

家长通讯 Newsletter

Issue 2 | School Year 2019 - 2020



Welcome / 开篇语

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Paving the road today to build confidence for tomorrow that opens the journey of discovery.
铺垫今日之基石，以构筑明朝之信心，方可开启未来的发现之旅。

Welcome to issue 2 of 2019/20! I hope that you will find a lot to interest you, and, as always, look forward to seeing you soon at one of our upcoming events.

This month we again host a visit from Council of International Schools (CIS). You may remember, almost a year ago, that we were proud to become a member of that organization. Through CIS we are committed to continuously striving to improve ourselves and the service we offer to our students, your children. Our next step is to work towards becoming fully accredited by CIS with their support.

Two visitors from CIS will be at school from 26th until 29th November. They will be visiting classes and involved in many meetings to help us to establish what we need to do next in developing an “action plan” for the school.

Four things that are important to us and to all CIS schools –

- PURPOSE & DIRECTION – the implementation of the school’s mission, vision and values.
- STUDENT LEARNING – the nature and quality of learning and the resulting progress made by the students.
- STUDENT WELL-BEING – their protection, safety, security and overall wellness.
- THE DEVELOPMENT OF GLOBAL CITIZENSHIP

Perhaps the hardest thing of all to really understand of these four is “global citizenship”.

This year we have begun the process of building global citizenship into our written curriculum and consciously building it into our teaching and learning. What is it? As a school we have recently worked towards our own understanding of global citizenship –

Knowledge: Understanding self as part of the world; knowing the individual’s rights and responsibilities and having a global vision;

欢迎来到本学年的第二期《家长通讯》！希望家长们能找到你们感兴趣的内容！我们也一如既往地期待你们前来参加我们的校园活动，和校园社区成员们见面。

这个月我们将迎来CIS国际学校联盟委员会（下文简称为“CIS”）的再次来访。你们或许还记得，我们在大约一年前成为了CIS的成员学校。身为该委员会的一员，我们正在持续不断地改善学校和学生福祉。在此基础上，我们正在进一步申请成为CIS国际学校联盟委员会的完全授信学校。

11月26日-29日，CIS委员会两名访校者将到访我校。他们不仅会走进课堂，还会和我们多次开会探讨，以帮助我们明确学校下阶段措施，在学校层面上形成更有参考价值的“行动计划”。

对所有CIS成员学校来说，以下四项内容都很重要——

- 目标和方向 – 贯彻学校的使命、愿景和价值观
- 优质学习 – 教学性质和质量、学生学习成果进展
- 学生福祉 – 学生的保护计划、身心安全、整体福祉
- 发展全球公民教育

对我们所有人来说，以上四点中，最难的也许是真正地理解“全球公民”这一内容。

今年以来，我们把全球公民教育纳入课程中，并有意识地在教学中发展公民意识教育。

全球公民是什么？我们已经在学校范围朝着我们认知的“全球公民教育”方向努力——

认知上：把自己视为世界的一份子；知晓个人权利和责任；拥有全球视野；

Competences: Critical thinking, problem solving, collaborating with others, and negotiating conflicts;

Values and attitudes: Justice, fairness, friendship, equality, appreciating and respecting differences based on culture, gender, race, sustainable development, and cherishing the resources on the planet;

Action: Believing that everyone has competency in correcting unfairness and irrational issues; being willing to take actions by himself/herself to make a more just, peaceful and sustainable developing world.

Tell us what you think Global Citizenship means to a student or a parent at ULink College. What experiences has your child had at ULink College that prepares them to become “Global Citizens”. We welcome your contribution to this debate!

能力上: 批判性思维能力, 解决问题的能力, 与他人协作的能力, 冲突谈判能力;

价值观与态度上: 公正公平、友好平等, 包容尊重文化、性别、种族等差异, 拥有可持续发展意识, 珍惜地球资源;

行动上: 相信每个人都有能力纠正不公平和不合理的问题; 愿意以身作则, 去经营创造一个公正和平和可持续发展的世界。

欢迎家长们也加入到探讨行列中来! 家长们不妨谈谈——全球公民对我们学校学生、老师来说意味着什么? 你们孩子在ULC的哪些经历将帮助他们成长为“全球公民”? 期待听到你们的想法!



Tony Hickling
Principal / 校长

Competitions

AMC (Australian Mathematics Competition)

AMC result was released at the very beginning of November. More than 30 students sat the competition and we are proud of our students' achievement. One student was awarded High Distinction, seven students achieved Distinction and 13 students achieved Credit certificates. Congratulations to the students who performed well in the competition.

Upcoming competitions

National Economics Competition is now open for registration. Students need to form into teams to compete with other teams. The first-round competition is on December 14. Students who are studying Economics or show interest in Economics can participate in the competition.

ASDAN Business Simulation

ASDAN Business Simulation has just closed the registration. The competition happens on weekend. The two sessions recommended to our students to join are November 16/17 and November 30 and December 1. Students also need to form into teams to compete against others.

CTB (China Thinks Big)

CTB is now open for registration and the registration deadline is December 1. National level presentation will be happening from March 14 to 16, 2020 and Harvard University presentation will be held from April 21 to 24, 2020.

Outstanding CAIE Learner Awards

CAIE recognizes students' exceptional learner achievement in Cambridge examinations around the world. This year we have two students who were awarded outstanding learners. Bethany Zeng achieved highest mark in IGCSE Maths in the world and was awarded Top in the world. Camilla Xue achieved highest mark in IGCSE Accounting in China so she was awarded Top in China. Both of them and teachers were invited to attend the Award Ceremony held in Shenzhen on October 26. Congratulations to both the students and their teachers.

学术竞赛

AMC澳大利亚数学竞赛

澳大利亚数学竞赛结果已在11月初公布。我校共有30多名学生参赛，最终多人取得骄人成绩。其中1名学生获得卓越奖，7名学生获得特等奖，13名学生获得一等奖。祝贺同学们在比赛中取得杰出表现。

近期竞赛

北美经济竞赛

北美经济竞赛已开放报名。有意参赛的学生需要自行组队参赛，并与其它队伍同场竞技。第一轮比赛时间安排在12月14日。选修经济学或对经济学感兴趣的学生都可以报名参赛。

ASDAN模拟商赛

ASDAN模拟商赛已结束报名，比赛将在周末开始。学生们分11月16日-17日、11月30日-12月1日两个阶段参赛。期间学生同样需要提前组好队伍，与其它队伍竞争。

CTB中国大智汇

CTB中国大智汇的报名登记截止时间是12月1日。全国赛将安排在3月14日-16日，2020年哈佛总决赛则将在4月21-24日进行。

剑桥卓越学子奖

剑桥国际考试委员会每年都会对在CAIE考试中取得杰出成绩的学子颁发一系列奖项。今年我们两名学生摘获此项殊荣。Bethany曾彬娴、Camilla薛晓颖两名同学分别摘下IG数学世界最高分、IG会计学科中国最高分，并已和她们的学科老师获邀在10月26日前往深圳参加2019年剑桥卓越学子颁奖仪式。祝贺这两名学生和她们的授课老师！

STEP online lessons

To better prepare students in applying to Maths related subject in top universities in the UK, we started to offer the online STEP lessons to G11 students. The lessons are taught by very experienced UK top university professors/lecturers and the lessons are on weekends. This year 17 students registered for the course. The course will start from November 16 and last to June.

October/November exam session

October/November exam session is coming to the end. The session starts from Mid of October and lasts to Mid of November. For this exam session, we have 267 candidates who sat 13 different exams. The results will be released around the mid of January 2020. Some G12 students are extremely busy this period as they need to resit the exams, study A2 subjects and prepare university application. Students really need to better plan and manage their time.

Extra academic support and peer tutoring

English has already started peer tutoring. The other subjects are also working on identifying struggling students to provide extra support to them. Signing up for extra lessons, peer tutoring with teacher's supervision will also start in the other departments. Students are encouraged to discuss with their subject teachers about their concerns and with together with teachers to produce realistic study plan.

STEP线上课程

为了帮助学生更好地申请英国方向的数学相关专业，我们已面向G11年级学生开放了STEP线上课程。该项课程由富有经验的英国顶尖大学教授/讲师在周末授课。今年共有17名学生报名了这一课程。课程将从11月16日持续到明年6月份。

10月/11月考试季

从10月中旬持续到11月中旬的10月/11月考试季已进入尾声。今年考试季中，我们共有267名学生参加了13门不同科目的考试。考试成绩将在2020年1月中旬公布。考试期间，由于需要同时兼顾A2课程和大学申请，部分G12年级学生在这段时间非常忙碌。建议学生们更好地做好时间规划。

学科辅助支持和同伴辅导

英语组的同伴辅导项目正在有条不紊展开中。其它学科组也正在确认需要参加额外课程支持的学生名单，并在下阶段开放报名，开展由老师指导、监督的同伴辅导活动。现阶段，我们也鼓励学生与学科老师积极探讨他们所关心的问题，并与老师一起制定切实可行的学习计划。



Jennifer Li / 李娟
Deputy Principal / 副校长

Art department

Ulink Art Department is delighted to announce that examples from last year's Grade 12 students' artwork are now being displayed around the campus. The work featured comprises of a selection made up of A2 prep-work and final piece outcomes. The areas where you can view this work are in the Main Entrance Hall, Upper Art Corridor and Ground Floor Corridor in AQ3. College staff can also view examples in the Pine Room. We think you will agree that the standard is very high!



English Department

▶ In Grade 10, students are completing their Journalism Project in English class. Students from all classes have divided themselves up by topics they are interested in and are starting to create their own news and information sources. There is a diverse array of topics covered from articles about gaming to videos about beauty, from financial news to websites about movies.



If an issue arises, they must figure out solutions to build their problem solving and critical

thinking skills. The three-week project allows students to create, collaborate and develop skills they will use in their later life such as time-management and planning.

艺术学科组

我们很高兴地宣布，去年G12年级学生的艺术作品现正在校园里展出。这次作品主要由A2艺术学生的半成品和最终稿组成。在学校主厅、艺术楼二楼走廊、第三教学楼一楼走廊都可以见到这些作品的身影。我们教职工还可以在第三教学楼Pine Room看到更多作品！我想你们肯定都同意这些作品水准都很高！



英语学科组

▶ G10年级英语课上，学生们正在完成他们的新闻报道写作项目。无论学生来自哪个班级，他们都会根据所感兴趣的主题，被分成不同小组，并着手开始他们的新闻创作和信息来源创建。从关于游戏的文章到关于审美的视频，从财经新闻到关于电影的网站，学生们的新闻主题五花八门。期间出现问题时，学生们必须想出解决方法，来锻炼自己的问题解决能力和批判性思维技能。在这一场为期三周的项目中，学生在合作中创作，锻炼了他们在以后的生活中可活用的技能，比如时间管理和规划能力。

At the end of the second week, all students will publish their work for the whole of Grade 10 to see and comment on. They will have one final week after that to produce their final piece to show to everyone. So far, students are working incredibly hard and are already creating some fantastic work. (by Ms. Antonia Holland)

第二周尾声时，所有学生将发表他们的作品，并供整个G10年级的学生阅读和评论。之后，他们还有一周时间来把最终成品展现给每一个人。目前为止，学生们都非常努力地学习，并已经完成了一些非常精彩的作品。（来源：Ms. Antonia Holland）



▶ In this newsletter we would like to share a glimpse into the world of classroom teaching from the English department – written by Evelyn Chen (Grade 11).

▣ 这一期通讯中，让我们来看一看英语组课堂教学的世界——以下是来自G11年级的Evelyn陈艺嘉的分享。

Poetry in the Theatre

被演绎的诗歌

Before the lesson, we needed to prepare a poem which was adapted from a Chinese poem from centuries ago. It was a very difficult thing, because of the cultural differences between China and the West; rewriting poetry is no longer limited to simple translation. We had to turn abstract Chinese poetry into western style using literary skills we have learned. In addition, the group sharing part was also very important. One student from each group took their turn to share their poem and let the whole class understand what's the main point of their poem.

这次英文课前，我们小组提前改编好了一首几百年前的中国古诗。这对我们来说无疑是一件难事。因为中西方文化的差异，「改编古诗」并不仅仅只是简单的翻译，我们需要把抽象的中国诗歌转化为我们在课堂上学过的西方文学风格。此外，小组分享环节也非常重要。每组的成员代表轮流上台分享诗歌，并让全班同学理解诗歌的主要意思。

After that, Mr. Elleston selected several students to summarize the poem they enjoyed learning about the most and then the person who had written the poem would then perform it on stage. This was also a big challenge because there are essential differences between recitation and reading which means that "recitation" includes more "performance" and "emotion". Meanwhile, it can also be used as our love and understanding of our works, to interpret our own works with our heart.



随后，Mr. Elleston老师指定几名观众学生来分享他们学得最有意思的诗歌，并让呼声最高的「读诗者」上台表演出诗歌内容。这也是一个很大的挑战，因为朗诵和读诗有着本质的区别，朗诵通常包含更多的“表演成分”和“情感”。与此同时，它也能更好体现出我们对自己作品的热爱和理解，能发自内心地去诠释自己的作品。

体育学科组

动机理论在体育、运动和健康科学中的应用

(Wojciech Zaras的教学实例)

我分享的这名男生今年17岁，他家庭富裕，个人有着丰富的人文主义思想。因此，他主要对历史和地理感兴趣。一开始，我以为他会成为我们体育课堂上的杰出人才。事实上，一个月过后，我对他的学习进展感到非常失望。



PE department

Implementation of the motivational theories in Sports, Exercise and Health Science. (Personal Experience-Wojciech Zaras)

Student was 17-year boy with a wealthy socio-economic background. He has got a highly intelligent humanist mind. Therefore, he was mainly interested in history and geography. At the first, I thought he would be an outstanding asset for my class. However, after a month I was very disappointed about his learning progress.

I decided to apply the positive reinforcement (Skinner's Theory). I praised him every time when he made valuable contributions to the class discussion. That didn't work at all. Then I rewarded him twice for not reading material not related to the topic in my classroom (negative reinforcement). Again, this method didn't have much impact on his learning process. I spoke with the other teachers about my problem. Teachers who taught Geography and History were really surprised about his behavior. They told me he was one of the best students in their groups. However, his Math's teacher had shared with me similar worries and put blame directly on his wealthy background. I didn't agree with him because he behaved differently in the subjects he really loved to study.

According to Maslow's theory all basic needs of my student were met, so it shouldn't be distraction in his learning process. Therefore, the school psychologist gave me the suggestion to focus more on his intrinsic motivation.

As I mentioned already student is interested in humanities. I decided to trigger his intrinsic motivation by using internalization process according to Self-Determination Theory. I asked him to prepare some starter for the topic in SEHS from historical point of view (history of discovering of ATP, an energy-carrier within the human body). Then I told him to create a small speech about dietary guidelines in different countries and parts of the world (from a geographical point of view). My student started to realize I had challenged him on his field. I triggered his ego and curiosity at the same time. After a period of time he accepted this starter activity as enabling him to bring his own assets to SEHS. In his further study he became very interested in the history of sport and cultural influence on sport development in global context. (by Mr. Wojciech Zaras)

我决定运用正面强化方法（斯金纳学习理论）。当这名学生在课堂讨论上发表有价值的观点时，我都会表扬他，但这并没有起作用。随后，我奖励了他两次，因为他没有在我的课堂上阅读与课堂主题无关的材料(负面强化)。这同样没有给他的学习进展带来多少影响。我和其他老师探讨了我遇到的这一问题。学生的地理、历史学科老师们都对学生在体育课上的行为表现感到吃惊，他们还告诉我，这名学生是他们课堂上表现最好的学士之一。但这名学生的数学老师则和我有同样的烦恼，他把学生的不良表现归因于家庭环境；我对此并不认同，因为这名学生在他真心喜爱的课堂上表现得并不一样。

根据马斯洛原理，这名学生的所有基本需求都被满足了，所以物质方面应该不会影响他的学习进展。对此，学校心理学老师建议我从学生的内在动机入手。

正如我前面所提到的，这名学生对人文兴趣浓厚。根据自我决定理论，我决定通过内化过程来激发他的内在动机。我让他从历史的角度为体育、运动和健康科学方面课题准备一些课前内容(人体内的能量载体——兴奋剂ATP的发现历史)。随后，我让学生准备一场以世界部分(从地理的角度来看)不同国家饮食指南为主题的简短演讲。学生开始意识到我在他擅长领域中挑战他，就这样，我同时激发了他的自我意识和好奇心。一段时间过后，他认可了这项课前活动，因为这让他能够把自己的观点带到课堂上。在他后续的学习中，这名学生变得对体育史、文化对全球体育发展的影响非常感兴趣。（来源：Mr. Wojciech Zaras）

Maths Department

The Impact of EAL in Maths Classroom - An Interview with A Maths Teacher

Background...

This school year is the first time ever for ULink College to have an English as an Additional Language or EAL Department. One of the Maths class under Ms. Jane Li, is one of the pioneering batch to try having an EAL teacher in the classroom to work with her.

Ms. Jane has been a teacher at ULC for almost a decade now, teaching different Maths subjects all these years. One of her teaching load this year is the Grade 10 Edexcel Pure Maths in which the students in this group are initially planned to sit one Maths paper only instead of two, unlike most of the students in Grade 10. English comprehension is one of the primary challenges of the students in this group, therefore an EAL partner from the EAL Department, in the name of Ms. Jocelyn Ymbong was being assigned to offer support to her class.

The Interview...

I did this interview to find out the impact of EAL in Maths classroom from the point of view of Ms. Jane Li. Specifically to know how the EAL influenced the attitude of the Grade 10 Edexcel Pure Maths students towards learning. Below is the transcript of the interview with Ms. Li.

How does having an EAL teacher help you in the classroom?

“The EAL teacher helps a lot in my classroom management, seating plan arrangement, scaffolding and differentiation. Ms. Ymbong goes around the room, persuades the students to be engaged and offer suggestions as to what activities can be best used during the next lesson.”

In what way does having an EAL teacher in your classroom help you as a teacher?

“Ms. Ymbong has a big influence on the way I plan for my teaching strategies now. Since she

数学学科组

关于数学课堂上英语语言支持的影响 记一位数学老师的采访

背景介绍

在本学年，学校首次增设了英语语言辅助支持（下文简称为“EAL”）部门。在数学组中，Ms. Jane Li是首批尝试让EAL老师在课堂上和她一起工作的先行者之一。

Ms. Jane在学校已经任教将近10年了，近年来她一直负责教授不同数学科目。G10年级艾德思纯数是她今年的教学任务之一，与选修两门CAIE数学课程，最终需要完成两场考试的大多数G10年级学生不同，这个班里的学生只需要完成1次考试。英语理解能力是这些学生所面临的主要挑战之一，因此来自EAL组的Ms. Jocelyn Ymbong将作为Ms. Jane的合作伙伴女士，为数学课堂提供支持。

采访篇

通过对Ms. Jane的采访，我希望能从她的角度找到语言辅助支持对数学课堂的影响，具体了解EAL对G10年级艾德思纯数对学生学习状态的影响。以下是Ms. Jane Li的采访实录。

在教室里有一位EAL老师对你有什么帮助？

“EAL老师在教室管理、座位安排、支架式教学和差异化等方面给我带来很多帮助。Ms. Ymbong在教室里四处走动，让学生们积极参与课堂，并提出关于下节课最适合展开什么活动的建议。”

课堂上，EAL老师会从老师的角度对具体哪些方面提供了帮助？

“Ms. Ymbong对我现在的教学策略规划有很大的影响。她推荐、介绍了不同的教学资

started introducing different resources, I explore more into it and look for more classroom strategies. I believe that my strategies have become more creative and updated. It also encourages me to look for more resources.”

What do you think has been impacted on by having an EAL partner in terms of students' development?

“Maybe, without the EAL, I remained a traditional Maths teacher. Because of the suggested strategies from my EAL partner, I have explored on group activities which make my students learn better from discussing with their peers. At the same time, the students developed discipline and become more responsible. Although there's not much change in the actual grades for now, but the students' attitude become more positive which I hope will continue.”

In your opinion, what do you think will it take for the EAL partner and subject teacher to succeed together in your goal to help the students?

“For me, the subject teacher and the EAL partner must have an open communication and positive outlook. The subject teacher must be open-minded and that, both of them must trust the program and believe that what they are doing is all for the benefit of the students.”

Students' Impression about EAL in the Maths Classroom



I attempted to ask a few of the fifteen students from Ms. Jane's class to determine

whether they have similar impression about EAL in their classroom as to their Maths teacher. Below are the answers I got from the two students who responded.

源后，我在这方面进行了很多探索，以寻找更多更好的课堂策略。我相信，我的教学策略因此变得更有创意和与时俱进了。这也鼓励我去寻找更多的课堂资源。”

就学生发展而言，你觉得和EAL老师合作，给他们带来了哪些影响？

“在EAL老师加入课堂之前，我可能只是一个传统的数学老师。EAL搭档提出教学策略建议后，小组活动出现在数学课堂了，让我的学生在与同伴的讨论中能更好地学习。与此同时，学生变得更有纪律，更有责任心了。虽然目前的实际成绩变化不大，但学生们的态度变得更加积极，我希望这种情况能继续保持下去。”

在你看来，要想让EAL老师和课程老师共同帮助学生达到目标，你认为他们需要做些什么？

“对我而言，学科老师和EAL搭档都必须有开放式沟通和积极的态度。学科老师必须思想开明，双方都必须信任这个项目，相信他们所做的一切都是为了学生的利益。”

学生对数学课堂EAL的印象



Ms. Jane 班上有15名学生，我询问了其中几位学生，以确定他们

对EAL的观感是否与Ms. Jane一致，以下问答来自班上的两名学生。

How do you like your Maths lessons this school year compared to the past year?

“Compared to last year's study, I think I have been a lot more active in class this year than last year. I really like the way my math teacher teaches in class.”

“I didn't study well as an IG student last year. At the time, I thought the IG course was very simple. This year's math class I think the teacher is more detailed and I think it is very important to have a Chinese teacher in the process of learning mathematics. They can help you to better understand what you are learning and how to relate to your past knowledge.”

“Today's math teachers sometimes let us use computers in class, sometimes it is very interesting to have a group discussion and a joint report or poster.”

Do you like the teaching strategies your teacher is using for the class? Why or why not?

“Personally, I like the current teaching model very much. Now we are discussing among each other while the teacher defines and show us how to apply the formula, and then we will do the problem. During our work, the teacher will answer our questions in the classroom. After everyone has done it, she will comment on the answer. If this question is not for many people, she will repeat it.”

Do you believe the improvement that happened in your performance and attitude now will eventually help you achieve your goals for your Maths grades?

“I am very convinced that attitude can change the grade of learning. Like in G9 which I mentioned above, my grades were very poor. I have not listened to most of the time. I admit that the attitude towards mathematics was not very good. However, my attitude has been much better during this semester. I have to listen to classes and study hard every day. Not only do

与去年相比，你觉得今年数学课怎么样？

“跟去年比起来，我认为我今年在课堂上比去年活跃多了。我真的很喜欢我的数学老师上课的方式。”

“去年我的IG课程学得不好，那时我还以为IG课程非常简单。今年的数学课，我觉得老师教得更详细了。对我来说，在学习数学的过程中有一个中国老师是非常重要的。老师可以帮助你更好地理解你在学习什么，教你如何与过去学过的知识联系起来。”

“现在的数学老师有时会让我们在课堂上使用电脑，有时小组讨论和联合报告或海报也非常有趣。”

你喜欢老师们的课堂教学策略吗？能说说为什么吗？

“就我个人而言，我非常喜欢目前的教学模式。当老师在课堂上定义和展示如何应用公式时，我们会互相讨论，然后再解答问题。在我们做题时，老师会待在教室里回答我们的问题。在每个人都完成了之后，Ms. Jane会对评估我们的答题情况。如果某个问题难住了很多同学，老师还会重复讲解这个题目。”

现阶段，你的学习表现和态度都改善了，你认为这最终会帮助你实现数学成绩目标吗？

“我确信，态度可以改变学习成绩。就像我前面提到的G9时期，那时我的成绩很差。我大部分时间都没有听课，我承认那会对数学的态度不是很好。但是，这学期我的学习态度好多了。我每天都会听课、努力学习。但光是学习态度好并不够，你还要努力学习，这样你的成绩才会提高。”

Conclusions...

Having a “second set of eyes” in the classroom may be agreeable for most of the students since they have a second teacher to oversee what they are doing. However, the students do not necessarily realize that the teaching strategies their teacher have implemented, which they appreciated and found significantly helpful, were from their EAL teacher’s recommendation to their subject teacher based on their actual needs.

The subject teacher’s positive attitude towards EAL Program has been a huge factor on why she managed to change her traditional teaching styles and became a teacher who is more creative and resourceful. It has, in a way, influenced her student’s attitude towards their studies as well.

The EAL partner may also serves as an instructional coach for the subject teacher, offering various classroom strategies which are tailored according to the needs of the students in the class.

The effect of having an EAL partner in the classroom to the students’ grades may not be instantly seen, but the improvement of their attitude towards studies has already been felt, both by the teacher and the student themselves. (By Ms. Judee Bacus)

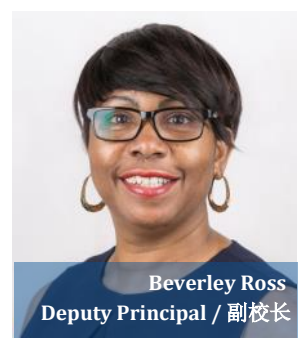
结论

对大多数学生来说，双师授课模式或许是件好事，因为他们有第二位老师来监督他们在课堂上的行为和表现。然而，尽管学生喜欢某些课堂教学方法并认为这很有帮助，但他们并不一定能意识到课堂上老师所实施的教学策略，可能是EAL老师根据他们的实际需要推荐给学科老师，进而演变出来的。

学科教师对EAL项目的积极态度，让Ms. Jane改变传统教学方式，成长为一名更有创造力、更擅于运用资源的教师的重要因素。某种程度上，这也影响了她的学生的学习的态度。

EAL搭档有时候可以充当学科教师的指导教练，他们可以根据班上学生的需要提出各种课堂策略。

在课堂上增加一名EAL老师，这对学生成绩的影响可能不会立竿见影，但学生们在学习态度上的改善已经被老师和他们自己所察觉到了。（来源： Ms. Judee Bacus）



Beverley Ross
Deputy Principal / 副校长

Sport Day

The Sport Day was hosted by ULC Student Union on 16th October 2019 (Wednesday afternoon), which was running among houses (Red - Vermilion Bird, Yellow - White Tiger, Blue - Azure Dragon, Green - Black Toroise)

Three different competitions (basketball, frisbee and 4*100 relay race) were running at the same time in different places on campus.

Congratulations that Red house achieved the Champion! (House point of each house: RED - 340, Yellow - 270, Blue - 270, Green - 170)

Halloween

The annual Halloween was held on 31st October 2019 with the theme of 'Horror Movie'. Speaking of Halloween, Haunted house is the essence, and this year, ULC Student Union was prepared a special one to bring everyone on a thrilling journey!

Except for the Haunted house, Escape room is one of the important part of the event, you will definitely need your 'super brain' to solve the quizzes and puzzles to get out the rooms.

Riddle-solving is a new member of the Halloween family, winners will achieve amazing prizes by successfully decrypted the hidden messages in the building.

Halloween make-up, is always the straight way of the celebration, you will never know who is your friend that under the delicated and scary

mask (make-up).

Further more, Student Union and the Business Association

(B.A.) were expanded the

scale of Halloween activities throughout the campus to enrich a better Halloween that students may ever have in ULC!



校运动会

2019年10月16日周三下午，由学生会组织的本学年第一次校运动会如期而至。延续学校传统，红、黄、绿、蓝各营（对应的吉祥物为朱雀、白虎、玄武、青龙）派出学生代表参加比赛。

期间，三项不同的团体比赛（篮球、飞盘、4×100米接力跑）同时进行。

祝贺红营最终赢得冠军！（运动会各营最终得分情况为：红营 - 340分，黄营 - 270分，蓝营 - 270分，绿营 - 170分）



万圣节晚会

10月31日，一年一度的万圣节拉开帷幕，“恐怖电影”是当晚的主题。今年的鬼屋同样没有缺席，ULC学生会准备了一个特别的鬼屋，带大家踏上冒险旅程！

除了鬼屋，密室逃脱同样值得体验，参与者需要开动大脑，解开层层关卡和谜题，才能顺利走出房间。

游园解密是今年新增加的活动，参加者需要解开了隐藏在教学楼里的线索，抢先解开谜题的获胜者还最终赢得了贴心奖品。

万圣节妆容是永远不过时的节日致敬方式。不少同学换上或精致或可怕的妆容，完全不同于平常的样子。

当天晚上，学生会还联合学校商社，在学校主厅准备了一系列活动，校园万圣节活动规模再次扩大，丰富大家的万圣节之夜！

Lately fairs in Volunteer Association

Volunteer Association had regularly provided a large amount of volunteer activity information and opportunities for students to choose and participate inside or outside the school. Volunteers activities inside campus include: library volunteers, laboratory volunteers, piano volunteers, volunteers for academic publicity, volunteers for school sports day, volunteers for Halloween, and students for Enrollment Q & A and so on. Off-campus volunteers activities include: "warm readers" volunteers, hospital guidance volunteers, education exhibition volunteers, and providing porridge volunteers. The opportunities and types of off-campus volunteers are increasing.

Volunteer Association also has achieved early communication with Foshan Chunhui Nursing Home and the Green Bud Foundation, and we will continue to promote the implementation of volunteer activities. In the past, we organized Heyuan teaching volunteer activity during Christmas holiday. This year we are also in the process of preparation. Due to budget and security considerations, details have yet to be discussed. More details will be announced later. Even though we are sharing the volunteer information from ASDAN and Goabroad to help students gain volunteer hour and learning experience, but the school is not the organizer of the event, and will not be responsible for any problems related to these activities. We did not cooperate with the organization to host the volunteer activities. We will not participate in the registration process, just share volunteer information. If you are interested in volunteers from such outside agencies, please know and contact the organizer directly.

The recruitment of Volunteer Association has been successfully completed and the new members list has been updated to the public platform. Volunteer Association is trying our best to provide more and more high-quality volunteer opportunities.

义工社近期活动

10月以来，义工社定期提供校内外义工的机会供同学们选择。其中，校内方面包括图书馆义工、实验室义工、琴房义工、整理学术公示板义工、校内运动会义工、万圣节义工、招生答疑义工等等。校外则有“温暖阅读者”义工、医院导医、教育展义工和奉粥义工等，目前校外义工机会和种类陆续增加中。



在10月份，义工社在和佛山市春晖颐养院、绿芽基金会完成了前期沟通，之后也会继续推进、落实义工活动。往年，我们会在圣诞节组织河源支教活动，今年我们已在紧密筹备中。考虑到出行安全和预算，细节还有待商讨，更多详情有待公布。

为了帮助学生获得更多义工学习体验，尽管我们在校内分享了ASDAN和无涯的义工活动信息。但由于学校不是活动组织者，义工社并没有与该组织合作承办这些义工活动，不能为与这些活动有关的任何问题负责、详细解答。因此，学校只是分享义工信息，不参与报名事项。如果学生或家长对于此类外部机构的义工感兴趣，请自行了解并直接联系主办方。

目前，义工社招新已圆满结束，新成员名单已更新至义工社官微。ULC义工社一直致力于为在校的600多名学生提供更多更优质的机

-ties and information to more than 600 students in school, but it is not enough for us. I hope that all students and parents can provide us with more volunteer opportunities. If you have volunteer opportunities to share, please contact me (dane.li in AQ3-111)

Email: dane.li@ulinkcollege.com

Contact: 020-39090100 Transfer line 6062, 6063

On Campus IELTS Exam



September 27th to 28th, 2019, Learning center has successfully held the first On Campus IELTS Exam.

Learning Center cooperates with British Council and Saige Shenzhen to build up this great event

for ULC. Students and teachers are thrilled to have this event because it helps students avoid the stress of rushing to and unfamiliar exam venue.

In this exam, we have 88 candidates, they take their speaking part and writing part in 27th and 28th. In mid-October, we collect and analyze the result, find out our students achieve something remarkable: Frank Sun, Winnie Wang and Sunny Wang got 9/9 in listening part; Amber Yang, Frank Sun, Erica Yao got 8 or above in reading part; all candidates have average score 6.6 in speaking part (nationwide average score is 5.9). Meanwhile, we consider what the candidates need to be improved: by comparing with public high school students, our candidates have the same problem: listening and reading scores are significantly higher than writing and speaking. Under this circumstance, Learning Center will continue giving out and contrapose on writing and speaking classes for all students, for more information, please follow our WeChat official account.

Moreover, Learning Center is maintaining close communication with British Council, we anticipate in next year, we will have our second On Campus IELTS Exam. Also, British Camp is on agenda as well, please look forward to it.

会和信息，但一直都是僧多粥少，不能满足所有学生服务社区的需求。希望各位同学、家长能为我们提供更多义工机会。如有义工机会分享，请联系：

李老师（办公室AQ3-111）

电子邮箱: dane.li@ulinkcollege.com

工作电话: 020-39090100转6062、6063

雅思校园送考

今年的校园雅思校园送考已在2019年9月27-28日期间顺利举行。

本次考试由学习中心与英国文化领事馆（British Council）、深圳赛格集团联合共同举办，因为帮考生们避免了报名、赶考、陌生考试环境带来的紧张压力，这次考试的组织活动也得到了师生们的一致好评。

本次考试总共有88名考生参加，分别于27、28日进行了口试、笔试。10月中旬，我们进行了雅思成绩的收集与分析，本次考试成绩有可圈可点的地方：孙瀚宇、王冷桦、王小文3名同学都拿到听力单项满分9分；羊春晓、孙瀚宇、姚艾琳同学在阅读单项上均拿到8分以上的高分；听力单项的平均分为6.6分，超过全国听力单项平均分5.9分。同时，我们也注意到接下来需要改善的地方：学生们的语言标化考试表现与国内普高学生相似，听力与阅读相对高分，写作与口语则相对薄弱。根据这种情况，我们将会继续推出针对薄弱单项的雅思辅导课程，更多信息请留意学习中心官微消息。

此外，学习中心正在和英国文化领事馆密切沟通，我们尽快安排下一轮的校园雅思送考。而英国营事宜也已提上日程，敬请期待。



Ulink Study Abroad Programme in Australia



On 23rd September, 2019, Grade 9 students completed their six-week study abroad programme in three Australian schools, including John Paul College,

St. Stephen's College, Moreton Bay College.

It's the fourth year this year that Ulink College works with John Paul College. We've invited Mrs. Welch and Mrs. Evans from John Paul College who have been working with our students for the past years to share their opinions.

Your comments on our students' performance in this year with 3 key words?

Obliging, confident, independent

In your opinion, what is the biggest change Ulink students got in the programme?

The biggest change we have noticed is the students' increased confidence using English in a variety of situations.

It is the fourth year our students studied in JPC, can you share the transformation of AU Study Programme from year 2016 to 2019?

The programme has been refined so that each JPIC teacher is responsible for teaching one subject area. Field trips for Science and Geography have been introduced to complement the work that is done in class.

AU programme always brings positive effect to our students, how did these effects be achieved?

The camp always builds leadership qualities and friendships among the students. This benefit continues after the students return to JPIC. Students are given opportunities in class to work collaboratively which prepares them for their integration into John Paul College.

澳洲海外学习课程

9月23日, G9年级学生结束了在澳洲三所海外合作学校(约翰保罗学院、圣斯蒂芬学院、摩顿湾学院)的6周海外课程。

今年是我们学生到约翰保罗学院学习的第四个年头,该校课程负责老师Mrs. Welch和Mrs. Evans分享了对今年澳洲海外课程的看法。

请用三个关键词来评价今年学生们的表现?

乐于助人、自信、独立。

你觉得学生们在澳洲课程中的最大转变是什么?

我们注意到,学生们最大的变化是——他们增强了在不同情境下应用英语的自信心。

这是我们学生在约翰保罗学院学习的第四个年头了,请谈谈澳洲海外课程自2016年到2019年以来的转变?

今年课程完善了很多,每一位约翰保罗学院海外交流课程的老师单独教授一门学科,科学和地理课还新增加了实地考察环节,可以帮助学生更好地掌握课堂知识。

能说说澳洲海外课程通过哪些设置来帮助 学生取得进步吗?



最初的野营活动锻炼了学生们的领导素质,也让他们建立起友谊。这对他们后续返回约翰保罗学院学习同样有所助益。学生们在独立英语课堂上的小组协作作业,将

帮助他们更好地适应嵌入式课堂。

Could you share something about integration?

Students benefit from being exposed to the different teaching and learning styles at John Paul College and often make valuable friendships with the Australian students.

Ulink students will be back to China soon, could you give some advice to them?

Continue to focus on improving your English and keep building on the friendships you have made in Australia.

Q: What would you like to say to our students or parents?

The parents should be proud of their children. They have adapted well to new experiences and have supported each other.

请谈谈嵌入式课堂吗?

学生们体验了不同的教学方法和学习风格，并从中受益。此外，他们常常跟澳洲本土学生建立起珍贵的友谊。

请给回国学习的学生提一些建议。

继续专注于提升你们的英语能力，珍惜你们在澳洲期间交到的朋友。

你有什么相对学生或家长说的吗?

家长们，你们应该为孩子感到骄傲。他们很好地适应了新的环境，并且能互相支持彼此帮助。



Cherry Chang / 常燕
Deputy Principal / 副校长

College Application

The Golden Fall comes, as does the Golden season for receiving offers. By November 12, over 65 UK conditional offers received. To be specific: 5 offers from University of College London, 8 offers from University of Edinburgh, 14 offers from University of Manchester, 11 offers from Kings College London and so on. Full details can be found on the website. Here worth to mention is that Feifei, Nancy, Benson, George, Bruce have already received interview invitation from Imperial College, we are expecting more candidates to be invited in coming weeks.

Other students who still haven't submitted their UCAS applications, we are hoping to finish their submissions in coming weeks. Apart from UK application, HK application also finished submission. US and Canada university are all on the way to finish their submissions. Australia application will be followed later in January.

College Planning

In past two months, our college advisors had stepped in each homeroom to meet with all G9/G10 students, to talk about their college planning and share some cases about college application. From next week, our career guidance counselor Mr. Dan Falcon will meet with G10 students individually to help discovering their possible career choices.

College Visit

Started from October, we were delighted and honored to have over 20 universities to visit our school. From admission officers' sharing, we can see universities are very welcome A level students to apply. Admission officers from Muhlenberg College, Centre College, Illinois Wesleyan university all confirmed that A level students is no need to submit SAT/ACT, only 3 A level subjects are needed. Nylam Gaythuer from Campus France introduced that over 1500 programs are now available to study in English, such as Bachelor of sciences in Ecole Polytechnique, Engineering degree in ECAM Lyon, Global BBA in EMLYON etc. We are hoping to invite more universities to come later this year, especially European universities in order to open our student's college options.

大学录取

金秋是收获的季节，也是学生们收获大学录取的黄金季节。截至11月12日，我们已收到65份来自英国大学的预录取。其中，伦敦大学学院5份，爱丁堡大学8份，曼彻斯特大学14份，伦敦国王大学11份等，完整录取信息请参考官网。赵雨菲、兰祺、陈芃岫、邓松尹、甄朗诚同学均已收帝国理工大学的面试邀请，相信接下来其他同学的面试邀请也会陆续发来。

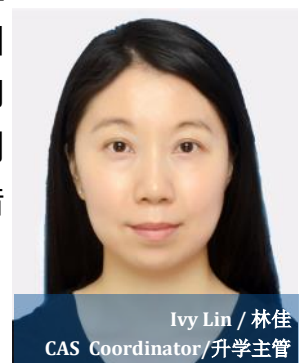
还未提交英国申请的同学也将在接下来几周完成。此外，中国香港的申请也已完成提交；申请美国或加拿大的同学，也在逐步完成提交；申请澳洲的同学，建议在1月份再开始提交申请。

大学规划

过去的两个月，升学指导老师分别走进G9-10年级各个班级，介绍升学规划并分享了毕业生的申请案例。从下周开始，我们的职业指导老师Dan Falcon将会跟G10年级的学生进行一对一的面谈，希望借此帮助有针对性地帮助学生发现探索未来可能的职业选择。

大学来访

从10月份开始，升学指导办公室邀请了超过20所大学来访，从各位招生官的分享中可得知，现在A Level课程的认可度越来越高。其中来自美国的穆伦堡学院、中央学院、伊利诺伊卫斯理大学都确定不需要提交SAT/ACT成绩，只需要提交3门A Level成绩。来自法国高等教育署的Nylam Gaythuer也强调法国有多达1500个英语授课课程可供A Level学生选择，如巴黎综合理工学院的理学士学位，法国ECAM工程师学院的工程学位，法国里昂商学院的国际商务管理。接下来，我们希望邀请更多的大学，特别是更多的欧洲大学来访，借此更好地打开并扩宽学生的升学选择。



Ivy Lin / 林佳
CAS Coordinator / 升学主管

Marck Cobb's Visit

Last month, ULink College hosted Marck Cobb from the USA. Marck is a US Cultural Ambassador (retired), a lawyer, pilot, book writer; a world traveler, story-teller, and President of World Champion Karpov Chess Academy for talented students. At the invitation of Mr. Dan Falcon, our Senior Guidance Counsellor, we've been very lucky to welcome Marck to our wonderful campus. This was Marck's first time in China as a part of his cultural trip around the world, to introduce and sign inspiring book "Uncommon Sense". Marck had a very special lecture for our Year 10 students, and had several English language classes for Year 11 and 12.

Marck Cobb先生来访

上个月，学校迎来了一名来自美国的访客——Marck Cobb先生。Marck先生曾是一名美国文化大使，他在多个领域有着不俗的成就，现拥有律师、飞行员、作家、环球旅行者、演讲家以及世界冠军卡波夫国际象棋学会主席等多个头衔。此次，Marck先生应成长导师Dan Falcon的邀请来到学校参观、交流，这是他首次来访中国的第一站，也是Marck先生在世界各地开展文化交流之旅的一部分。访校期间，Marck先生介绍并签署了他的出版书籍“Uncommon Sense”。此外，Marck先生曾为G11-12年级学生开设过几门英语课程，这次也给G10年级学生带来一场非常特别



Marck is truly an amazing and passionate speaker, and many students were impressed with Marck's ideas and experiences. Marck signed his book for our talented students, and some of ULINK teachers had chance to speak with Marck. Interestingly enough, for the past ten years, Marck has worked with top Chess International Grandmasters in the field of education, memory learning and expertise, and some of our students learned that there's a number of scholarships for playing chess.

的讲座。

Marck先生确实是一位了不起的、充满激情的演讲者，他的想法和经历给许多学生留下了深刻的印象。在Marck先生签署书籍期间，学校老师还与他进行了交谈。期间还有一个有趣的事情，在过去十年中，Marck先生与国际象棋顶级大师合作，致力于教育、记忆学习和各种专业知识领域研究，（在分享过程中，）我们的一些学生饶有兴趣地了解到，国际象棋活动设有很多奖学金。

Marck is now planning his second trip to China in March-April 2020 and would love to come back to ULink College.



What a fantastic opportunity for our student to learn more and spend some time with Marck. We are very excited to continue building cultural bridges and share ideas for productive communication.

Marck先生现计划于2020年3月至4月期间进行第二次中国之旅，他也期待下次再来我们参观、交流。

对于我校学生来说，可以了解到更多的资讯并与Marck先生面对面交流，不失为一个很好的学习机会。我们非常高兴能够因此继续共建文化桥梁以及开展高效的交流。

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