

insight

A Magazine for The International School of Macao Community

WINTER 2022



**IDEA Lab Maker Space
Opens Its Doors**

A Year For The Ocean

**1 Million Page Reading
Challenge**

#GrowingWithGrit



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EDITORS' NOTE

With a new year in full swing, our students have embraced school life even amongst the constraints of COVID-19. We are so proud of how our students have taken to the various curve balls that have been thrown their way since the beginning of September.

You may have seen our School motto for the year, #GrowingWithGrit, listed on our Social Media and other publications. We felt this was a very appropriate trait that we all need to sustain during these challenging times. At TIS, it means developing the students academically as well as assisting them in becoming resilient, no matter the obstacles put in their way.



We also recognize that for students to be successful at school, it takes both parents and teachers to collaborate- to work together and create a strong partnership and ultimately a difference in your children's education. Insight offers parents a window into our classrooms and keeps you updated on what your children have been learning these past months.

Take some time to read about what is going on in your child's life at school. From reading and phonics in Senior Kindergarten and Grade 1, sustainability and waste in Grades 3 and 4, structuring sound arguments in Grade 5 and a 1 million page reading challenge in Grade 6, your child's school life is full of interesting anecdotes and lessons.

In the older grades, Middle School students have a goal to bring as much joy to the student and broader community as possible. Our art students have benefited from our Artist In Residence program and see the advice one of our 12th graders has for other students.

We hope you enjoy this edition and in the spirit of collaboration, please feel free to let us know of any other areas of interest you would like to see in Insight.

Here's to a happy and prosperous year!

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Message From the Head of School

Welcome to 2022 and our newest issue of Insight. As of this writing we are still operating face-to-face under Macau pandemic protocols. I wanted to take this opportunity to thank our teachers who have pivoted so gracefully under these uncertain conditions. The teachers flawlessly transitioned to four weeks of online schooling at the start of this academic year. I have received great feedback at how robust and engaging our online offering was during that unusual time.

I wanted to also take this chance to thank the TIS parents and students who have had to endure several months of daily morning health code submissions and subsequent 9 AM phone call reminders from the school! We want to ensure that our students are as safe at school as possible.

This year we were also able to focus even more on Macau by opening our campus to outside vendors to diversify our Extracurricular Activities (ECA) portfolio with 12 activities. We are able to offer such diverse activities as Taekwondo, Portuguese language, and even indoor skydiving! I am excited to see our students getting more exposed to the local community via these broad, enriching activities.

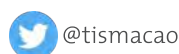
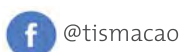
I am very pleased that Lorne Schmidt has accepted the role of Head of School for the 2022-23 school year. I look forward to him taking a more visible role in the school and Macau community over the course of the remainder of this school year.

While we have not been able to have as many events on campus and have not been able to have our parents on campus as much as previously, I hope you are able to enjoy the vignettes captured within this issue that demonstrates some of the great learning happening at TIS.

Happy reading!

A stylized, handwritten signature in black ink, appearing to read 'H. Stribbell'.

Howard Stribbell



#tismacao

New Beginnings in Pre-Kindergarten



In September, TIS welcomed our newest (and smallest) students in Pre-Kindergarten. There were new families and faces to TIS, as well as siblings and families of current TIS students.

Starting school is a big life change for the little ones and their families. It can be both exciting and daunting for a child to try something new, what more setting foot in a new learning environment with new teachers and new peers!

Since making their first steps into our classrooms, our Pre-Kindergarten students have been getting to know their classrooms and routines. We have been exploring the various parts of the school - the playgrounds and pirate ship, the IDEA Lab, and the 5th floor garden, to name a few. We have been making new friends and we enjoy spending time with them exploring different areas of interests.

We believe that even our youngest students are capable individuals who can do many things! In Pre-Kindergarten, we place an emphasis on promoting and building independence - packing and unpacking backpacks, taking care of our belongings, practicing personal hygiene and self care.

We also value our parents as partners in education, and look forward to working with you closely. Some things you can do to establish daily routines are to ensure that your child is well-rested and arrives on time to school each day, cleans up after eating and playing, carries their own bag, and walks independently.

You can also be involved in class projects and school events, speak about learning and school with your child, and stay updated with what's happening at school through Seesaw.

You are your child's first and foremost educator, so we want to work with you to ensure a happy, safe learning environment.

Celebrations Create Community



People around the world and across cultures have developed their own distinctive ways of honouring special occasions. Their traditions and customs have been shaped by geography, religious beliefs, cultural background, and location in time and place. We instill meaning into our lives by celebrating and honouring special moments. There are significant benefits to celebrating both big moments and small ones.

Celebrations are usually fun, exciting, and spark joy! They also are a great way to understand, and be proud of one's culture. Stories from the past teach children about history, and help them to understand the importance of celebrations through generations. Celebrations bring people together and creates a sense of belonging in the community. Children learn about the importance of community and the joys of working together. They make a place for themselves by taking part in preparations and sharing the work to make a celebration successful. We create memories that allow children to form a stronger bond with their families and classmates.

Festivals also mean sharing, often via food and gifts. The exchange of gifts and food teaches children to share and spread the joy of celebrations. When children participate in donating or gifting to the less privileged, they learn to share and care for others as well, which teaches them the importance of generosity and humility. They learn to be thankful for what they have and receive.

Finally, celebrations demonstrate to those around us where our values lie. When we celebrate even the little things, we develop an ingrained sense of gratitude. This is so important because it reflects an overall attitude of gratitude and enjoyment for what we have. And, according to research, people who cultivate a daily attitude of celebration and gratitude have more energy, less stress and anxiety, are more likely to help others, exercise more frequently, sleep better, and have improved physical health.

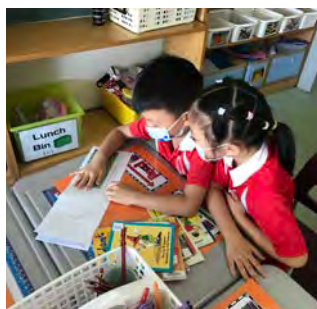
Walk down our hallways at TIS, and see how we celebrate!

Having Fun With Phonics

SK students this year have begun working with a new phonics program which leads into Grade 1 phonics and literacy workshops. The Teachers College Reading and Writing Program, founded and directed by Lucy Calkins, encourages children to learn the sounds of the letters with hands-on activities. Students love Mabel, our Kindergarten phonics mascot! They wake her up in the morning as they learn new sounds and Star Student Names. Approaching phonics through the use of their own names creates interest for students as they learn the letters and sounds. Children are excited to have their name featured as the Star Name of the day, and they are building the routines of counting syllables, counting the number of letters in a name, and observing the number of tall, short and hanging letters that can be found. Our supporting Phonics Learning Centres are focused on forming letters, identifying initial sounds, matching lowercase and uppercase letters, and counting syllables. Children use various materials such as playdough, loose parts, their bodies, and construction toys. They also learn the writing order of the alphabet and practice writing in the air, on their palms, and on their peers' backs. The Phonics Units of Study include; Making Friends With Letters, Words Scientists, Word-Part Power, Vowel Power, and Playing with Phonics.



Laying the Literacy Foundation



In Grade 1, the goal is to create a strong Literacy foundation and to foster a love of reading and writing. Throughout the year, students are exposed to various genres and writing styles through the Reading and Writing Workshops. Additionally, students in Grade 1 receive daily Phonics instruction that helps to develop their literacy skills.

In Reading Workshop, daily reading allows students to practice using reading strategies. Some of the methods learned so far are; taking a sneak peek at the beginning of a book, scooping up words into phrases, using picture cues, looking at the whole word, and doing something at the end of books.

In Writing Workshop, students have started the year practising their narrative writing skills through “small moment” stories. In each writing mini-lesson students are taught a specific writing skill that they can then use in their writing. Students are encouraged to be brave writers and write true stories about something that has happened to them.

In Phonics, students started the year looking closely at each letter and practising letter formations and sounds. They are now using their letter knowledge to sound-out unfamiliar words independently when reading and writing. Additionally, students learn high-frequency snap words, which are commonly used in reading and writing.

Within one term of school, students have already shown growth, confidence, independence, and a true love of reading and writing.

Growing With The Flowing

Grade 2 students have been avid scientists in their exploration of liquids this year. Through engaging hands-on experiments and activities, they have been learning about the characteristics of liquids including the shape of drops, how liquid flows, the absorbency of different materials and how liquids change states. They have been applying the scientific process to their experiments by making predictions, testing hypotheses and noting their observations and conclusions. Students have also had the opportunity to reflect upon the importance of water in our daily lives for living and nonliving things and how we can ensure we support the availability of safe, clean water for all. This initial investigation of the characteristics and importance of water will build a strong foundation for future connections to our Activist in Residence work focussed on “a Year for the Ocean” later this year.



Global Citizenship in Grade 3



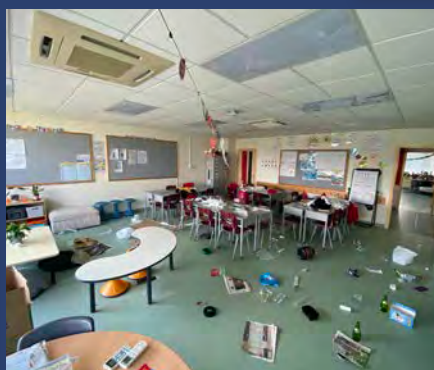
Students in Grade 3 have been learning about sustainable development and creating action plans on how to become citizens of the world. Students discussed problems that they knew existed in the world, how they could be changed and used their critical thinking skills to identify possible Macau-based solutions. The students then created plans to help them take action and make their change a reality. To showcase their learning, students used Canva to create posters in order to help inform and educate others about the problems and how they can help. Students also learned about the United Nations Sustainable Development Goals, and connected their action plans with one of the 17 global goals.

To further deepen their understanding students were introduced to this year's Activist In Residence, Mr. Andrew Taylor. They were able to ask him questions about how he is making a difference in the world and make connections to their own action plans. Students were able to take a hands-on approach to these concepts through the TIS composting program. Students brought in food scraps and cardboard and helped to transfer worms to make new compost, and will continue to contribute weekly to the compost.



Waste And Our World

Grade Four students have begun to inquire how our world is affected by waste production and what actions we can take to reduce waste and pollution, with a targeted focus on ocean pollution to align with this year's focus on SDG goal #14, life below water. To start our unit the Grade Four teachers "trashed" the classroom, filling each room with various types of rubbish such as plastic bags, water bottles, banana peels, shoes, electronic waste and even diapers! The goal of this activity was to bring awareness to the current state of the environment and expose students to the reality of this problem. Students were then asked to reflect on their thoughts, emotions and potential fears facing the Earth's future. In addition, students have been working collaboratively with our sustainability coordinators, Stephen Boyko and Lydia Mak. They have been applying their knowledge about various methods of waste management and have been composting on our rooftop garden. During the rest of this unit, students will gain a deeper understanding and passion for protecting the environment and develop a personal action plan to make a positive impact.



The Great Chocolate Milk Debate!



To drink or not to drink chocolate milk? That is the question that Grade 5 students have been researching, writing, and debating over.

Grade 5 has been working on our Research Based Argument unit and their assignment is about whether TIS should keep or get rid of chocolate milk in the school cafeteria. The students were assigned a position to take, conducted internet searches, organized and synthesized their research, and wrote persuasive essays to the Elementary Vice Principal defending their positions. We have had rich discussions as we weighed the pros and cons of chocolate milk in school cafeterias. Some say it provides students with nutrients and increases milk consumption overall while others may argue chocolate milk has too much sugar. It's difficult to make a decision with so many good facts!

The essays culminated in a classroom debate. Both sides argued their position and learned how to properly debate by using evidence and statistical data. The students could not just read facts aloud but also needed to listen, restate, and respond with proper rebuttals.

This was a great learning exercise showcasing how our students took a position and stood their ground. We are learning to support our arguments with evidence. There's so much convincing research on both sides, it's hard to say what TIS will choose! Stay tuned to see the outcome!



Is It Impossible to Read 1 Million Pages?

Grade 6's are learning how to set goals and take the steps to achieve them!

Students across the grade have been challenged to collectively read 1,000,000 pages this school year! Starting in September, each student has been tracking the number of pages they have read to contribute to this collective goal. Although one million pages initially seemed unattainable, students were convinced it was possible once it was broken down using math. With 77 students in Grade 6, each student needs to read approximately 13,000 pages in the year. Dividing that by 10 school months, and students need to read 1,300 pages a month. On average, the books students choose to read are 200 pages. This can break down to 6 books a month, or only 1 or 2 a week!



How do the students feel about the task they have been given?

"It's not bad, I think it encourages people to read more."

- Viviana Fernandes May, 6-2

"I think it's a great way to make us read by giving us the task of reading a million pages! We will try to read really hard everyday to complete our goals."

- Benjamim Marques Silva Carneiro de Sousa, 6-3

"I think we can achieve the goal. As we get closer to the goal, we feel more motivated to reach it."

- Grace Yeung, 6-3

"The reading challenge is a good way to get us reading."

- Angela Yu, 6-1

Teamwork and encouragement are crucial in order for students to reach this goal. Students track their reading on Google Forms, share books with others through book recommendations or book talks, and access a variety of new reading materials both digitally and through school libraries. With the rollout of the 1-1 laptop program this year, students are able to explore online reading websites and really hone in on their individual interests. Tracking books has also become much easier with having technology at their fingertips. With the hard work, determination and perseverance that has already been demonstrated by grade 6 students, teachers are confident that the goal will be met and beaten!

At the end of October, grade 6 students had already read 124, 403 pages! If grade 6 can meet their reading targets by the end of the school year, not only will they be rewarded with pizza and ice cream, but also new found reading skills and a personal achievement that will last a lifetime!

Working Out Our Bodies And Our Minds

Collaboration

Though each elementary class has a designated PE teacher, the TIS Elementary PE team believes that collaborative teaching is highly beneficial for the students. Instead of limiting interaction within their homerooms, collaboration classes allow the students to perform activities with students that they would otherwise only see during recess or lunch time. It also opens the opportunity for the students to really develop interpersonal skills as they are challenged to adapt to the different personalities that they may not encounter on a daily basis. This environment allows the teachers to assess a student's ability to show some important characteristics such as leadership, adaptability, and being a team player. These characteristics, along with building an understanding of the importance of fitness and health, are essential to the development of a student's overall character. At the end of the day, we strive not only to teach kids the importance of having an active and healthy lifestyle, but to be good global citizens who are kind, empathetic, and respectful.



Mindfulness

Physical Education is about developing the physical, social, emotional, and mental health of our students. Mindfulness specifically helps us develop the emotional and mental health of both our students and teachers.

Lunch-time House Team Intramurals

Last year we introduced lunch-time intramurals where Grade 3-6 students are able to compete against each other. Each grade level has a designated day when they can meet to play Mat Ball, which is a variation of the traditional game of dodgeball. The PE team believes that this is a healthy way to introduce friendly competition among the students outside of class, as the team compositions change every week. It also gives students another option during lunch to stay active in a controlled and organized environment.



Meet Our Team!

Our team comprises of our core teachers Ryan Williams, Georgina Morgan, Pio Aquino, and Jack Vong. We are also fortunate to have Coach Benny and Coach Daneal join our team this year as our Interns for Elementary PE. We work together as a whole team so students have a great atmosphere to learn and participate in PE.



Developing Young Leaders Through Joyful School Events

This year's Primary Student Leadership Team has been hard at work organizing fun activities for the primary students at TIS. In our first meeting, we decided that our priorities for the year would include: fundraising for charitable causes, raising awareness for issues that are important to us, and organising fun activities for primary students.

In November, we organized our first fundraiser: a bake sale! The members of the Student Leadership Team organized the bake sale by creating posters to advertise the event, donating delicious baked goods and drinks, and working together at our bake sale booth. Because of their collaboration and hard work, they raised money that will be donated to charitable causes such as buying coral reef nurseries for our Activist in Residence program and buying Christmas gifts for those less fortunate.

After their bake sale was finished, the Student Leadership Team got back to work to quickly organise some fun events for December including candy cane grams, a lucky draw, temporary tattoos and face painting for our younger students, and even a craft table at Winter Wonderland!



A Year For The Ocean

A Year For the Ocean is a year-long program framed around Sustainable Development Goal 14 (Life Underwater) and designed to be a year for students across the grades to learn and appreciate the different aspects of the ocean, to understand its importance in sustaining life on earth, and to explore the complex social and economic implications of marine protection.

As a part of our Year for the Ocean programming, we have invited Andrew Taylor, environmental consultant and coral biologist to be our marine activist for the year.



Originally from Canada, I grew up going to international schools in Asia and then studied tropical marine ecology at university in Australia. I was swimming and snorkelling with fish in the ocean for as long as I can remember. Some of my favorite memories were from snorkelling around coral reefs when I was younger. I remember being amazed by all the colours of the corals and feeling excited when seeing big reef predators like barracuda and blacktip reef sharks. I spent much of my time learning and studying about the ocean environment - reading books, watching documentaries, and then later pursuing university degrees on the subject!

My work with coral restoration started in 2004 following the Indian Ocean Tsunami, when I was asked to help organize a coral restoration effort in Thailand through which a large group of volunteers came together to clean debris off reefs and transplant corals back onto reefs which had been destroyed. After that time I worked on several different marine habitat restoration projects around Asia and North America. I am now the director of a marine conservation organization in Indonesia where we focus on restoring areas of degraded coral reefs.

Coral reefs are one of the most diverse and beautiful environments on the planet, however the health of many of these ecosystems are in serious decline. My project involves working on reversing some of these declines and with your help we can together restore a coral reef!



With the resumption of classes in November, our Year For the Ocean has kicked into high gear. We welcomed students back with an exhibit that featured the Mangroves of Macau, in collaboration with the Institute of Science and Environment of University of Saint Joseph. The exhibit featured beautiful videography of Macau's mangroves, a photo exhibition of local fauna found in Macau's mangroves, and interactive displays on the importance of this little known marine ecosystem in Macau. Additionally, we are beginning to find traces of the ocean in many different parts of the school. During a casual walk around the school, you can find grade 8 art students designing their own nudibranchs following the basic anatomy of an underwater snail. You might also find elementary students in our Junior Marine Biologist after school program learning how to identify turtles and corals, or middle school CTF students making short films on ocean conservation, or kindergarten students creating a collaborative ocean painting.





TIS CORAL RESTORATION PROGRAM

This year, one of our action goals for our Year For the Ocean is to help restore an area of reef in the Nusa Penida Marine Protected Area of Indonesia. The Nusa Penida Marine Protected Area holds a special place in many TIS alumni's hearts as it had hosted many of our students and staff for our High School Experience Week Programs.

With Indonesia being a worldwide forerunner for reef restoration projects in a recently conducted survey (Neubauer, 2021), the coral restoration work done by Andrew's team is instrumental in leading this effort. TIS hopes to contribute by raising money to install 200 coral restoration structures and 10 coral nurseries in the Nusa Penida Marine Protected Area.



House Teams are Off to a Grrreat Start!



Online learning couldn't stop our TIS Tigers from showing spirit at our House Team kickoff in October! To earn House Team points, our primary students were tasked with a digital challenge: to show team spirit creatively through a piece of artwork or a selfie in their house team colours.

In November, students showed their team spirit by wearing their House Team shirts to school, practising their team cheers, and competing in a variety of challenges against other House Teams.



Dragon's Cheer
We are fierce.
We can't be beat.
We breathe fire.
Release the beast.
Gooooo Dragons!

Phoenix Cheer
We are Phoenixes.
We can fly.
We're immortal.
We can't die!
Gooooo Phoenix!

Lion's Cheer
We are the lions!
Our scores are flyin'
We'll leave you cryin'
We are the Lions!
Gooooo Lions!

Panda's Cheer
When I say Panda,
You say bears
Panda ... Bears
Panda ... Bears
Gooooo Pandas!



Remember to wear your House Team shirt on our monthly House Team days to earn your team points!

Students Setting the Example



While you've often seen photos and videos of students immersed in learning shared across various social media accounts, the power of these media is much greater than the interactions they are able to generate online. Photos and videos of students engaged in learning, might be one of a teacher's most untapped tools for clearly communicating their expectations to students.

The below picture is a great example of what it might look like when two peers are effectively sharing their feedback about one another's writing! How can you tell they are listening to one another? What might they be saying?



Or perhaps you have your students notice and note what is going on in a photo like this one at the top left. How do you think this presentation is going? What makes you think that? Is this audience engaged?

This screen grab doesn't do them justice, but this group was a shining example of how to collaborate effectively for a research project. I can't think of a better way to make my expectations for students clear than to show them a live action example!

Perhaps the best part of this strategy though is shining the spotlight on our students. They might be camera shy at times but there is no shortage of exceptional behaviour and learning happening in middle school!



Middle School Scaling New Heights

Giving students access to novel and authentic learning experiences is a goal of every teacher. Some subjects are harder to make this happen than others, but this year teaching the Outdoor Education program in grade 9 has given me plenty of opportunities to offer learning in new environments and exposing students to new skills. In the month of November this year, our class visited Solutions Gym in Macau to learn the skill of bouldering. This is a sport which is similar to rock climbing but has much shorter routes and doesn't require the use of harnesses as the highest point is no more than 3 meters high and with the ground covered in thick mats. The staff at Solutions spent the first day focusing on safety protocol and how to fall properly. This prepared students to be able to safely take risks in future classes as they became more comfortable on the wall and confident in their skills. Watching the progression of skills from day 1 to day 5 was incredible. Some students who struggled to even make their way up the easiest course in their first few attempts were challenging themselves to complete some more difficult courses on the final day. The level of success achieved by these students in such a short amount of time was absolutely tremendous, and their level of engagement throughout the unit was very high. These new and authentic learning experiences are not always as easy to come by and we are pleased to see students literally rise to the challenge.



Leveled Literacy Intervention Program: Reading Success in Middle School EAL



This year's current cohort of Grade 9 English Additional Language students successfully completed the entire Red Box series of Leveled Literacy Intervention (LLI) books last year, over the duration of their eighth grade EAL course. To help continue developing and enhancing our EAL student's literacy levels, the school's EAL department ordered the subsequent level of reading materials in the LLI series: the Gold Boxes.



The adoption of the LLI reading program into our school's EAL program in Middle School aims to continuously strengthen and support students' fundamental reading skills and pronunciation abilities, target core areas of language needs in terms of exposure to new vocabulary and fluency practice, while simultaneously maintaining a high level of interest amongst our learners; students are frequently being exposed to new language and content in the texts they are dissecting which allows them to relevantly build upon their vocabulary repertoires.



Since the resumption of classes set in the regular academic classroom this semester, after the brief online learning period we had earlier this year, EAL students in Middle School have been avidly reading away in their language classes via small, close-niche groups. Thanks to the support of our highly skilled and trained Educational Assistants, the students are able to have their reading comprehension levels and individual needs targeted to the best of our professional abilities at TIS.

Here are some photos documenting the pace and style of a standard LLI Guided Reading lesson in Middle School EAL classes. Here is a process of a standard LLI lesson along with some of the fundamental connections and key benefits of the program. Students are primed with the book's essential academic vocabulary through the use of definitions, personal examples, as well as basic life connections.



In small groups taking turns, students will read through the core text aloud. Learners will focus on best reading practices such as refining their pronunciation and intonation; they will zone in on their pace, and fluency during these sessions. Vocabulary connections, societal and global ones in particular, are continuously made throughout the reading process.

Images are used to clarify and support key vocabulary and embedded concepts. After a book has been read, reinforcement activities including vocabulary work and creative writing will follow to allow the students to practice their learned language in context and demonstrate their understanding and learning.

The Middle School Leadership Team Mission

Our Guiding Principle - “Be the Change You Want to See in the World” by Mahatma Gandhi

The Middle School Leadership Team students have been on a mission since 2019 to make a real difference to our part of the world. This year we have 50 head strong and hard working student members from grades 7-10.

We have strived to bring awareness to environmental issues by taking part in multiple TIS AIR (Activist in Residence) initiatives and by hosting an annual Environmental Awareness Leadership Conference to learn about the sustainable practises taking place in the local hotels.

We host celebratory events in middle school in an effort to create a strong community amongst the student body. Most recently, we created a music video on Zoom to bring joy to all of the middle school students and we danced and sang to the song “High Hopes”. The intention was to increase school spirit as many of our students had a difficult time during the school closures related to COVID-19 this school year.

We have volunteered our time at TIS Community Day events to bring joy to the smaller children in the community by providing fun games and activities at every event.

We have committed ourselves to raising funds for the unfair treatment of animals in Macau through our support of MASDAW.

The majority of our team joined the Ocean Conference on November 25th and 26th related to the AIR project this year as well.

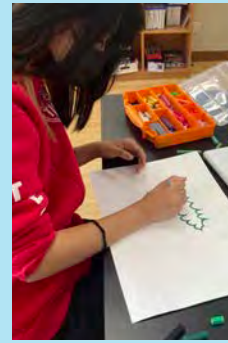
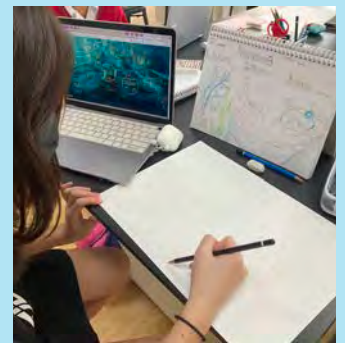
Our goal is to bring as much joy as possible to the student community, the TIS community and the Macau community in the biggest and brightest way!

We are the Middle School Leadership Team!!
(Our logo made by Ms. Linda Yuan, a former TIS student, in 2020)



Activist in Residence Nudibranch Designs!

In Grade 8 Art, students had the opportunity to learn about our Activist in Residence (AIR) program and the Sustainable Development Goals (SDGs), specifically focussing on the theme “A Year for the Ocean.” Students had the opportunity during online classes (October 2021) to listen to a presentation with Ms. Lydia Mak and our Activist in Residence, Andrew Taylor! During the presentation, we specifically learned about Nudibranchs (also known as sea slugs) and some of the habitats they can be found in, their anatomy, and the vibrant colours, textures, and forms they can take on! After learning about these creatures and practising our chalk and oil pastel drawing techniques, students started planning their Nudibranch designs. For their planning, they had to think about where their Nudibranch lives, what colours and textures it will be from their inspiration ideas, and label the anatomy of the Nudibranch in their planning. Making connections to Science and AIR can help develop meaning through cross-curricular subjects and STEAM. Once students planned three different ideas, they started their good copies from their favourite idea and documented and reflected throughout the process. Students completed an in-class critique to share feedback during their artmaking process to help hear immediate feedback as they completed their final drawings. Listening to their peers can help students with their ideas on succeeding and how to improve their designs before completion. Students took that feedback and completed their work a few classes later. Lastly, all the student works be placed in a folder together and sent to our Activist in Residence, Andrew, who will choose the most creative design.



Advice from a Merry 12th Grader

by Bianca Acconci, Grade 12

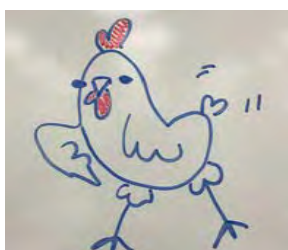
If there are three things I have learned in my soon to be 15 years at TIS, it is that 1) finding a source of motivation for school is hard, but not impossible, 2) failing one test will not destroy your future, and 3) library books are criminally underrated.

The best source of motivation is recognising that your education is a privilege. This can be hard to remember when you're stressing about the five assignments you left to the last minute, but it does work.

Believe it or not, academic validation is not all there is to life. Learning means you fail. In fact, not failing sometimes is weird, and not the good kind of weird. Your grades are undoubtedly important, but your future is dependent on more than one thing. Learn from your mistakes, and do better next time.

Dr. Seuss said it once, and I will say it again: "You can find magic wherever you look. Sit back and relax, all you need is a book". And guess what? The library is filled with them. And nothing beats enriching your learning than with fiction.

And finally, cherish your time at school, it goes by faster than you think. I'm looking forward to graduating this year and next year I plan to study art in Canada or in the US and become an illustrator.



Student Spotlight: Elyse Ng

Taking On The Challenge Of The Full IB



What are you most proud of accomplishing in the last 3 years?

There's not one specific thing or event that I am especially proud of but I would say my growth in the past three years in high school. This is the stage of becoming an adult, and with that comes more and more responsibilities. I am proud that I can maintain my academics, learn how to take care of myself, such as cooking and cleaning, and overall becoming more independent.

What is one interesting thing about you that people might not know?

Most people don't know that when I was younger, I took dance lessons in ballet, jazz, contemporary, tap, hip hop. I also took piano lessons and now I take guitar lessons.

Why did you decide to take on the full IB DP?

The main reason I chose to take on full IB DP was to give myself pressure and stress to prepare me for post high school. University is definitely a jump not only in the complexity of the content, but also independence and responsibility. I wanted to break my bad habits of procrastination and strengthen in particular my time management skills. In addition, I do believe it is important to constantly find ways to improve myself and take opportunities that I know will be good for me in the long run.



"If you enjoy learning and are willing to challenge yourself, then I definitely would recommend full IB. It's a good opportunity to grow, as well as explore in depth what fields you personally enjoy and get a head start in university."

What skills or attitudes do you have that are helping you be successful in the full IB DP?

I find attitude is very important in order to be successful in full IB DP. There are times where the stress gets to me and I want to give up, but maintaining a resilient attitude and learning to problem solve is a large part of taking on full IB. If I run into problems or am not satisfied with how I am doing, I ask myself, 'what can I do to solve this?', or 'what can I do better next time?'. If it doesn't work, simply learning from mistakes and failures and to be optimistic about the future helps you grow as an individual. As for skills, I've learned through my IB journey that developing organization skills is very helpful. Typically everyday, I write everything I need to do down on a piece of paper, and set a goal for myself to complete a selected amount of work on that day.

Would you recommend the Full IB to other students coming up?

Full IB is difficult because of the heavy content in several comparatively different fields, and it also takes a relatively large amount of extra hours, which is why I may not recommend it to everyone. If you enjoy learning and are willing to challenge yourself, then I definitely would recommend full IB. It's a good opportunity to grow, as well as explore in depth what fields you personally enjoy and get a head start in university. Partial IB is also a good option if you want to focus on one or a few subjects of your choice.

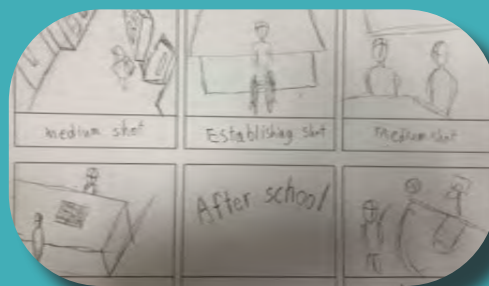
What are your plans after TIS?

I'm planning to study at a university in Australia after TIS. I want to study something along the lines of environmental science and architecture.

Using Technology For Creativity

Multimedia A

We started out the year with bang by introducing students to the elements and principles of design. 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. Currently the students have started to dive into Adobe Photoshop and are learning how to use the different tools available to help them edit pictures.



Multimedia B

Students are currently working through video production unit including pre production such as storyboarding, creating shot lists, plot diagrams and creating scripts. Students are working on a silent 5 shot video and will be filming it. They will then edit it using Adobe Premiere Pro.



Multimedia C

Students learned industry standard digital publishing software. Over the past month students have been learning how to navigate Adobe InDesign. Currently students are working on creating a mini magazine of their own design.



Diversity, Equity, and Inclusion - The TIS Way

It goes without saying that the world can be a harsh, hostile, and unforgiving place. Unfortunately, events in recent years have made this statement far too common a reality. While we all encounter various challenges in life, minority groups around the globe continue to experience discrimination, inequality, and marginalization in evergrowing ways. As such, schools around the world have systematically begun implementing programming built on “Diversity, Equity, and Inclusion” as a means to support those without a voice. To truly live up to the TIS Advantage, “where learning is valued, growth through diversity is encouraged, individual uniqueness respected and personal excellence is fostered by dedicated staff,” the International School of Macao has mobilized and joined this effort.

In combatting discrimination and inequity at TIS, in Macao and beyond, the Safe, Caring, and Welcoming committee has quickly hit the ground running this year, developing strategies to make our school community an increasingly inclusive and welcoming place for all. Ranging from supporting our educators in the development of culturally-responsive teaching practices to fostering in our students a mindset that embraces and champions everyone, TIS strives to be the pinnacle of “Diversity, Equity, and Inclusion” in Macao -- a lofty task, no doubt, but a task worth fighting for.

Keep an eye out for an upcoming Speaker Series around our initiatives. For further information on global “Diversity, Equity, and Inclusion” initiatives, feel free to reach out and email us at scw.committee@tis.edu.mo.

Together, we can make Macao and the world a better place for all.



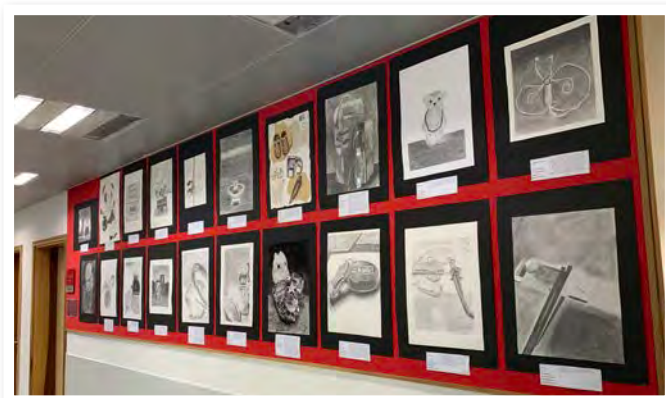
Expressing Nostalgia Via Still Life Drawings

Nostalgia is defined as “a wistful or excessively sentimental yearning for a return to or of some past period or irrecoverable condition” (Merriam-Webster). This theme is the heart of our drawing unit, where high school art students created a still life drawing of personal objects around a nostalgic narrative using a mix of various dry materials, like graphite, pen, pastel, or charcoal.

To prepare for this large-scale drawing, students practiced their observational and drawing skills by experimenting with various dry materials in several exercises, exploring line, texture, value, form, and composition. Despite temporarily

moving to an online platform, students participated in class critiques and provided feedback on each other’s progress in the exercises.

Once they felt confident in their drawing skills, they planned out significant memories and made connections to personal objects that trigger nostalgic emotions. The objects exhibited in these drawings range from cultural ties to their heritage to profoundly personal childhood memories. Students learn that choices in imagery, media, and composition can be used to communicate an artistic message to a larger audience that is both meaningful and relatable.



Mastering Mental Health & Wellness Skills

With the current pandemic and various challenges presented over the last two years, mental health has been a topic of concern for many. However, research has shown that multiple forms of exercise can significantly reduce depression and anxiety by enhancing self-esteem and overall cognitive function (Sharma, 2006). Given this, the Physical Education program at TIS strives to engage students in several fun activities that challenge them to step out of their comfort zone to develop their overall knowledge and skill set. This approach enhances their competence and confidence as they progress through each grade level and eventually, as they continue to develop throughout their lifespan. Moreover, students are strongly encouraged to “have a go!” by being open-minded and pushing themselves to experience the short term effects of exercise during class. As a result, numerous health benefits occur, such as those mentioned above and many more.



Furthermore, as TIS follows a holistic approach to education, the Physical Education and Health program also focuses on wellness. Through daily discussions during Health and PE class, students learn about the value of physical activity and general wellness and its overall impact on their daily lives. The ‘Wellness Wheel’ is an excellent visual detailing the 8 dimensions of wellness. With this in mind, students in Middle School complete a reflective assignment in which they look at how well they are doing in each dimension and provide suggestions on how to improve overall. The idea of being ‘balanced’ is a crucial concept as students learn the importance of developing areas of weakness as well as areas of strength. In High School CALM (Career and Life Management), students also learn about finance, including budgeting and general money management in addition to other wellness dimensions. As a result, students begin to understand that wellness is a continuous process that demands great care and attention. Highlighting the importance of these concepts and their immense value is a key focus of the PE program at TIS and will continue to be moving forward.



References

Sharma, Ashish et al. “Exercise for mental health.” *Primary care companion to the Journal of clinical psychiatry* vol. 8,2 (2006): 106. doi:10.4088/pcc.v08n0208a

“Eight Dimensions of Wellness” By DaisyFig – Own work (CC BY-SA 4.0) via Commons Wikimedia

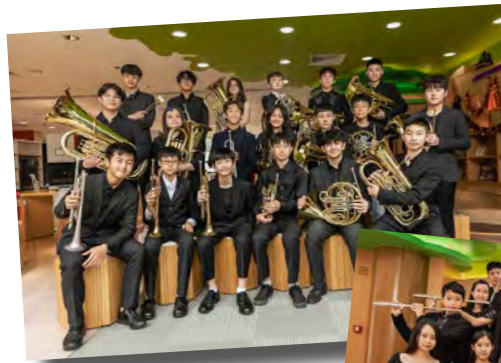
Growing With Grit Via Music

I am Angelia, a graduate of the TIS Class of 2021. When my peers drifted abroad after our graduation, I decided to stay and work as a music intern. It is refreshing to participate in the music course and look at it from an alternative perspective because I have always believed that music is the easiest and most relaxing course in school. However, after I started my internship for this course, I realized that it is not true.

As a music student, your only concern is about the personal playing skills of one single instrument. Nevertheless, as a person who educates, you have to consider the whole band with different demands. Preparing different sheet pieces of music for different classes, check the wellness of all instruments, assisting students in their practices... these are only to name a few out of many others. People might think that the music program only focuses on individual instrumental skills development. In fact, we go further than what is expected.

The music teacher Ms. Chu, the teaching assistant Mr. Chan, and I start our work before class time in the morning, and it does not end until after lunch. The reason behind this is to prepare the music students for their ultimate goal, the band concert. Music performances are held annually to display the results of the students' hard work. This year, Ms. Chu has chosen two movements from the classical masterpiece, *Titan*, composed by Gustav Mahler. *Titan* is a challenging piece, but all students give their best effort to work on it, and this includes the newer students that have little to no musical experience. Despite being "new," they try their best to catch up with others and huge progress is displayed.

Music is not one of the fundamental courses, but the willingness of students to participate and persist in this course has affirmed their determination. The TIS Symphonic Band will utilize the upcoming Winter Concert to commemorate the 110th anniversary of Mahler's death, as well as to present to the TIS community their accomplishment over the past months. This will take place at the Conrad hotel in January. The performers of this concert will include the classes 7-2, 8-1, the entirety of grade 9, and some high school students.



Senior Students Leading For A Better Tomorrow

Written by Thomas Zhang, Grade 12

The past hardships only reinforce the idea of a better future, and the Student Council certainly learned from its experiences throughout the years. Working through a difficult start to the year, the Student Council contended with the unpredictable challenges brought by the COVID-19 pandemic. Despite these challenges, teachers, executives, and members alike believed in a better future, a future where the legacy of the TIS Student Council lives beyond the constraints of our difficulties.

With a shift in management, the Student Council this year welcomes two new supervisors, Mr. and Mrs. Rochon. Going forward, we aim to solidify the Council's executive branch and establish an organized, free, just, and secure environment for all students. This year, the executive team consists of both grade 11 and grade 12s, specialized in their respective fields and strengthened by previous experiences within the Student Council. With both the returning and new executive members, the Student Council's executive

branch is more than prepared for the opportunities and challenges that are to come.

With a new executive council comes a reform of its internal structure. This year, new innovative policies have been put in place, including new semi-independent departments, the introduction of a new quota system, and the introduction of a new human resources executive role. Centered around the "Growing With Grit" motto, the executives adopted initiatives to overcome the current challenges, by ensuring that the high school community is satisfied even amidst the pandemic. Food cart items have been switched to healthier alternatives, and events such as Movember and Christmas are in the works with new exciting additions.

As our leader, Mrs. Rochon has said: "What we will face is not adversity, but progress towards a better tomorrow." With the combined efforts of our executives and members, we will set a course towards this better tomorrow.



Enhancing Learning Through Technology In The Grade 8 ELA Classroom

By Cloris Yan and Leanne U, Grade 8

When we think about literature, many of us still hold on to the image of venerable authors dipping their quills in ink, or sliding their pens across paper. However, this year in ELA, the grade 8s have been exploring the memoir unit with a twist by integrating technology into their daily work.

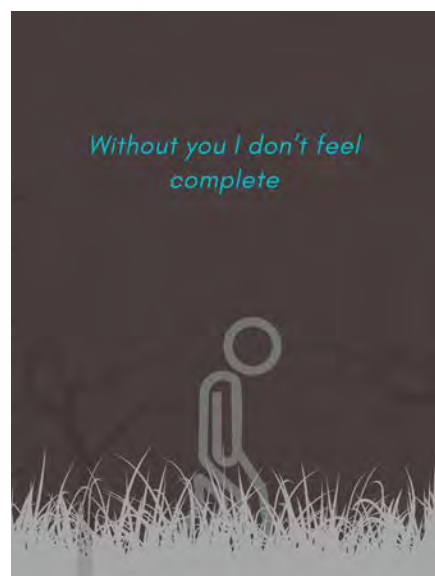
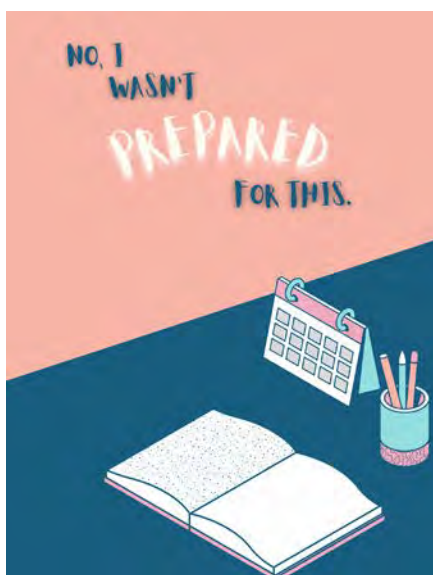
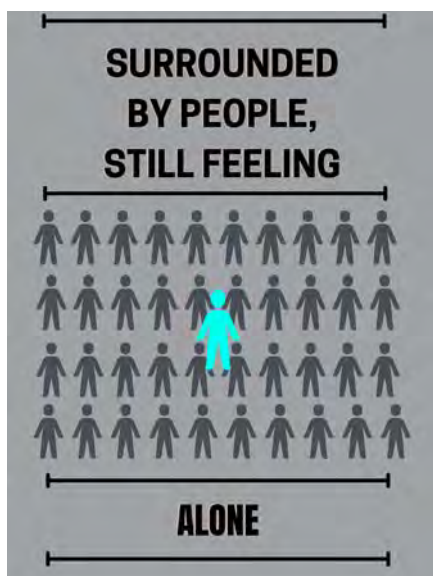
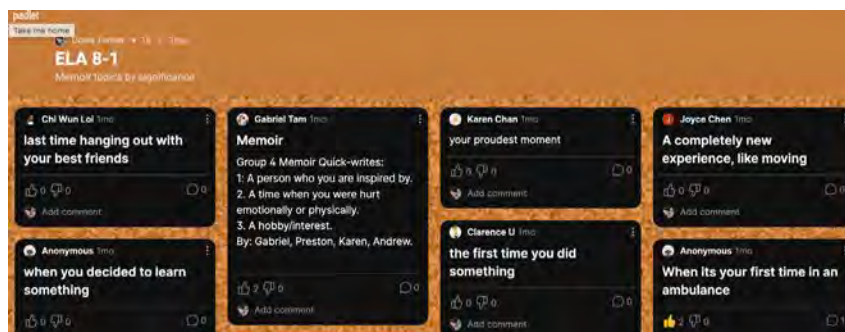
First, the students used Padlet, an online visual collaboration tool, to post possible topics for their memoirs. “Padlet helped me better plan my memoir because it gave me new ideas which I could use to guide me,” student Emily Cheung said. Not only did Padlet assist students in planning their memoirs, it was also highly convenient. By being an online tool, it could be accessed wherever and whenever. “I prefer technology because we can access it outside of the classroom when the school day is over,” said student Rocky Leong. This complements traditional methods of teaching since if students were to post sticky notes around the classroom physically to share their ideas, the use of these notes would be limited to the classroom. Padlet, however, can keep all the ideas in one place and accessible to students at any time, anywhere.

After brainstorming topics by the significance they held for the author, the grade 8s were assigned into groups and used Flipgrid, an online video recording platform, to deepen their understanding of time, structure, character development and theme in memoirs. The process of making these videos aimed at equipping students with writing techniques similar to those

employed by the authors of the texts studied in class. By watching every group’s video and providing feedback, the students honed their critical thinking skills as well. Student Sofia Wu said, “Flipgrid has helped me keep track of my ideas and those of all the groups because now I can look back on the videos my classmates have created.” If groups were to simply present their findings orally in class, some of the students would forget a large part of the content. But using Flipgrid has kept these ideas accessible to every student.

Lastly, the grade 8s practiced incorporating themes in memoirs, a concept that is not always easy to grasp. They selected a theme and wrote a six-word memoir based on an event in their own life which they later illustrated creating a poster in Canva. By using Canva, they were able to bring together a story, its theme, and a visual representation through a combination of text and images. “We had to convey a message in very few words and such constraints always push us to be creative,” said student Karen Yip. Technologies like Canva allow students to move outside the area of literature by encouraging them to integrate cross curricular skills such as their knowledge of the elements of design while showcasing their artistic abilities.

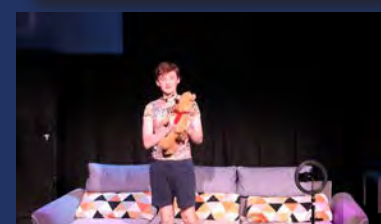
After using technology to explore mentor texts both in prose and verse, now the Grade 8s are looking forward to writing their own memoirs, this time using pen and paper.



Art Imitates Pandemic Life As TIS Theatre Arts Presents “Caught Inside”

TIS Theatre Arts was proud to produce Caught Inside on November 11 and 12. The production involved more than thirty middle school and high school students as actors, musicians, singers, stage managers, designers (lighting, sound, costume, publicity, and set) and box office managers. The entire cast and crew took on staging the new play in record time, mounting the show in four weeks instead of the normal eight. I want to give a special shout out to Stage Manager Megan Leung (Grade 10), Rocky Leung (Grade 8) and Chloe Lam (Grade 10) and the assistant stage management team and sound crew who all did an amazing job as students leaders for this production. I want to extend a special thank you to the assistant producer Ms. Van Orrt and the production assistant Arden.

When Macau had its recent pandemic prevention response in October, schools went online and the plans for the Fall Play changed. We weren't able to complete our rehearsals of Shakespeare, and instead went to a play that could be performed online, if it needed to come to that. Luckily the students got to mount this play of monologues and music live in the Black Box Theatre.



TIGERS ATHLETICS

As schools around the world are still reeling from the impacts of the pandemic on school life, TIS has made it a priority to not only survive through these unprecedented times, but to thrive despite these challenges. Last year, we were able to offer 20 competitive sports teams for our students from grade 4 through 12. This year, the number of teams has risen to 25, with notable new entries such as middle school eSports and secondary school Sailing.

In addition to a robust competitive athletics program, the 2021/22 school year also saw the return of extra-curricular activities. Not only are we able to offer more than 50 staff-led afterschool clubs, TIS also opened its doors to community groups to provide additional programming for our students.



Competitive Athletics

The recent school closure in response to Macau SAR's Covid-19 response has delayed the start of competitive sports. That being said, our student-athletes are all eager to see the return of DSEDJ events in the very near future. All of our teams are training regularly so they're ready to go as soon as sports resumes in Macau.

In addition to the DSEDJ inter-school competition, TIS also founded a new local sports league last year with the School of Nations and Macan Anglican College called MISSA (Macau International Schools Sports Association). There are already 2 MISSA events scheduled for later this fall with the U14 girls volleyball tournament taking place on November 27 and U19 girls volleyball taking place on Dec. 4.

TIS Competitive Sports Teams 21/22

U12 Cross Country	U14 Badminton	U19 Badminton
U12 Track and Field	U14 Boys Basketball	U19 Boys Basketball
U12 Boys Football	U14 Girls Basketball	U19 Girls Basketball
U12 eSports	U14 Boys Volleyball	U19 Boys Volleyball
Secondary Cross Country	U14 Girls Volleyball	U19 Girls Volleyball
Secondary Track and Field	U14 Boys Football	U19 Boys Football
Secondary Swim	U14 Girls Football	U19 Girls Football
Secondary Sailing	U14 eSports	
Tennis		
Golf		



Extra-Curricular Activities

This year, we have made a concerted effort to enhance our standing in the community by introducing formal and strategic partnerships with members of the local business community and our TIS parents for our Athletics and Activities Program. Traditionally, our community relationships have involved auxiliary or one-off activities for our students. We wanted to take this approach to the next level by getting the community involved in our already robust Athletics and Activities offerings. This would also introduce new and exciting learning opportunities for our students beyond what our TIS staff can offer. For our extra-curricular activities, the options are even more dazzling. TIS has partnered with the vendors below to offer new and exciting activity options exclusively for TIS students.



Extra-Curricular Activities by Community Groups

Indoor Skydiving By GoAirborne Macau	Fencing By Macau Fencing School	Art by KindKrafts By Macau KindKrafts
Ballet By Macau Art Ignition	Taekwondo By Macau Gwangan Church	Art as a Second Language By Peta Houghton
Latin Dancing By Lilian Li	Spanish By Manavida	Ukelele By Tik
Inline Skating By Atoms Education	Portuguese By Mandavida	



Learning Chinese Online



Online schooling has been an important tool to sustain skills during school closures as a response to the anti-pandemic measures that have forced face-to-face teaching to move online. With the support in technology we have available today, many education systems have moved activities online as an alternative to face-to-face, and it has been adopted by teachers and students on an unprecedented scale, allowing lessons to continue despite schools being closed. Our teaching methods have changed so that teacher-student interactions are now made through screens. Therefore, we need to develop existing skills and explore new ones constantly, not only to develop lesson plans for the traditional classroom, but also to apply to digital teaching environments, putting new demands on teaching skills and methods. To meet the unique demands that online teaching and learning poses, and ensure the quality in the online classrooms are up to our high standards, during the month of October, our Chinese teachers prepared the content thoroughly and timely utilizing a variety of distance learning resources and digital learning systems (including Google Classroom, Jamboard, Waitboard.fi, Liveworksheets, Mentimeter, etc.), to create classrooms that were both interesting and engaging for our students. Through the use of these above-mentioned platforms, students had real-time interactions with their teachers during Chinese classes, and teachers collected insightful student data to help them better understand individual students' learning situations, and provide instant feedback. At the same time, teachers kept classrooms active by incorporating various media types into teaching in order for students to extend their knowledge beyond the classrooms, and encourage them to use online resources to broaden their horizons, increase their knowledge, and truly apply the Chinese they have learned in practice.



中秋節 Mid-Autumn Festival

Every year, TIS celebrates the Mid-Autumn Festival with various activities, as it is one of the most significant Chinese traditional festivals.

In Mandarin class, students watched videos and read Chinese stories about the moon and Chang-E to understand about the origins of the Mid-Autumn Festival. Throughout different grade levels, students created various handcrafts related to the festival. In lower elementary levels,

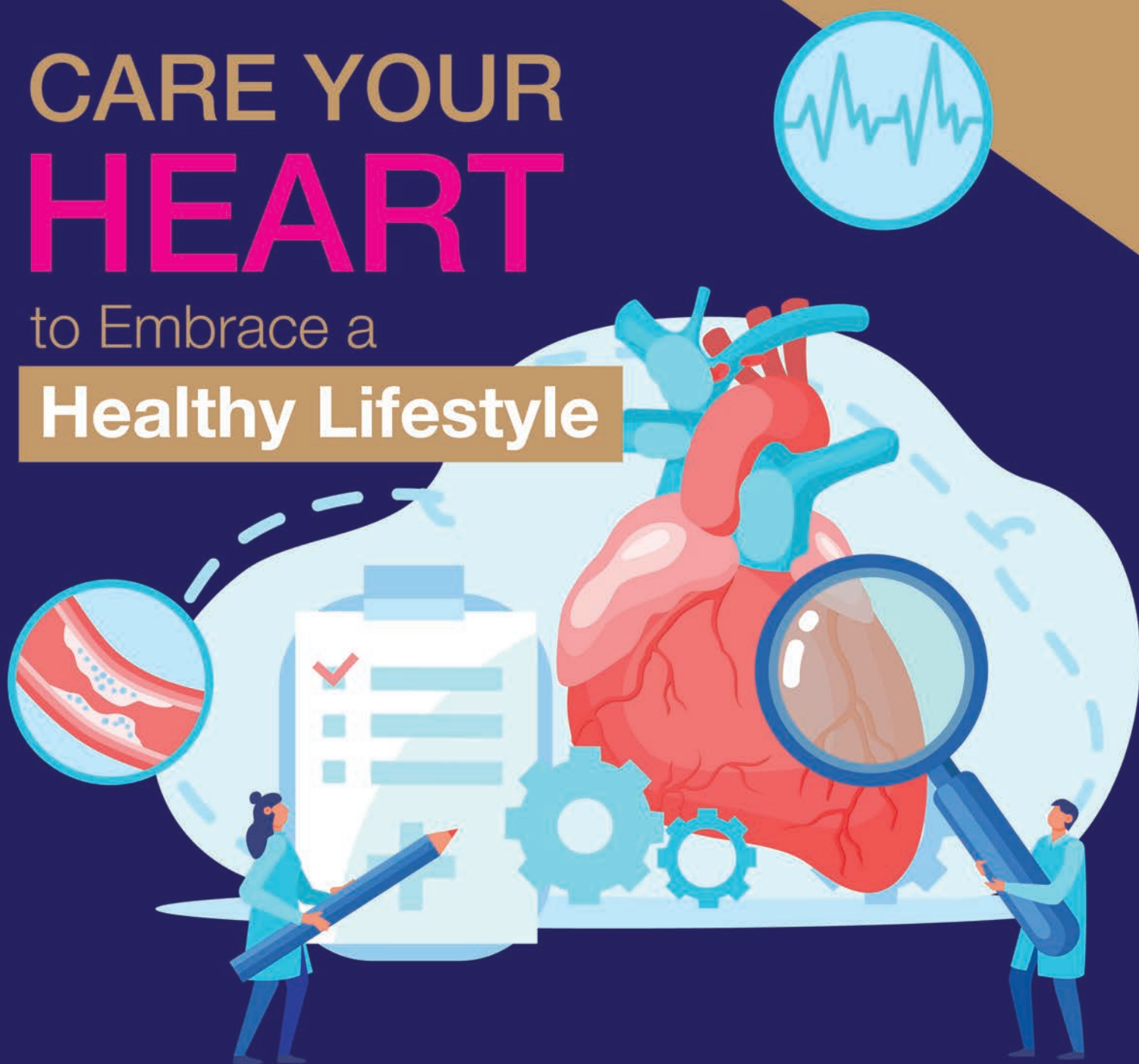
students made paper mooncakes and lanterns with traditional Chinese patterns, and they also sang songs about the Mid-Autumn Festival, learning more about the customs of the event. In higher elementary levels, students learned ancient Chinese poems to help comprehend the culture behind Mid-Autumn traditions. By participating in and celebrating the Mid-Autumn Festival, our students gain a better understanding of Chinese culture.



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

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Giving Back With Inclusion And Empathy

The TIS Volunteer Team was founded in 2013, and is a co-curricular activity group supervised by two counsellors, a passionate teacher, and 8 student executives. We welcome any TIS secondary student interested in doing volunteer work to join our team.

We provide a variety of experiences through volunteering. This year, our team includes approximately 120 passionate students. Through participating in a variety of events, volunteers can earn experiences from volunteer work, and develop multiple skills, like social communication, event planning, as well as the spontaneous reaction abilities. We believe throughout this practical setting, students can learn things different from their curriculum. Our team also holds a core belief of “giving back to the community”, giving students an opportunity to interact with different populations and their needs. Our goals include developing a sense of inclusion and empathy among our students.

Our Eco Ambassadors Team aims to teach students about the importance of keeping our environment healthy. Our Eco Ambassadors can provide a local avenue for making an ecological impact and aligns with the TIS Activist in Residence program.



IDEA Lab Opens Its Doors To Students & New Possibilities

On September 24, we had an opening and ribbon cutting ceremony for our new IDEA Lab. Our Head of School Howard Stribbell, The TIS Parents' Association, Ms Fenwick-Ross, our new STEAM Integration Coordinator, and primary students were on hand to officially open this exciting new center for Primary students. The IDEA Lab is a space where students can bring their ideas about building and creating. It is a hands-on STEAM workshop where students can bring their ideas to life.

Students have ample opportunities to use their hands and imagination with our teacher-supervised workbench, a painting area, a sewing area, and a cardboard construction area. We even have our own dedicated LEGO room with challenge cards and as many LEGOs as a child would dream of using to create fantastic things. Our mini-STEAM library helps spark creativity and inspiration with How-To books and picture books with maker-centered learning as the underlying theme.

The IDEA Lab also embraces technology with the availability of 3D printers, Bee-Bots, Micro:Bits, Makey Makey's, and a production "green screen" so photos and videos can be taken and easily overlaid with different backgrounds.

Already the IDEA Lab has been used for a wide number of projects; hosting our Artist in Residence Peta Houghton, Virtual Reality trips to the Rainforest, using recycled materials to build crafts for the Winter Market, experimenting with properties of materials, Taskmaster challenges, and much more. As well as class visits, hundreds of students have been able to visit using their IDEA Lab passes to work on individual projects.

Having a dedicated maker-space full of exciting materials helps to spark students' imagination and creativity. We can't wait to see what comes out of the IDEA Lab next!



Sabina Mendes Crowned Miss Hong Kong

"The Canadian curriculum studies emphasize creative, performative, interactive, and imaginative learning. This prepared me well for University and made the transition much smoother and more manageable."

TIS alumna Sabina Mendes (aka Sabrina Mendes) is the embodiment of "beauty and brains." In the same year, the 22-year-old Chinese-Portuguese not only graduated from the University of Toronto with Honours, double majoring in biochemistry and human biology, but she has also won the 49th edition of the Miss Hong Kong Pageant, taking home the crown on September 12, 2021. Below is an interview TIS conducted to learn more about Sabina.

Congratulations, Sabina, for being crowned Miss Hong Kong 2021. What was your motivation for participating?

Participating in the Miss Hong Kong beauty pageant has been a dream of mine since I was six years old. I started watching Miss Hong Kong on TV and it has become one of my favorite TV programs. I grew up in a single-parent family and my mom took care of both my sister and me. She is someone I look up to and is my role model, hero, and idol. She is also a beauty queen herself and to continue this family history, I chose to step out of my comfort zone and go for something I have always wanted to try. I also wanted to do something to make my mother proud and thank her for her unconditional love and support.

I saw the right timing for me to join since I just graduated this year at the University of Toronto and finished my Honours Bachelor of Science, double majoring in biochemistry and human biology.

To me, beauty has no standards. I remember a famous quote from Audrey Hepburn saying "the beauty of a woman is not in a facial mode, but the true beauty in a woman is reflected in her soul." There are just so many ways to define what beauty really means. But one thing that is for sure, is that beauty is not just in the face. It is not just physical attractiveness. It is bravery, showing kindness to others, being thankful and grateful, being unique and talented, and of course, just being yourself.



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

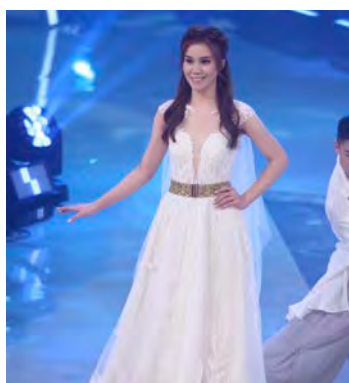
I graduated with an Alberta High School diploma at TIS and moved to Canada immediately for university. The Canadian curriculum studies emphasize creative, performative, interactive, and imaginative learning. This prepared me well for University and made the transition much smoother and more manageable. TIS has given me the confidence I need to continue to succeed at University. In addition to that, TIS is an international school with students from all over the world, which promoted me with a global outlook. I have a broad perspective and a broad, culturally diverse mindset in our globalised world.

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

I love field trips and every year's experience week trips. I can vividly recall every trip I went on with the class of 2017 and accompanying teachers. Traveling elsewhere brings us all out of the classroom to see the world. It helps us better understand this world and provides experiences that define our place and purpose. I have also made some lifelong friends and established lifelong values and priorities.

Where do you see yourself in 5 years?

I can think of two possibilities for now. Either I will still be in this industry and busy filming movies and dramas, and hopefully, participating in great films, or I will have already switched my career to pursue medicine.



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Basement Unit F&B Fabrica Va Nam
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www.facebook.com/warriormacau



Sugar Town Cake Shop

Rua Dos Cavaleiros, Edifício Si Fu, No.5
[facebook.com/memory.lane.mo](https://www.facebook.com/memory.lane.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



TIS STAFF LOYALTY PARTNERS

Team Lab

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

澳门 teamLab 超自然空间
**teamLab★
 SuperNature**



Sandbox VR and G Racing

Block I Gymnasium, Avenida Wai Long,
 MUST Campus
 (opposite TIS basketball courts)
 Phone: 6861 2389
www.facebook.com/sandboxvrmacao/



East Meets West Wines

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



Goodees Online Market

enquiries@goodees.market

Joker's Barbershop & Grooming (Nam Van Branch)

Avenida Comercial de Macau N.89-Y, Nam
 Van Peninsula D, Ground and 1st Floor
jokersbarbertattoo@gmail.com
 Phone: 28750121



Luv & Bart (Jewelry)

www.luvandbart.com

Mu Art Beauty

271, 273 Av. Olimpica, Taipa, Macao
 Phone: 6566 1820
www.facebook.com/muartaubauty/



Nutritionus

www.nutritionus.com

Artyzen Grand Lapa Macau

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



MGM

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

Mighty Greens Macau

www.facebook.com/mightygreensmacau



Moo Creamery

Edifício Vang Kuong
 Tv. De Ho Gong Loi, No 14A
facebook.com/moo.cream.mo

Rawlicious

www.berawlicious.com



Wax Me Up

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

Rooftop Macau

Calçada do Quartel, n.º49, 1º Macao
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