to help all students from Kindergarten to Grade 12 achieve academic success.

When necessary, we develop Individualized Education Plans to support the student's learning journey, whether in class, small group or 1:1. Apart from academic support, we offer assistance with emotional regulation, essential life skills training, and social skills development.

Our spaces are calm and relaxing so that students feel comfortable dropping in and asking for academic support, regrouping, eating lunch or catching up with friends.

Other services include Occupational Support such as Movement Therapy, where students take a break from seated learning, and Speech Pathology to help students with communication needs. We encourage all parents and students to come and speak with us to see how we can offer support.



The team: on hand to assist with your child's needs.



The Den: students can chill or receive educational support



When Dreams Come True

Getting into medical school and becoming a physician is a dream of many. For Anson Tang, this dream is about to begin. After graduating the University of British Columbia with a Bachelor in Science and major in Behavioural Neuroscience, (Class of 2022), Anson is now pursuing her long-held aspiration of becoming a doctor. Anson's commitment to a lifelong pursuit of academic knowledge, passion and desire to help people is an exemplary embodiment of the TIS Mission statement. Congratulations Anson!

"[TIS is] known for helping its students to develop critical thinking skills and encourages them to be open minded. Hence my family and I believed TIS would be the perfect school for me."

Congratulations, Anson for being accepted to HKU Medicine! The White Coat Ceremony is a rite of passage for medical students and you just had yours on September 18. Can you tell us about it: how was this iconic ritual and what does it mean for you?

It was a truly special and memorable event. To me, The White Coat Ceremony is a recognition of my classmates and I starting our journeys in medical school and marks the beginning of our lifelong commitment and dedication to serving others. During the ceremony, teachers from our faculty helped us don our white coats and we recited the Declaration of Geneva, which is a medical code of ethics that we shall always follow. Not every medical school has a white coat ceremony for their students so I really appreciate that HKU hosts it for us.

Did you always want to pursue medicine? What do you want to specialise in?

Yes. What sparked my initial interest in medicine was my own scoliosis condition as I was inspired to become a knowledgeable, compassionate and empathetic doctor just like the doctors that have treated me. Then I had the opportunity to perform a summer placement at the M.U.S.T hospital in Macao, which allowed me to have a glimpse of a doctor's typical day and the nature of their work. Besides that, I also volunteered a lot and worked with different vulnerable populations, and realised that I want to be able to apply professional medical knowledge to expand my service to them.

I love working with children and have volunteered at a children's centre for children with special needs, interned at TIS's inclusive needs department and also worked at a paediatric occupational therapy clinic. So, I wish to specialise in paediatrics but it is hard to say for sure, as I might change my mind after different specialisation rotations in the hospital.



Anson Tang

Medical Student at HKU,
Class Of 2018



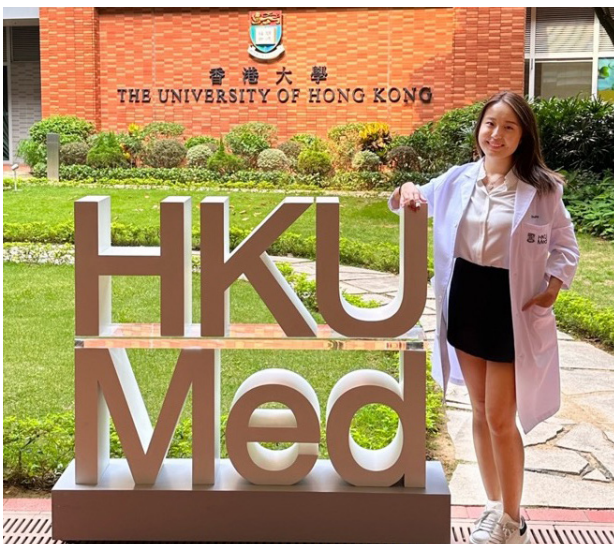
香港大學

THE UNIVERSITY OF HONG KONG

You started TIS in Grade 7. What made you and your family choose TIS to pursue your secondary school?

I planned to go to Canada for university and TIS is known for its excellent Canadian curriculum.

It is also known for helping its students to develop critical thinking skills and encourages them to be open minded. Hence my family and I believed TIS would be the perfect school for me.



What did you learn during your time at TIS, in class or out?

We often had various kinds of team projects in different classes, such as creating a music video, building robotic models and presenting on a certain topic. Through these projects, I learned the importance of communication and teamwork.

Also, TIS has many teams and clubs, and one of the teams I joined was the volunteer team. As the president of the team, I learned leadership, interpersonal and management skills through setting agendas, delegating tasks, hosting meetings, organising events and solving problems together with my teammates. We did a variety of volunteering events ranging from visiting elderly who lived alone, hosting fundraising events, and helping out at the special olympics.

How did TIS help to prepare you for university and life in general after high school?

Because TIS has students coming from all over the world, I am used to working with others with diverse backgrounds and experiences, and appreciate and understand all kinds of perspectives.

What are your fondest memories of your years spent at TIS?

There are so many! Some of them include experience week in Thailand, water fights with my classmates and teachers after finals, and chilling with my friends and catching up on sleep on Ms. Mak's couch.

What would be your advice for current students interested in pursuing the medical field?

I would say try to do whatever you can to gain a better understanding of the profession. For example, find shadowing and volunteering opportunities, talk to medical professionals, and read medical autobiographies. Pursuing this field is a lifelong commitment and it is important to find out if it suits your personality and life goals.

What makes you proud to be a TIS alumna?

I am proud that TIS alumni go on to pursue their dreams and are succeeding in many fields!

What word or phrase would you use to describe a TIS alumni?

Ambitious, bold, confident.



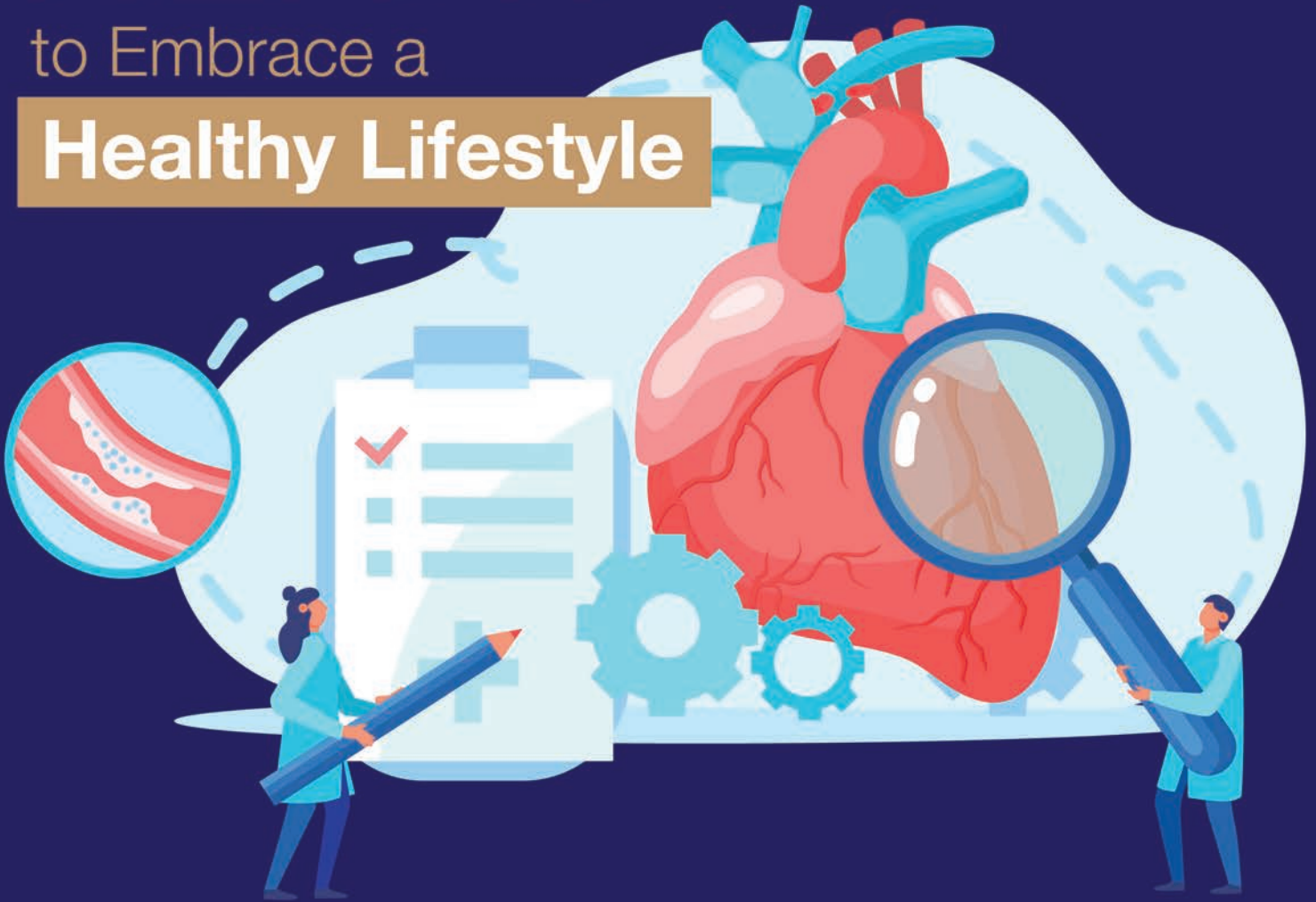
科大醫院
University Hospital

CARE YOUR HEART



to Embrace a

Healthy Lifestyle



Our heart is one of the most vital organs that keeps us alive. It is therefore important to take care of our heart to live a healthy lifestyle. The younger you begin, the lower the threat to your cardiovascular health in adulthood.

With the state-of-art equipment and an excellent team of cardiologists and nurses, the University Hospital provides specialized “Care-Your-Heart” Screening Programmes for students aged 10 to 18 and adults.



For more information

Please call

(853) 8897 2968

Volunteering: An Invaluable Act of Kindness

The TIS Volunteer Team has more than 140 students willing and ready to offer volunteer services within the school and to our larger community of people in need in Macau. After completing our annual volunteer training camp program, students can go on to meet the required volunteer hours throughout the year. They are then eligible for DSEDJ's volunteer awards. Not only does this showcase our students' ability and commitment to service, but also a great asset to their future academic endeavours. For the more experienced volunteers willing to take on further responsibilities, we offer opportunities for students to join our board of student executives. Our panel of executives are regularly involved in the leadership, administration, organization, and promotion of the TIS Volunteer Team. We aim not just to provide our students with the necessary skill sets that develop through volunteering services but, more importantly, to discover and harness the unique potential within every one of our students whilst undergoing their commitment.



TIS Staff Loyalty Partners

Blissful Carrot

Rua de Carlos Eugenio, no. 79A
Goio Fai Kok Res-do-Chao B
Taipa, Macau
Phone: 6298 8433



TeamLab

Cotai Expo, Venetian Macao
www.cotaiticketing.com/shows/teamlab.html



The Roadhouse Macau & Duffy's Pub Macau

Broadway Food Street, E-G016-G019,
Broadway Macau.
Av. Marginal Flor de Lotus, Taipa
Phone: 2875 2945



Molly's Pizza

Broadway Food Street, C-G002 - G004,
Taipa, Macau.



Nail Haven

22 Rua de Sao João, Taipa Village, Taipa
Phone: 2882 5972
Facebook: NailHavenMacau



We Love Wax

19 Rua dos Negociantes, Taipa
Village, Macau, Taipa, Macau



Loving Macau

Phone: 6337 8488
Online Shop
www.LovingMacau.com



Artyzen Grand Lapa Macau

56-1110 Avenida da Amizade, Macao
www.artyzen.grandlapa.com/



Physio One Centre

Rua de Ferreira Do Amaral 11E,
1-3/F Macau
Phone: 2835 3119 / 28353156
www.physio1macau.com



University Hospital

Block H, Macau University of Science
and Technology, Avenida Wai Long,
Taipa, Macau
Phone: 2882 1838
www.uh.org.mo



Brew Lab

Block P, Macau University of
Science & Technology
Avenida Wai Long, Taipa



The Seasons Restaurant

Block N, Library Building,
MUST Campus, Taipa
Phone: 8897 1888
www.mustseasons.com



Élysée Bakery

Block R, Macau University of
Science & Technology
Avenida Wai Long, Taipa



Starbucks Coffee

Block C, Macau University of
Science & Technology
Avenida Wai Long, Taipa



Wax Me Up

Rua de Viseu No.403,
Edf. Man Fai, R/C Taipa
Phone: 2884 2731



Warrior Fitness Macau

Va Nam Bldg, Avenida Olimpica,
Taipa, Macau
6223 3207
www.warrior-macau.com



TIS Staff Loyalty Partners

Rawlicious

Phone: 6338 8328
www.berawlicious.com



Beauty Choices

Instagram: beautychoicesmacau
Whatsapp: +853 6881 1433

Rooftop

Calçada do Quartel, n.º49, 1o Macao
www.rooftopmacau.com/



Prep'd

13 Rua Da Mitra Edificio Kin Fai G/F
Phone: +853 6264 0800

Goodees Online Market

enquiries@goodees.market



Sabores Lusitanos

Mfood App: "Sabores Lusitanos"
Facebook: @saboreslusitanosmacau
Phone: +853 6275 4551

Luv & Bart

www.luvandbart.com



GoAirborne Macau

Phone: +853 2888 0882
www.goairborne.com

Topix

www.topixproduction.com



Circle K (MUST)

Room P104, Dormitory Building, Block P, MUST Campus

Mighty Greens

www.facebook.com/mightygreensmacau



7/11 (MUST)

Room C106, Academic Building, Block C, MUST Campus

Mana Vida

manavida.com
Phone: 6652 0872
team@manavida.com



Food Studio

Block O Academic Building Level 1, MUST Campus

Pop Shop

Room P103, Dormitory Building, Block P, MUST Campus



East Meets West Wines

Karen.gaignon@emw-wines.com
WhatsApp +85362352898





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TRINITY INTERNATIONAL SCHOOL