

家长通讯 Newsletter

Issue 5 | School Year 2020- 2021



Welcome / 开篇语

Academics / 教务工作

Student Affairs / 学生事务

CAS / 升学指导

Counseling / 成长辅导

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。

Dear Parents,

As we move toward the final part of the year it's important to remind ourselves about who we are as a community of learners, how we focus on learning, and how we prepare for the future.

Examinations are at the top of our minds at present. Students have now completed their Mock Examinations, but with plenty of time for the remaining taught syllabus before the final Cambridge examinations, teachers are also using the Mock results as a "diagnostic tool" to look at individual student progress closely, helping teacher and student focus the remaining lesson and study time on how best to prepare, using the time wisely.

Related to examination success, I am delighted to be able to confirm that our scholarship program not only continues this year but has been expanded to include the Grade 10 IGCSE results from this coming May/June session. Students who receive top results from their Grade 10 or Grade 11 examinations will receive tuition reductions. Details are on the school web site via your parent login and have been discussed with students in the grade level assemblies.

Many Grade 10 students have now begun their "Top Up" program, signing up for a range of extra courses and activities to prepare them for top university applications. I am delighted to be offering some of these extra lessons myself, offering a course on "Thinking Skills" to both Grade 10 and Grade 11 students, where we focus on critical thinking and problem solving, important preparation for success at university.

Grade 10 are all making their important decisions this month about their A-Level choices. Students have had meetings to focus on careers, university applications, and the different A-Level options. I would like to remind parents of Grade 10 that the deadline for completing the provisional course selection is April 12th. Please use the information on the school web site via your parent login to help you talk with your child about making sensible choices.

Although some universities around the world have been slow to make offers for 2021, I am delighted to confirm that our senior class continues to receive offers from the very best universities and a diverse

各位家长,

G10年级的学生将在本月决定A Level选课。学生们参与了重点围绕职业、大学申请和不同A Level学科的活动。在此,我想提醒G10年级的家长,选课截止日期是4月12日。请查阅学校网站上家长门户的课程信息,与孩子讨论再做出选择。

在迈向本年度的最后阶段中,我们提醒着自己——“我们是一个学习者组成的社区”,“我们如何专注于学习”,“我们如何为未来做准备”,这些都是非常重要的。

目前,考试是我们的首要任务。学生已经完成了模拟考试,但在CAIE全球统考之前,学生们还有足够时间学完教学大纲剩余内容。老师们也将模考结果作为“诊断工具”来仔细检查学生的个人进步,从而帮助教师和学生集中在本学年剩余的课程和学习时间中集中精力,高效利用时间,并更好地迎接统考。

今年,校内奖学金项目同样延续了下来,这正与统考相关,并且参加今年5-6月全球统考的G10年级学生也有机会获得奖学金,对此,我感到很高兴。对于G10-11年级全球统考获得优秀成绩的学生将获得学费减免的有关详细信息,我们已在学校年级集会上与学生们分享,家长们通过官网上的家长门户查阅。

现阶段,许多G10年级的学生已经加入Top Up培优计划,报名参加了一系列额外的课程和活动,以帮助他们为进入顶尖大学做好准备。我很高兴自己参与其中,为G10-11年级的学生开设了“思维技巧”课程。该课程专注于批判性思维和解决问题的能力,是为未来大学阶段所作的重要准备。



尽管世界各地的一些大学在2021年的录取通知书方面进展缓慢,但我很高兴地确认,

我们的准毕业生们接连收到来自世界一流国家(包括剑桥和牛津大学)的顶尖大学和全球各

range of top institutions from countries around the world, including Cambridge and Oxford. Please see our web site for the most up to date information.

([UNIVERSITY ACCEPTANCE - UlinkCollege](#))

As a school we value a whole student approach to our curriculum, and we have been looking closely at how to best encourage students to engage with after school activities. Several of our teachers have recently trained with the Duke of Edinburgh International Awards program, of which the school is now officially a member. From the next school year onward students will be able to join this program, working toward bronze, silver, and gold awards. By engaging in voluntary service, taking part in physical recreation, discovering personal interests and talents, and learning about leadership through adventurous activity, young people become confident, reflective, and engaged learners.

In short, they are, as our school's Vision statement says,

Paving the road today to build confidence for tomorrow that opens the journey of discovery.

That's our vision as a school, and how we all as a community of learning believe in the future of all our students.

类优秀院校的录取通知，请访问我们的网站以获取最新录取情况。



作为一所学校，我们重视整个学生的课程设置，并且我们一直在密切关注如何

更好地鼓励学生参加课后活动。近期，我校已正式成为爱丁堡公爵国际奖项目的成员，并有几位参与项目的老师接受了爱丁堡公爵国际奖项目的培训。从下一学年开始，这一项目将开放给学生，他们有机会获得世界青年领袖成就奖（包括铜奖、银奖以及金奖）。在项目中，学生们将通过从事志愿者工作，参加体育锻炼，发现个人兴趣和才华，探索户外来学习、提升领导才能，以提高其自我认知和自信心，成为更全面的学习者。

正如我们学校的“愿景”声明所述——

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。

这也是我们作为一个学习社区整体，对我们所有学生未来的期许。



Tony Hickling
Principal / 校长

CAT4 Training to G9 teachers



On March 2, CAT4 training to all G9 teachers happened in ELC. All G9 teachers attended the training and participated well in the activities. The

purpose of the training is to help teachers to understand the report and know their students reasoning ability so they can provide intervention strategies in the teaching and learning.

Mock exam

From March 8 to 16, mock exams were organized. Students got similar exam experience as they are going to experience in May/June. Students need to follow exam rules strictly. There will be a CAIE and Edexcel exam training for all students in April to ensure all students are clear about exam rules to avoid violate exam rules. Mock exam papers are being marked at the stage and feedback will be given to students shortly.

G10 choosing A Level subjects

From March 22 to March 24, G10 students are going to attend presentations about choosing optional courses for G11. Students are encouraged to talk to teachers, college application advisors, career guidance counselors and parents to make wise choice for their upcoming G11 study. In our records, about one fourth of the students could manage 3 options and most students choose two options. Students need to complete both paper and electronic course selection forms. If any students need to make changes after they submit the forms, they need to come to Academic office. Students are allowed to make changes during the first two weeks of the new semester of G11.

Releasing Q3 report

At the end of March, Q3 report will be published. Students need to reflect on their study and make target for Q4's study and make good preparation for upcoming CAIE and Edexcel exams.

CAT 4认知能力测试教师培训会



3月2日下午，学校在ELC电子学习中心为G9年级学科教师们带来了CAT 4测试培训会。

本次培训会的目的在于帮助老师们读懂报告，了解所教学生现阶段的认知能力情况，以便他们在教学中提供有效干预策略。

模拟考试

3月8日-16日，我们开展了全校模拟考试，学生们提前熟悉了模拟CAIE全球统考的从考试形式、内容，学会严格遵守考试规则。我们还将4月份对所有学生进行CAIE和Edexcel考试培训，以确保所有学生都清楚考试规则，以免违反考试规则。学科老师们将根据模拟试卷的评改内容，尽快向学生反馈结果。

G10年级学生选课

3月22日-24日，G10年级学生将参加A Level选修课程的讲座。此外，我们鼓励学生向学科老师、升学老师、职业指导老师、家长等寻求帮助，选择更适合自己的G11年级选修课程。根据以往记录，大约1/4学生会选择3门选修课，大多数学生选择两门选修课。登记课程时，学生需要提交纸质和电子版课程；提交选课表格后，学生如需更改课程，则需到教务处登记处理。此外，在G11年级新学期的前两周里，我们允许学生更改选修课程。

第三学季成绩报告

3月下旬，学校将发布第三学季成绩报告。学生应该结合报告内容进行反思，并为第四学季订下学习目标，以更好地迎接接下来的CAIE和Edexcel考试。

Academic competition

NEC (National Economics Competition)

11 students entered final competition held in Nanjing and they are going to Nanjing to participate in the competition. We wish them good luck.

AMC (American Mathematics Competition)

Two students Sunny Xiao and Rain Xian were awarded Distinction certificate and four students Luwen Chen, Jenny Ren, Ella Yuan and Jada Xiao were awarded Merit certificate. Congratulations to all of them.

BPhO (British Physics Olympiad)

One student Tiya Hu achieved Bronze II in the competition. Congratulations to her.

Latest competitions

SIN and Avogadro competition is open for registration. Those who are interested in Physics and Chemistry competitions can come to Academic office to register the competitions.

STEP lessons

Both online and face to face STEP lessons for G11 have started. Some G10 top students have joined face to face lessons. This year's test is open for registration now. G11 students need to register the exam this year.

学术竞赛

NEC北美经济竞赛

我校有11名学生入围了NEC北美经济竞赛的决赛，他们将赴南京参加比赛。恭喜他们，希望能传来捷报！

AMC美国数学竞赛

在AMC美国数学竞赛中，我校肖粤铭、鲜雨成均斩获二等奖，陈俐文、任婕、袁旖旎、肖子烨获得三等奖。祝贺他们！

BphO英国物理奥赛

G11年级学生胡爽在英国物理赛中获得铜奖（Bronze II），祝贺她！

近期竞赛预告

现阶段，滑铁卢大学物理竞赛、滑铁卢大学化学竞赛已开放报名，对物理和化学竞赛感兴趣的学生可到教务处登记报名。

关于STEP测试的课程

STEP是为测试大学申请者数学能力而举行的笔试，其全称为Sixth Term Examination Paper。目前，STEP测试已开放报名，有意向的G11年级学生需在本学年内完成报名。与此同时，学校已在线上、线下为G11年级学生展开了相关课程，部分G10年级学生也参加了线下课程。



Jennifer Li / 李娟
Deputy Principal / 副校长

Professional Learning & Reflection

Our recent Professional Learning & Reflection (PLR) workshop for teachers, delivered by our resident PLR coordinator, Grace Liu was on Peer observation.

We always base whatever we do on the schools learner goals:

Global Citizens who –balance academic achievement with service recognize and respect differences in people and cultures.

Life Long Learners who –seek challenging opportunities for growth commit to community.

Critical Thinkers who –are reflective and open-minded distinguish among and respect multiple points of view communicate and contribute to creative problem solving.

Research has shown that

...the ability of teachers to modify the techniques to make them work in their own classrooms is an important feature of any effective model of teacher development.” -William, 2016

Below are the benefits of Peer observation in classrooms which is why we will continue to adopt this practice.

Peer observation & benefits for the teacher being observed,

- Works alongside other forms of professional development
- Encourages honest conversation
- Provides a new way of approaching a problem
- Boosts confidence
- Encourages reflection

Benefits for the observer

- Develops communication skills
- Helps teachers reflect on their own teaching

Benefits for the school

- Demonstrates a school's commitment to professional development
- Can improve teaching and learning in a school
- Enables teachers the power to make changes.

PLR教师职业培训课程



在近期PLR教师职业培训课程安排上，学校课程及职业发展协调员Grace Liu发起了跨学

科结对观察课堂的活动，以共同提高。

我们始终基于校园学习者的目标：

世界公民——在教学成就、社区贡献、尊重人与文化的差异上取得平衡。

终身学习者——投身于社区，不断寻求有挑战性的成长机会。

审辨式思维者——善于反思、保持开放态度；尊重不同意见；沟通并致力于运用创造力解决问题。

研究表明，“...教师拥有能力——去调整、提升在教室课堂上的教学技术，是教师发展模式的重要特征。”（威廉，2016年）

以下是在课堂上进行同伴观察的好处，这也是为什么我们将继续采用这种做法的原因。

结对观察课堂给对被观察老师带来的好处，

- 体验更多元的职业发展方式
- 与其他老师进行坦诚的对话与观念的互见
- 得到改善课堂问题的新方法
- 增强信心
- 鼓励反思

对课堂观察者的好处

- 锻炼沟通技巧
- 帮助反思自己的教学

对学校的好处

- 体现了学校对教师职业发展的承诺
- 能改善学校的教与学
- 为教师提供改善教学的动力

The Cambridge International Project Qualification (CIPQ)

Message from our coordinator – Evelyn Cabading

- Feb – March 2021

Submission of initial draft of final report to the mentor

- April 2021

Final review of the report to ensure completion of the report and research log

- Viva Voce/Interview

Study Tips

Spatial Ability Battery – thinking with shape and space

Figure Analysis

A series of diagrams shows a square being folded repeatedly, and then punched through with holes. From a selection of five possible answers, the student must identify how the paper will appear when unfolded.

The answer is D. The hole is punched through both layers of paper, so as it is unfolded the holes will be a mirror image of each other, with the crease being the mirror line.





Figure Recognition

Several complex designs are presented along with a single target shape. From a selection of five possible answers, the student must identify the target shape within one of the complex designs.

The answer is E. It isn't A because that shows the target flipped over. It isn't B or C because they have shapes that are the wrong size.



It is that time again, mock exams have taken place and the real examinations are not far away. Through CAT 4 tests we

have found large range of students have a high spatial awareness. Based on this, I thought I would give a few tips for improving long term retention and retrieval that you could probably help your child with

- Your child should try to link new information to things they already know – use their own words to rephrase definitions/descriptions
- Think of familiar examples – things that they can relate to e.g. familiar acronyms, codes, musical jingles or rhymes
- Relate new information to knowledge from other courses(past or present) or to life experiences
- Relate theory to everyday practice – think about how the information relates to the big picture
- Retention and recall are improved when children actively participates in the creation of their own knowledge
- Get them to create their own summaries, study guides, diagrams, charts, etc. Ask and answer their own questions.
- They could play around with information until some outstanding feature suggests a memory hook, such as a picture, rhyme or story
- Associate words with pictures. Use their own words to describe a picture /figure/diagram, translate a written passage into a drawing or diagram.

CIPQ剑桥学术资格项目

以下内容来自CIPQ剑桥国际认证项目协调员 Evelyn Cabading——

- 2021年2月– 3月

参与CIPQ剑桥国际认证项目的学生需向指导老师提交项目报告的初稿。

- 2021年4月

指导老师对学生报告进行最终审查，以确保报告和研究日志的完成度；

- Viva Voce /访谈

学习技巧



今年的模拟考试已经结束，这意味着CAIE考试也不远了。通过近期的CAT 4认知能力测试，我们

发现，许多学生具有很强的空间推理能力。

基于这一点，我想提供一些有利于发展空间推理这一能力的技巧，希望对学生们有所帮助——

- 尝试将新信息关联到之前已经知道的事物，再用自己的话重新定义、描述这一新信息。
- 联系熟悉的事物来学习新知识，即借用关联的事物来提高掌握新知识的效率，比如置换成相同的首字母缩写词，记住韵脚，或用另一个词、数字或标志来置换信息等。
- 借用生活经验，或在其它课程学到的知识，将它们与新知识联系起来理解，以掌握新知识。
- 将理论与日常生活实践经历联系起来，思考新知识如何与在相关全域中起作用。
- 在脑海中积极构建自己的知识框架，即透过演练把比较重要的信息转换成永久记忆并储存起来，这有利于知识的保留和回忆。
- 形成自己的学习总结、学习指引、知识表格、图表等，比如尝试自己提出问题并回答出来。
- 新知识信息量偏多时，尝试抓住自己认为比较突出的特征来记忆，如图片、押韵或编故事等。
- 将单词与图片关联起来记忆。比如把图片、数字、图表的内容转化为自己的话，将书面文字转化成图形或图表等。

English Department

English Week

English Week at ULink was held in late February. Students engaged in a range of activities with a high-level of enthusiasm.



Year 9 Advanced and Year 10 classes enjoyed a spelling bee, a rap battle organized by Mr. Stone (who himself 'dropped the mic'), and a variety of English language word games.

This led to a descriptive writing competition at the end of the week, where Carsten Zhang took first prize (800RMB of book vouchers), with Florence Dong (600RMB of book vouchers) and Chelsea Chen (400RMB of book vouchers) finishing second and third respectively.

As for year 11 and 12, they staged a high-quality debate, mirroring similar events at Oxford and Cambridge University. Their theme was 'Global Citizenship and Community'. Students ended the week with an essay writing competition, with the top three also claim book vouchers. In yr. 11, Olivia Pan took first, Lorina Yang second and Yuki Huang third. Rosanna Wang won top prize in yr. 12, with Jessie Yang (2nd) and Kelly Wu (3rd) claiming the other prizes.

A huge thanks to Mr. Stone, Ms. Lillian Luo and Ms. Diana Kim for their efforts organizing.

By Christopher Murphy, English Teacher

英语学科组

英语周

2月下旬，学校迎来了每年一度的英语周，学生们热情参与了一系列活动。



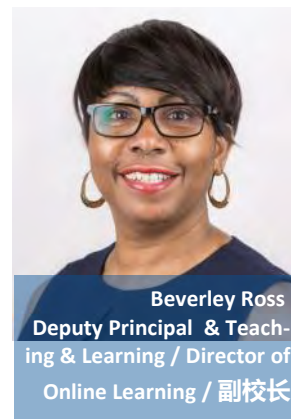
期间，G9年级高级班、G10年级学生投入单词拼写比赛等各种英语文字游戏。同时，Mr. Stone组织的说唱挑战也给他们带来许多乐趣——这一活动也被Mr. Stone命名为“抛下麦克风来说唱”。

英语周尾声，他们还完成了与文字游戏关联的描述性写作比赛，最终，学生张子钺斩获第一名（800元购书卡），董晓楠、陈嘉怡位列第二、三名，分别得到600元购书卡、400元购书卡。

至于G11-12年级学生，他们模拟牛津大学、剑桥大学两校学生间的辩论模式，开展了一场主题为“全球公民与社区”的高质量辩论。此外，写作比赛在英语周尾声翩然而至，前三名学生同样获得购书卡奖励。G11年级获奖学生分别是：潘晓蓝（第一名）、杨涵清（第二名）、黄钰淇（第三名）；G12年级获奖学生为：王若涵（第一名）、杨冰一（第二名）、伍嘉慧（第三名）。

最后，在此对Mr. Stone、Ms. Lillian Luo、Ms. Diana Kim几位老师在英语周中的组织工作表示感谢！

来源：Christopher Murphy (英语教师)



Professional Learning and Reflection (PLR)

"If you look around any staffroom, anywhere indeed where there's a group of teachers, you are going to find there are 200 to 300 years' worth of knowledge of experience. But it never gets shared, because there's no frame for doing that, there's no forum for discussion." David Hargreaves, a professor at Cambridge, had a really nice phrase for this problem of sharing knowledge. He called it 'sticky knowledge'.

In order to get rid of sticky knowledge, Professional Learning and Reflection Coordinator Ms. Grace Liu is working on building a professional learning community in ULC, in which staffs can better interact to improve results for all students. She is working to offer ways to build professional communities in school so that difficult things can be talked about, hard questions about teaching and learning can be asked, and adults can actively learn from one another. What Grace's doing is aligned with ULC Mission and is supported by educational research.

Dufour and other experts and researchers, argued that the term professional learning community should only be applied to schools in which all teachers and school leaders use specific, recommended strategies. At the beginning of school year, when one fourth of teaching staff were working online, Grace created a Moodle PD course with forums that serve as a platform for professional learning and discussion. With online teachers' return, Grace incorporates communicative strategies in each PLR session, so that teachers can learn from one another.

In addition, she organized workshops for teachers to share good educational practice. On this Monday, all teaching staff moved between classrooms to join different workshops that they had signed up. Workshop topics are as follows: Metacognition by Jocelyn Ymbong, Peer teaching by Jona Zhang and Lillian Luo, Differentiating via choices by Dr. Ruth Cumberland, Visualization teaching by Alice Pan, Structuring reflection by Samuel Elleston, Game-Based Learning by Janesol Zhao, Chalk talk by Yivan Tang, and Quizizz by Joanna Pan. Many thanks to the teachers who volunteer to be the presenters!!!

教师职业发展培训

"如果你环顾任何一间教师办公室，无论你身处何地，只要有一群教师，你就会发现，那里有着加起来200到300年的教学经验。但是，这些经验知识从未被分享，因为没有这样做的条件框架，例如教师论坛。" 对于分享教学经验的这个问题，剑桥大学教授大卫·哈格里夫斯用了一个非常好的短语去形容这一现象——“知识黏化”。

为了摆脱知识黏化，作为新的学校课程及职业发展协调员，我尝试在ULC建立一个职业学习社区教师们通过更多的互动和相互学习，以提高所有学生的学习效果。

今年以来，我一直围绕这一目标推行教师职业发展课程，让教师可以谈论遇到的困难，提出关于教学和学习的问题，彼此间更积极地互相学习。这样的实践方式与ULC的教育使命保持一致，让教师们有机会在挑战与鼓励中发展，也是教育研究理论所支持的做法。

杜福尔和很多研究专家认为，“职业学习社区”的建立仅能在某些学校中实现，这些学校的共同特点是使用了特定的、教育研究理论推荐使用的策略。

去年8月，即2020-2021学年刚开始，学校近1/4的教职员工远在国外时，我创建了Moodle教师职业发展线上课程，该课程设置了论坛版块，教师们会结合教学理论写下教学实践经验，相互浏览、评论，这让论坛成了教师职业发展学习和讨论的平台。

随着线上教学教师的逐渐回归，我在每次线下PLR课程中都加入了课堂交流互动策略（Communicative Strategies），使教师们可以更直接地进行面对面的交流沟通，以便互相学习。



另外，在本周的教师职业发展日，我组织了多个教师工作坊，让所有教师“变身”学生，游走在AQ3二楼的教室之间，参加他们提前报名的工作坊。这些工作坊包括：Jocelyn Ymbong分享了如何将元认知理论应用在课堂教学中，Jona Zhang和Lillian Luo则带来让学生互相学习的课堂，Ruth Cumberland分享了差异化教学经验，Alice Pan结合道具带来她的可视化教学经验，Samuel Elleston则分享了反思构建，教师们还分别从Janesol Zhao、Yivan Tang、Joanna Pan看到了基于游戏的学习、chalk talk、Quizizz工具带来的课堂效果。

"I see well-prepared materials, well-designed PPT and passion from the presenters; and a lot of engagement, enthusiasm, and laughter from the audience." Grace said, "The teaching practices they shared are up to date, creative, however can be easily adapted to other subject areas." Here is some feedback from attended teachers –



"The sessions gave me an opportunity to see what other teachers are doing in their classrooms, which I found very helpful. They also gave me a chance to reflect on the

activity and think about how I can incorporate it into my classes. I particularly enjoyed the differentiation session done by Ruth. She had a ton of great ideas about how to incorporate differentiation by process and product in the classroom and I will definitely be using these strategies going forward. The metacognition session done by Joy was also great- I really liked how she took the time to see who was attending the session, and she gave me ideas that were specifically related to my biology course. Awesome! I have a lot to learn from my colleagues."

"This session was amazing. I loved seeing my colleagues in action, and I learned a lot of helpful, easy-to-use strategies to incorporate in my classroom."

By building professional learning communities, we are hoping to (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.

非常感谢以上自愿报名担任工作坊讲师的老师，给所有老师带来不一样的沉浸式的学习机会！

在工作坊期间，我看到他们对教学的热忱和精心准备的各种材料，也看到台下老师们的积极参与和乐在其中。不得不说，台上讲师们分享的教学实践不仅与时俱进，富有创意，而且可以被灵活地运用在其他学科领域。

活动结束后，我在调查问卷中收到许多老师的积极反馈——



"工作坊让我有机会了解其他老师在教室里的做法，这对我很有帮助。它也让我有所反思和启发，思考了如何

将其纳入课堂。我特别喜欢Ruth做的差异化教学分享，对于如何将教学过程和内容的差异化融入课堂，她有很多绝妙的主意，我肯定会在教学中运用这些策略的。Jocelyn的元认知课堂也很棒，她居然花时间看谁报名了，并有针对性地准备资料，我真的很喜欢这一点！而且，她给我带来了一些与我的生物学课程特别相关的想法。太棒了！我要向同事学习的东西有很多！"

"这次会议很棒。和同事们一起在动中学，这点我很喜欢。而且，我学到了很多有用的、易于实操的策略，这些都可以融入我的课堂。"

每次职业发展课程都少不了教师们的积极参与。我也期待，在ULC职业学习社区中，教师们继续保持合作学习、专业知识交流，和学生共同成长，为每个学生提供优质的教育，创建富有挑战性的课堂。



New member of the ASA Programme

In Quarter 3, we have a new sport-based group joined in us as an ASA group – Lacrosse!

Lacrosse is the fastest growing field sport in the world. Players use sticks, with a woven net attached at the top, to pass, catch, and scoop the ball, working together to shoot the ball into the opposing goal.

This new group emphasis on helping students develop their physical capabilities and neuro-muscular coordination, and always have fun! We can ensure that at the end of the programme, students will not only have fundamental lacrosse skills, acquire the ability to self-officiate and conduct games safely and fairly, but also gain valuable experience in teamwork and cooperation, which is always an useful skill to unlock.

We are always trying hard to expand more types of activities for the ASA programme, not only from our faculty but also expect to have more special ideas from our student (we are now having 1/3 of our ASA groups that are established by our students).

By Kitty He, Student Life Coordinator / Student Union Advisor

Latest events from V.A.

During the winter vacation, many students participated in different kinds of volunteer activities: congee service, small animal protection association, street

office volunteers and so on.

V.A shared the Spring Break volunteers activities information last week, and at the same time, we are actively preparing for the love charity on March 25, which will provide a large number of volunteer opportunities. For more details, please check the official account of the us: ULC Volunteer Organization, or follow closely on the mailbox of us.

For inquiries and information about volunteers, please contact me .

Email: dane.li@ulinkcollege.com

Contact: 020-39090100 (Transfer No.6062/6063)

Please continue to support the volunteer Association.

By Dane Li, Volunteer Association Advisor

新增ASA课后项目

在第三学季，ASA课后活动迎来了一个新的体育类项目——袋棍球。它是目前世界上运动人数增长最快的田径运动。球员使用顶端具有网状袋子的长棍作为持球工具，以传、接和运球，共同努力把圆球射进对手的球门。

这一新运动项目着重帮助学生在运动趣味中锻炼运动素质，提高神经肌肉控制能力！这一项目结束时，学生将掌握基本的袋棍球技巧，收获在运动中自我防护和安全、公平竞技的能力，还将在与他人协作获得宝贵经验，解锁团队协作的重要技能。

我们一直致力于丰富ASA课后活动项目，现行项目中，既有教职员发起的，也有许多来自学生，如现阶段1/3的ASA课后活动项目均由学生发起。

来源: Kitty He (学生活动专员/学生会指导老师)

**近期义工社组织活动**

在过去的春节假期里，不少同学参加了校外机构组织的义工活动，包括奉粥、小动物保护、街道办义工等等。近期，义工社也分享了春假义工机会，并积极筹备了义卖活动，为同学们提供了大量义工机会。具体请留意义工社公众号（ULC义工组织）信息，或留意义工社发出的邮件。

如有关于义工方面的咨询和资讯，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。

来源: Dane Li (义工社指导老师)

Learning Center**2021 IELTS Spring Course**

Most of grade 9 students are transferred from grade 8, and they need to study in international courses immediately. Generally speaking, the content of English Advanced Grammar appears in the English learning of junior two to senior three, so students will have some deficiencies in the field of English Advanced Grammar. At the end of IELTS intermediate grammar class, we have learned most of the basic grammar and combed each knowledge point with the students. However, the grammar system is complex, we still have some advanced grammar that we haven't touched. The preparation of the spring class in 2021 is just a supplement to the blank of advanced grammar. It helps students to correct their grammatical mistakes, read difficult long sentences, write advanced sentences, and improve their English expression to a higher level. Considering that the reading level of the students is still far away from IELTS reading, which requires a lot of basic reading training and reading skills improvement, we have joined basic reading in this class to build a bridge on the way to IELTS reading.

Subjects Tutoring Course

Learning Center found that the grade 9 and 10 students in the subject learning appeared all kinds of problems: poor English vocabulary and basic content of the subject, unstable learning state etc. Generally speaking, after the beginning of each quarter, or a period of transition, the teaching content of the school gradually increases the difficulty; also some of the students' performance declines. In order to help these students get out of the above problems smoothly, Learning Center will carry out Subject Tutoring Course for these students. The tutoring course will start from the students' foundation, take English as the basics, combine the learning content in class with a large number of test questions, so as to adapt to all kinds of school examinations. Learning Center will provide excellent alumni students with the same learning experience to guide students who have problems in adaptation and transition, so as to build a solid foundation for the future examination of CIE / Edexcel.

By Campus Learning Center

校园学习中心**2021雅思春季班**

来到ULC前，我校不少G9年级学生就读于国内初二，他们需要立刻投入到国际课程的学习中。通常，在国内传统教育体系中，英语高级语法的内容大多出现在初二到高三的英语学习当中，这导致新生们在英语高级语法范畴会有不足。在刚刚结束的雅思中级语法班，学生们学习了大部分基础语法，并梳理了相关知识点。然而，语法系统是复杂的，学生仍然没有学习到部分高级语法。

为了弥补高级语法这部分的缺失，今年的春季班着重帮助学生自我修正语法错误、阅读困难长句、书写高级句子，让大家在英语表达上一个层次。考虑到大家的阅读水平离雅思阅读仍然有一段距离，需要通过大量基础阅读训练来提升阅读技巧，因此我们也加入了基础阅读，希望帮大家通往雅思阅读的路上架起桥梁。

学科辅导课程

现阶段，英语专业词汇不熟悉、学科基础内容不扎实、课堂学习状态不稳定等是部分G9-10年级学生遇到的问题。

通常，新学年过渡期结束后，学科教学内容逐渐加大难度，部分同学随之出现成绩下滑的情况。为了帮助学生克服以上问题，学习中心开展了针对性的课后学科辅导课程。该课程基于学生个人情况，以英语学习为基础，结合学科学习、真题练习来帮助他们提升成绩。现阶段，该课程主要由有同样学习经验的优秀毕业生负责，为过渡期遇到问题的学生提供辅导，为接下来参加CAIE/Edexcel统考坚实基础。

来源：校园学习中心



Cherry Chang / 常燕
Deputy Principal / 副校长

Offer Update

A Big Congratulation goes to those students who have already received offers, 568 offers received with 143 graduates of 2021 in total. We are expecting more to come in following months. Due to the huge amount of the application this year, applicants from Chinese increased about 21.5%, together with the increasing number of the IB/AP applicants, this year's application assessment process is much slower and quite intense than even before. Although all the UK universities expect to make their decisions by the end of March, we assure that this year maybe run even late until the mid/late April. For those still waiting for university decision, we all need to be patient while waiting. Here below is the summary of the most updated offers, full details of the acceptances can be found on our school web.

大学录取更新

截至目前，2021届143位毕业生一共收获568封录取。祝贺已经收获录取的同学，也让我们继续期待，接下来有更多录取纷至沓来。今年，面对着申请人数的上涨，特别是有更多IB/AP的学生也加入到申请英国大学的行列里面，仅中国学生申请人数就上涨了21.5%，也因此，今年英国方向的申请显得异常地缓慢和激烈。虽然英国大学通常在3月底发放完录取，但就今年的录取进程来看，我们预计到4月中下旬才能结束最终录取。希望还在等待录取的孩子们，要以更大的耐心等待。以下是截止到3月26日的部分录取汇总，完整录取信息请参考官网。

Country/Region 国家/地区	Offers in total总 录取数	Main Universities 主要大学	录Offers 取数
UK英国	366	University of Cambridge / 剑桥大学	1
		University of Oxford / 牛津大学	1
		Imperial College London/ 帝国理工学院	4
		University college London / 伦敦大学学院	30
		University of St Andrews / 圣安德鲁斯大学	4
		University of Warwick / 华威大学	23
		University of Manchester / 曼彻斯特大学	36
		University of Edinburgh / 爱丁堡大学	11
		Kings College London/ 伦敦国王学院	29
US 美国	23	Wake Forest University / 维克森林大学	1
		University of California-Irvine/ 加州大学欧文分校	1
CA加拿大	35	University of Toronto / 多伦多大学	17
		McGill University / 麦吉尔大学	3
		University of Waterloo / 滑铁卢大学	2
AUS澳洲	104	University of Melbourne/ 墨尔本大学	1
		University of Sydney/ 悉尼大学	65
HK-CN中国香港	35	The University of Hong Kong / 香港大学	24
		The Hong Kong University of Science and Technology/ 香港科技大学	2
Netherlands荷兰	1	University of Amsterdam/ 阿姆斯特丹大学	1
New Zealand新西兰	3	University of Auckland/ 奥克兰大学	2

Career Guidance

A total of 56 sessions of group guidance were delivered among G10 students in Semester 1 from November 2020 to early February 2021. Each student from G10 had received a three-hour career guidance exploring and discussing their personality, abilities, career interests and work values. In addition to the basic knowledge of career planning and the importance of it, a variety of self-exploration activities had been performed, including MBTI personality test illustration, "I admire myself because..." ability self-reflection activity, "Island hopping" Holland Code activity, "work value" bucket list sorting, etc. Throughout these various interactions and discussions within a group setting, students were able to identify their personality types and matching careers, and to reveal their career interests which were unknown to them before. Moreover, students received encouragement and inspiration through these activities. In the same time, their interpersonal skills have been strengthened. Each student has got their own results of Holland Code and could therefore find the corresponding majors in university via the handouts given to them. Some students found the results to be highly matching with their original ideas, while some students found these tools beneficial to help them discover and explore their options in the future.

Besides group guidance, individual guidance had been provided to students upon requests. Students who had an individual guidance session with the career counselor had a deeper understanding of their personal development and some had figured out a study plan to improve academic performances. Therefore, it is highly encouraged that students should make an appointment with the career counsellor whenever needed, so that they could have an in-depth self-reflection and hopefully make progress in academic and whole-personal development.

Career Talk



As for the students in G9, a career talk had been held on 4th Mar, 2021. A guest speaker graduated from Duke University, U.S., Mr. Chen Hao had visited ULC and delivered an in-

sightful speech on his study in Quantitative Management: Business Analytics as well as his diversified student life in university. In addition, Mr. Chen shared his interview experience when applying for top ranking university and gave practical career advice to students accordingly.

职业指导

自去年11月到今年2月，G10年级一共开展了56场关于生涯规划的群体辅导课程，平均每位同学都参与了3个小时的职业及生涯辅导活动，对个性、个人能力、职业兴趣及职业价值等话题进行了探索。除了认识生涯规划的基础理论及重要性的学习以外，同学们进行了一系列的活动来进行自我探索，包括：MBTI人格模拟体验、“我欣赏我自己，因为.....”能力反思手掌绘画活动、“兴趣岛”霍兰德职业代码探索、“人生必做清单”价值观排序等。

通过这一系列互动及讨论，同学们不仅可以对自己的性格类型及与之匹配的职业方向有所了解，而且还能帮助自己发掘职业兴趣。此外，在团体辅导的环境中，同学之间可以获得同伴鼓励和启发，同时提升了人际交往的能力。课程结束后，每个学生都测出自己的霍兰德职业代码结果，并且获得与之对应的大学专业选择参考。部分有明确方向的学生发现结果与自己的兴趣方向高度吻合，而部分还在探索阶段的学生则认为这些测试结果及测量工具能帮助他们更好地找到未来发展的方向。

除了群体辅导之外，学生还根据个人情况预约了一对一辅导面谈。通过跟职业生涯规划指导老师的一对一咨询，学生对自己的未来发展方向有了更清晰的认识，甚至可以共同探讨出切实可行的学习计划/学习方法等。因此，我们强烈建议学生在对未来方向或者当下学习状态感到迷茫时，与生涯规划指导老师预约进行一对一面谈，从而帮助自己更好地进行自我反思，并在学习和个人全面发展上获得前进的动力。

职业讲座

3月4日，我们邀请了毕业于美国杜克大学的陈昊先生到校，为G9年级全体同学、部分G10-11年级同学带来一场精彩的职业讲座分享。在一个小时的分享中，陈昊先生不仅谈到了他在国外的学习生活，同时也以自身的经历，鼓励学生积极参与各类比赛和校园活动，广交良友，拓展自己的知识面和世界观，从而帮助自己更好地找到兴趣和热爱，尽早对未来职业进行规划和准备。



Emotional management tips for parents

In all the tea parties for the principal, one of the most frequently paid attentions was "how to get along with adolescent children". Emotion is a key part of it. In this issue, we briefly talk about "emotional management" in the parent-child relationship.

In the process of getting along with adolescent children, parents will experience many emotions, whether it is anger, anxiety, shame or guilt. It may make you feel angry, sad, rejected, upset or worried, etc. All of these emotions and feelings may be inevitable for you as a parent of adolescent child. The relationship is two-way, and both parties must understand each other's emotions and their own emotions. However, as adults with more stable and mature minds, parents have the responsibility of guardianship and education. When facing the extremely challenging topic of "emotion", it is especially important to take the first step.

Start the "Three Eyes"

Do you have "three eyes"? Use these "three eyes" to see your children, see yourself, and see how you and your children influence each other (your relationship). Seeing oneself and seeing the child is the prerequisite for seeing the relationship. This article first discusses the "two eyes" of seeing the child and seeing oneself.

See the child

First of all, puberty is a temporary stage, and children will not stay at this stage forever. this means:

- This is a transitional period, and they are sometimes children but adults.

Adolescence is a transitional period from childhood to adulthood. Sometimes a child is mature and independent, and sometimes becomes a baby with various requirements. Seeing this can help us understand some puzzling behaviors of adolescent children.

- Significant changes in all aspects require a lot of learning.

During adolescence, the changes in personal experience are much greater than at any time during the first 3 years of life. The main functions of the brain are maturing, bringing about changes and turbulence in various aspects such as body, intelligence, and emotion. As a result of the gradual transition to a new state, young people have a lot to learn.

- The change will not happen or complete overnight.

No one can get things right the first time. Adolescent children need a lot of help and support. On the other

给父母的情绪管理小贴士

在历次校长茶会中，最常被关注的问题之一莫过于“如何与青春期的孩子相处”了。情绪是其中关键的一环。本期我们简要谈谈在亲子关系中的“情绪管理”。

在和青春期孩子相处的过程中，父母会体验到很多情绪，无论是愤怒、焦虑、羞耻还是内疚。可能会让你感到生气、伤心、被拒绝、心烦或担心，等等。所有这些情绪和感受也许都是你作为青春期孩子的父母绕不开的。关系是双向的，双方都要了解对方和自己的情绪。然而，父母作为心智更为稳定和成熟的成年人，负有监护和教育的责任，在面对“情绪”这个极具挑战的话题时，主动迈出第一步尤为重要。

启动“三只眼”

你有“三只眼”吗？用这“三只眼”分别看孩子、看自己、看你和孩子是怎么互相影响（你们的关系）。看到自己和看到孩子是看到关系的前提，本篇先讨论看孩子和看自己的“两只眼”。

看到孩子

首先的首先，青春期是一个暂时的阶段，孩子不会永远停留在这个阶段。这意味着：

- 这是过渡时期，他们时而是儿童时而是成人。

青春期是从童年到成年的过渡时期，孩子有时候成熟独立，有时候又变成一个有着各种要求的宝宝。看到这一点，有助于我们理解青春期孩子的一些令人不解的行为。

- 各方面的重大变化需要大量的学习。

在青春期，个人经历的变化比出生后前3年的任何时期都要大得多。大脑主要功能日渐成熟，带来身体、智力和情感等各方面的变化和动荡。由于逐步过渡到一种新的状态，青少年有许多东西要学。

- 改变不会在一夜间发生或完成。

没有人第一次就能把事情做好，青春期孩子需要大量的帮助和支持。另一方面，青春期是一个非

hand, adolescence is a very long period of gradual change. Many changes are slow and invisible. Sometimes you may feel as if nothing has happened.

- The behavior of adolescent children is part of growth.

The purpose of their various behaviors is not to approach you, hurt you, or push you away, partly because of changes in the brain, partly to cope with the pressure and needs of their maturity.

Mood fluctuations in adolescent children are inevitable, and words such as "moody" and "emotional" are often used to describe adolescent children. For many children, this may be a period when their emotions are particularly strong, and it is also a time when emotions are difficult to control. Mood swings, stress, tension, anxiety, worries, etc. are all part of the growth process. Of course, as they grow older, their ability to manage emotions will gradually increase. There are individual differences between different children, which may be due to gender, age, personality characteristics, family atmosphere, and regional culture.

See myself

- It is normal for parents to have emotions! The key is whether you can realize that you are in a strong emotion, admit your emotions, try to understand the meaning behind the emotions, and think about how you can alleviate or deal with these emotions. When parents have the courage to see and acknowledge their emotions, they are also making a positive demonstration to their children. Accepting the existence of emotions is the first step in dealing with emotions.
- In addition to constantly worrying about the child's development and growth in the parent-child relationship, the parents' own social relationships, family relationships, and the stage of individual development may also bring pressure at the same time, which affects the ability to cope with emotions.
- Parents' emotions are often affected by the mood swings of their adolescent children.
- One of the most common emotions is anger in various forms, which can manifest as anger, annoyance, irritability, depression, or pure anger. In most cases, anger is caused by conflict or unacceptable behavior.

How to manage the emotions of getting along with adolescent children

Strong anger and frustration are very upsetting, which is similar to parents and children. Parents may need to take a step back and think about it when necessary,

常漫长的渐进变化阶段，很多变化是缓慢的、隐形的，有时候你会觉得好像什么变化都没有发生。

- 青春期孩子的行为是成长的一部分。

他们的种种行为的目的是为了接近你、伤害你或者把你推开，部分是由于大脑的变化，部分是为了应对他们逐渐迈向成熟的压力和需求。

青春期孩子情绪波动是必然的，“喜怒无常”和“情绪化”等词语常被用来描述青春期的孩子。对许多孩子来说，这可能是他们情感特别强烈的一段时期，同时也是情绪很难控制的时候。情绪波动、压力、紧张、焦虑、担忧等，都是成长过程中的一部分。当然，随着年龄的增长，他们管理情绪的能力也会逐渐增强。不同孩子之间，还存在着个体差异，原因可能来自于性别、年龄、性格特征、家庭氛围、地区文化等。

看到自己

- 父母有情绪是正常的！关键在于能不能意识到自己正处于强烈的情绪里面，承认自己的情绪，尝试理解情绪背后的意义，思考可以如何缓解或处理这些情绪。当父母有勇气看到和承认自己的情绪时，也是在向孩子做出正面示范。接受情绪的存在是处理情绪的第一步。
- 除了在亲子关系中不断担忧孩子的发展和成长，父母自身的社会关系、家庭关系、个人所处的发展阶段等也可能同时带来压力，从而影响到应对情绪的能力。
- 父母的情绪常常因为青春期孩子的情绪波动受到影响。
- 一种最常见的情绪是各种形式的怒气，它可以表现为气愤、懊恼、烦躁、压抑或纯粹的愤怒。多数情况下，怒气是由于冲突或不被接受的行为而导致的。

如何管理与青春期孩子相处中的情绪

强烈的愤怒和沮丧情绪是非常令人心烦意乱的，这对父母和对孩子来说都是类似的。必要时父母可能需要退一步想想，并问问自己为什么会这样

and ask themselves why this is the case. Sometimes it can be helpful to talk to someone they trust.

Such strong emotions are likely to damage your relationship with your child. You may think that this is the child's fault, but thinking this way may not alleviate the incident. You might as well try to keep a distance from your child and look at the problem from a different perspective. For example, is your child as angry as you? If so, why? No matter how difficult it is, from your own perspective, think about what you can do to ease this tension and help children overcome their own confusion and anxiety. It is difficult to talk about strong emotions. Not everyone can be honest with their children. Parents and adolescent children often find it difficult to acknowledge their feelings, although these feelings may hinder the flow of parent-child relationships.

[Tips] When you feel unhappy when you are with your child, you can try:

1. Pause what you are saying and what you are doing, and take a few deep breaths;
2. Realize what emotions and feelings you have at the moment, such as anger, disappointment, frustration, etc.;
3. If everyone is not calm, take a step back, take a moment, and calm down before communicating further;
4. When there are mood swings, remember to use "I" to make statements. The more you condemn the child, the harder it is for them to open their hearts;
5. If you feel that your child is looking for your fault and deliberately complicating things, but in fact they are more likely to struggle with their own frustration or anger, please remind yourself: They did not deliberately target you;
6. Let your "teammates" deal with your strong emotions with you.

Please keep in mind:

- Any principles and suggestions are for reference only, not absolute rules.
- There is no one-time parenting method, every child is unique.
- Please activate your "three eyes" and adjust your parenting and communication methods to meet the specific needs of your children according to your family's situation.

Reference: "Why Won't My Teenager Talk to Me?", "The Reflective Parent: How to Do Less and Relate More with Your Kids"

样，有时与身边信任的人谈谈也会有帮助。

这样的强烈情绪很可能破坏你和孩子的关系。你可能认为这都是孩子的错，但这样想可能没法缓解事件。你不妨试着与孩子保持距离，从不同的角度看问题，例如，你的孩子和你一样生气吗？如果是，为什么呢？不管多么艰难，从你自己的角度出发，想想你能做些什么来缓解这种紧张的气氛，帮助孩子克服他们自己的困惑和不安。谈论强烈的情绪很难，不是每个人都能对自己的儿女坦诚愤怒情绪。家长和青春期孩子往往很难承认他们的感受，尽管这些感受可能会阻碍亲子关系的流动。

【小贴士】当你在和孩子相处时感到不愉快时，你可以试着：

1. 暂停你正在说的话、正在做的事情，深深呼吸几口；
2. 体会自己当下是什么情绪、有什么感受，比如生气、失望、挫败等；
3. 如果大家都很不冷静，先退后一步，缓一缓，冷静下来再进一步沟通；
4. 出现情绪波动时，记住多使用“我”进行陈述，越是谴责孩子，他们越难敞开心扉；
5. 如果你觉得孩子在找你的茬，故意把事情搞复杂，但实际上他们更有可能是是在和自己的挫败感或愤怒抗争，请提醒自己：他们并没有故意针对你；
6. 让你的“队友”和你一起处理你的强烈情绪。

请牢记：

- 任何原则和建议只是参考，不是绝对的规则。
- 没有一劳永逸的养育方式，每个孩子都是独一无二的。
- 请启动你的“三只眼”，根据自己家庭的情况调整你的养育方式和沟通方式来适应孩子的具体需要。

参考书目：《为什么我的青春期孩子不和我说话》、《反思的爱》

Briefing



At the beginning of March, Guidance Counselors cooperated with staff from NCPA delivered two trainings sessions on the protection of minors for Linked employees. The first training is for logistics personnel including security, cleaning, catering, afforestation, personnel and other departments, focusing on information sharing and group discussions. The second training is mainly for residential management teachers, medical offices and collar management teams, focusing on case discussions and on-site simulation exercises. During the training, the team members actively participated in discussions, asked questions and reflected on them. Through the annual minor protection policy training, combined with the latest policies and possible scenarios in actual work, we will continuously improve the minor protection awareness of personnel in various positions and the application of relevant knowledge in their respective positions.

简报



今年3月初，成长辅导中心联合在南沙校园中的NCPA，共同为学校后勤部门领科员工开展了两场未成年人保护政策的培训。首场培训主要面向包括安保、清洁、餐饮、绿化、人事等部门在内的后勤人员，以信息分享与分组讨论为主。第二场培训则主要面向宿管老师、医务室和领科管理团队，重点进行案例讨论和现场模拟练习。培训中，组员们积极参与讨论、进行提问与反思。我们希望，通过每年的未成年人保护政策培训，结合最新政策和在实际工作中可能出现的场景进行探讨，不断提高各岗位人员的未成年人保护意识以及相关知识在各自岗位的应用。

Email/邮箱: ava.guan@ulinkcollege.com (Ms. Ava Guan)

hilda.fan@ulinkcollege.com (Ms. Hilda Fan)

Tel/电话: +86 (20) 39090100-6067 成长辅导与咨询答疑办公室: AQ3-108-1室



Ava Guan / 关卓蕾
Guidance Counsellor / 成长导师



Hilda Fan / 樊栩亮
Guidance Counsellor / 成长导师