

Concordia empowers students through a comprehensive and rigorous American education. Our vibrant community, founded on Christian values, creates the ideal foundation for the entire family's success.

Contents

2 Welcome	11 School Leadership	23 Raising the Bar
3 What We Believe	19 Educational Philosophy	26 Intellectual Hub
7 The Facts About Concordia	20 Holistic Focus	28 Impact China
8 Community Demographics	21 Academic Approach	31 People Who Make Our Community

Welcome From the Head of School



September 2018

Dear Friends of Concordia,

At the start of the 2018-19 school year, Concordia International School Shanghai celebrated twenty years of providing high-quality academic, fine arts, athletics and service learning programs. In honor of this incredible accomplishment, the community, joined by a number of founding faculty and alumni, students and families, came together for a spectacular weekend of events.

At the celebration, we memorialized our past and took time to acknowledge some of the remarkable achievements of our students. We recognized the hard work of our founders and gave thanks to the countless blessings that have allowed us to do so much good within the school, the community and China. We were also inspired to look ahead to the future at how we will continue to improve and grow into the very best organization we can be.

The encouragement and motivation that came from commemorating twenty amazing years is extremely heartening and befitting this year's word of the year: ENCOURAGE.

Concordia has always been a place where we support and uplift those around us. The school embraces positive change and continually seeks out new and greater possibilities to transform lives. Inside the pages of this annual report, you will encounter some of the ways that lives are being changed through deeper learning and the desire to serve others. You will find evidence of a diverse and vibrant organization with so many exciting things taking place and with even more to come.

As a member of the Concordia community, I thank you for playing a part in our journey, and I encourage you—students, faculty and parents—to continue to inspire and motivate one another to bring our best to everything we do.

Jia You!

A handwritten signature in black ink that reads "Mary K. Scott". The signature is fluid and cursive, with a slightly larger "M" and "K" at the beginning.

Dr. Mary K. Scott
Head of School

What We Believe

At Concordia, the diverse intersection of passion, excellence, and strong community elevates the outcomes of all that we do. With a focus on excellence in academics and authentic learning, we seek to develop in every child entrusted to us the desire and skill set required to be a servant leader and an active global citizen. Our values define the interaction and direction of our school community, and we strive to treat each other with care, respect, and equity—always. The administration, faculty, and parents are active partners in ensuring that the entire family's experience as part of the community is a positive and lasting one.

Our Mission

At Concordia, we view every student as a gift from God, entrusted to us by parents, and are committed in Christian stewardship to educate students holistically in a nurturing environment that includes comprehensive and challenging opportunities in academics, creative arts, spirituality, athletics, co-curricular activities, and service.

Our Core Values

We partner with students and parents in a learning community that facilitates holistic education with high expectations. By giving more than taking, being kind and loving, and practicing forgiveness and peace, our community enables servant leaders. Celebrating our spiritual lives together and valuing everyone as equal, we respect and care for all people, making the best decisions for the individual in the context of community.

Expected Student Learning Results

We expect our students to become:

- ▶ Insightful Learners
- ▶ Effective Communicators
- ▶ Reflective Spiritual Beings
- ▶ Active Global Citizens
- ▶ Principle-Centered Leaders and Team Members

We call these “ESLRs”
(pronounced ‘S-lerz’).





ENCOURAGE

加油
jia you

Concordia Word of the Year 2018–2019

ENCOURAGE

“Therefore encourage one another and build one another up, just as you are doing.”



*At Concordia, we
carry out...*

*...the mission and
values of our
founders...*



The Facts About Concordia

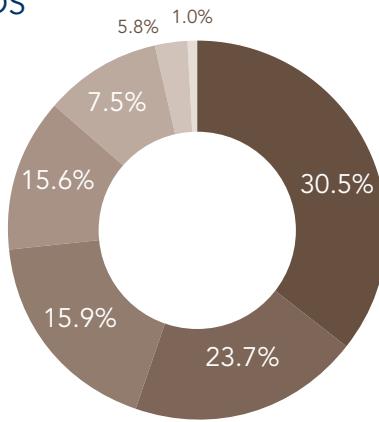
*...in all
that we
do.*

Our Neighborhood

The Jinqiao neighborhood in Shanghai's Pudong district provides the benefits of suburban living nestled amidst the excitement of one of the world's most dynamic and fastest growing cities. Just east of Lujiazui, the district's largest financial hub, Jinqiao boasts many of the amenities of home. With its many green open spaces and suburban expatriate housing complexes, Jinqiao is a destination for families from around the world.

STUDENT NEIGHBORHOODS

- ▲ Jinqiao
- ▲ Century Park Area
- ▲ Pudong Other
- ▲ Puxi
- ▲ Lujiazui
- ▲ Longdong Avenue
- ▲ Kangqiao



966

Number of families represented by the student body

31%

Percentage of Concordia students and overseas faculty that live within 3 km of the school campus in Jinqiao

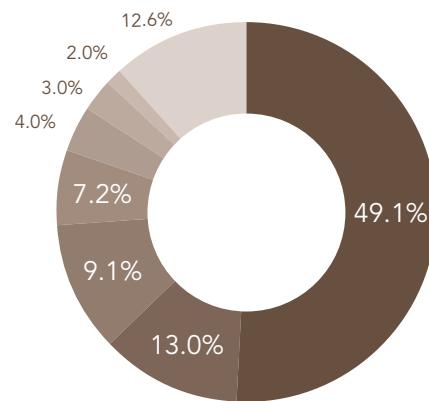


Student Demographics

Each student that makes up Concordia's diverse student body shares in the blessings that result from learning and growing with classmates who come from all corners of the earth. Through respectful cross-cultural collaboration, students learn more about their own strengths and values. This diversity of perspectives helps inspire creativity and drives innovation in the classroom.

STUDENT PASSPORTS

- ▲ United States
- ▲ Hong Kong (China)
- ▲ Korea
- ▲ Canada
- ▲ Taiwan (China)
- ▲ Singapore
- ▲ Australia
- ▲ Other



32

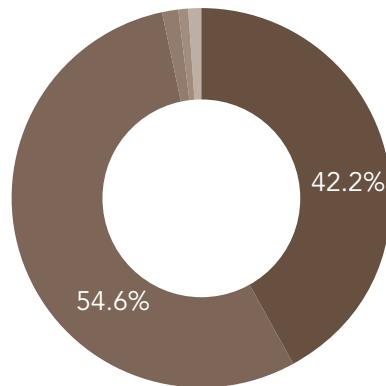
The number of passports represented by the Concordia student body

1,308

Student enrollment for the 2018-2019 school year as of September 1, 2018

RELIGIOUS AFFILIATION

- ▲ Christianity
- ▲ None Specified
- ▲ Hinduism (1.3%)
- ▲ Buddhism (0.9%)
- ▲ Other (1.0%)



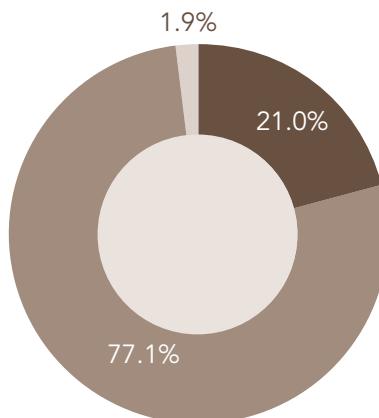
Faculty Demographics

157 Teaching Faculty Members

Concordia teaching faculty are qualified, seasoned educators who facilitate learning among students and their colleagues. Concordia intentionally recruits teachers who are spiritually centered, who are passionate professionals and who are masters in their content area. Our teachers are recognized for actively engaging students, setting high standards, addressing learner needs and promoting cultural sensitivity. They contribute to the education of the whole child through an intentional academic program and relevant service learning and co-curricular activities.

FACULTY DEGREES

- █ Bachelor's
- █ Master's
- █ Doctorate

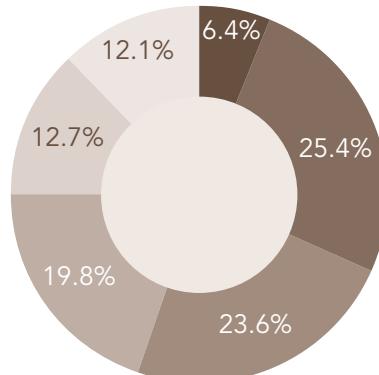


79%

Percentage of teaching faculty holding MA/MS or Doctorates

TEACHING EXPERIENCE

- █ 5 Years and Under
- █ 6-10 Years
- █ 11-15 Years
- █ 16-20 Years
- █ 21-25 Years
- █ Over 25 Years

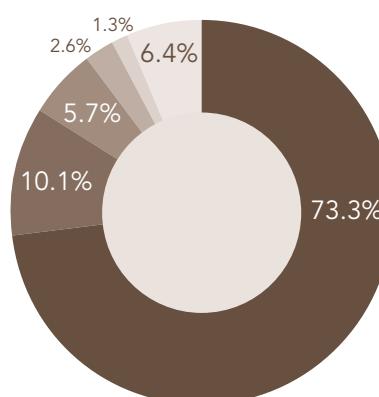


68%

Percentage of Concordia teachers with over 10 years teaching experience

FACULTY PASSPORTS

- █ United States
- █ China
- █ Canada
- █ Australia
- █ Philippines
- █ Other



79%

Percentage of teachers from North America

School Leadership



Dr. Mary Scott
Head of School



Curt Larson
Assistant
Head of School
(Finance, Operations
& Strategy)



Brenda Petersen
Assistant
Head of School
(Personnel & Activities)



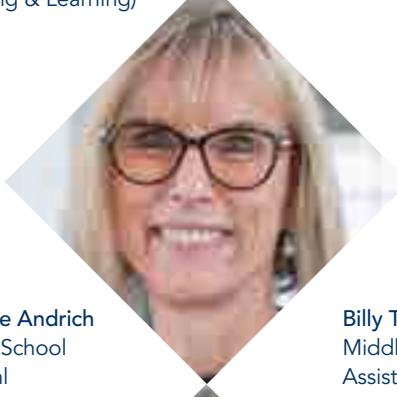
Genevieve Ermeling
Assistant
Head of School
(Teaching & Learning)



Dr. Christopher
Schuster
High School Principal



Jennifer Mendes
High School
Assistant Principal



Dr. Janie Andrich
Middle School
Principal



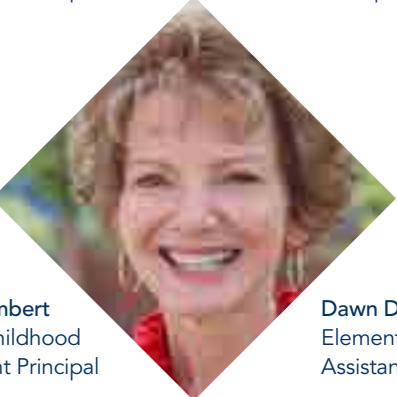
Billy Thomas
Middle School
Assistant Principal



Eric Semler
Elementary School
Principal



Drew Gerdes
Early Childhood
Principal



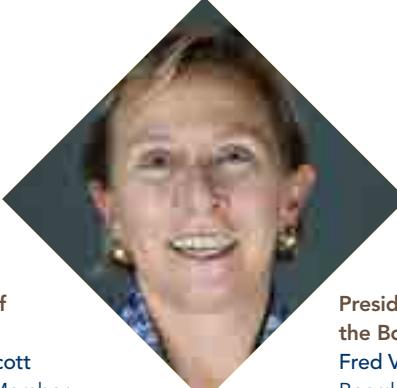
Kay Lambert
Early Childhood
Assistant Principal



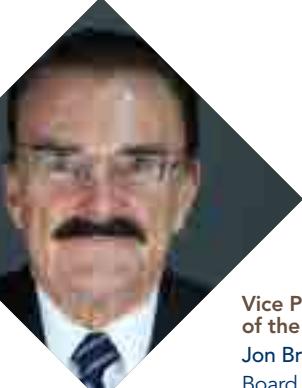
Dawn De Koker
Elementary School
Assistant Principal

The Concordia Board

Concordia's Board is made up of industry experts and community leaders who support and promote the school's development and growth. The board establishes the mission of Concordia and sets policies to ensure high standards and fiscal stability. The board entrusts the educational program and business matters to Concordia's administration, faculty and staff.



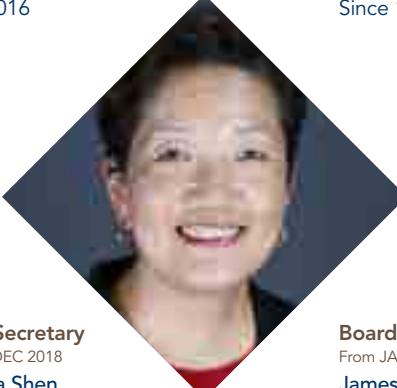
Head of School
Mary Scott
Board Member
Since 2016



President of the Board
Fred Voigtmann
Board Member
Since 1998



Vice President of the Board
Jon Brantingham
Board Member
Since 2002



Board Secretary
Through DEC 2018
Josefina Shen
Board Member
Since 2015



Board Secretary
From JAN 2019
James Wong
Board Member
Since 2016



Robert Treme
Board Member
Since 2015



Carlos Treadway
Board Member
Since 2016



Eric Phillips
Board Member
Since 2016



Peter Ng
Board Member
Since 2012

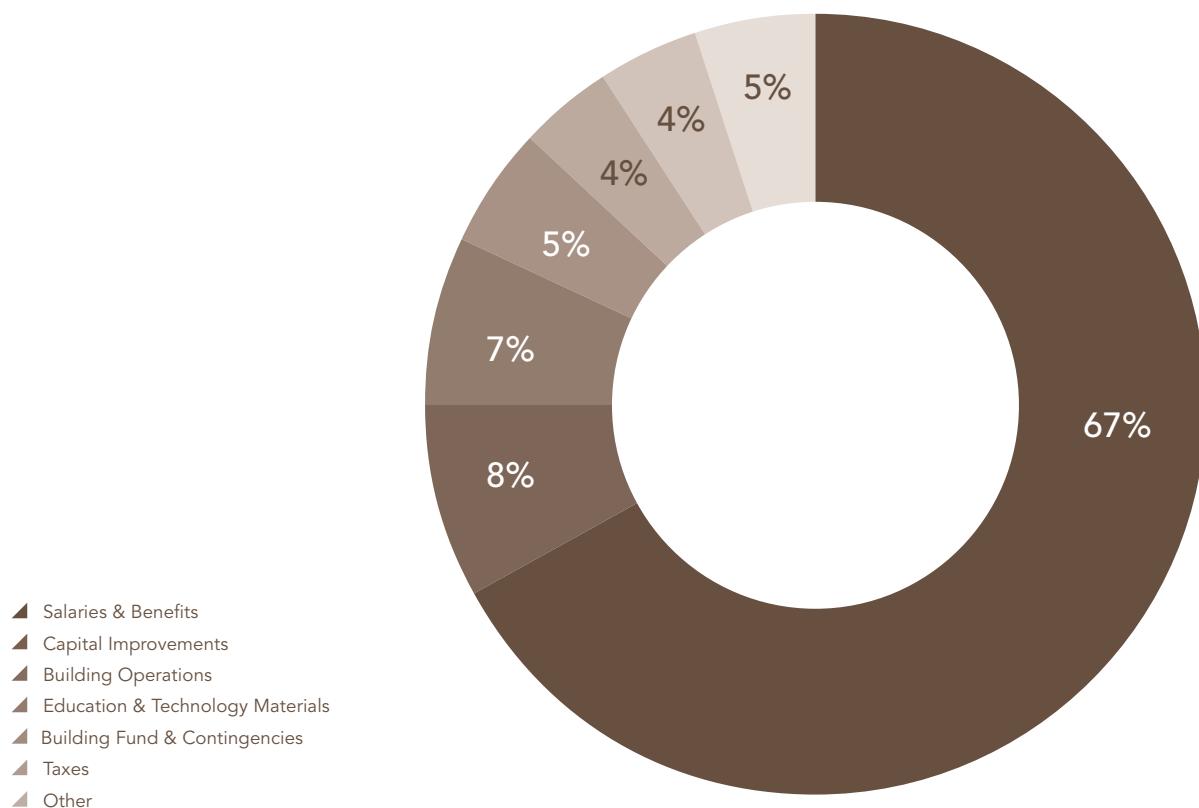


Tony Liu
Board Member
Since 2014

Stewardship

Concordia believes that the quality of our faculty is one of the more significant factors affecting student achievement. As a direct result, we commit the largest portion of our resources to the salaries and benefits of our faculty. In addition, we strongly believe that ongoing investment in our faculty through professional development is critically important.

2018-2019 PROJECTED TUITION EXPENDITURES



Concordia is a self-funded and financially independent entity. All daily operations, activities and investments are funded via tuition and/or gifts to the school. Additionally, all revenues have the sole purpose of providing transformative education for Concordia students in terms of expert and qualified faculty, world-class facilities, cutting-edge

technology, and educational materials. Concordia has established a reserve program to provide monies for contingency planning as well as to provide funding for reinvestment in the school and its strategic programs.

Concordia's tuition costs remain competitive with other Shanghai international schools.

Capital Improvements

As a premier international school in Asia, we embrace change, especially for the sake of enhancing our facilities and expanding our programs and services. Because of this, we continually reinvest in our campus, our faculty, and our community.



Mandarin
culture
suite

Early Childhood
art studio



New Early
Childhood space

Elementary
library
reading loft

The Concordia Fund

In the fall of 2018, Concordia launched the Concordia Fund with the purpose of enabling school leaders to strengthen existing school programs and establish new programs beyond what tuition alone can fund. The Concordia Fund supports two important areas for the holistic growth of students: enrichment, which adds value to the programs and facilities that make up the Concordia experience, and outreach through student-centered service experiences.

Individuals and families who give to the Concordia Fund may choose whether their contribution will support enrichment or outreach.

These are some examples of how your gift to the fund could make a difference:

Enrichment

- ▶ 250,000 RMB can provide a new state-of-the-art scoreboard for our world class turf field
- ▶ 100,000 RMB can bring innovative and entrepreneurial leaders to our campus to inspire students through the Concordia Presents leadership speaker series
- ▶ 25,000 RMB can support middle school student musicians as they gain valuable performance experience beyond Concordia
- ▶ 5,000 RMB can provide treats for a year of early childhood parent/child activities



Outreach

- ▶ 250,000 RMB can sponsor 30 Concordia faculty and staff to train teachers and conduct poverty-alleviation projects in rural China
- ▶ 100,000 RMB can enable our students to bring fresh water to a village in rural China through our student founded charity, Youth Empowering Progress (YEP), in partnership with Concordia Welfare & Education Foundation (CWEF)
- ▶ 25,000 RMB can launch a service learning initiative within a division, such as the One Hen unit in the elementary school
- ▶ 5,000 RMB can send an entire grade level out to serve in Shanghai

Every gift matters

Gifts of any amount create new opportunities. We are grateful for the generous support of all of our students, parents, alumni and employees.

Every area is strengthened

The Concordia Fund supports all areas of the Concordia experience, including the arts, sports facilities, co-curricular programs, our speaker series, service learning, teacher training and more.

Everyone benefits

The Concordia Fund offers transformative opportunities that will shape the lives of Concordia students and impact the communities they serve today and in the future.

Annual Auction 2018

The Concordia Gala & Auction is an annual community event organized by dedicated parent volunteers that raises funds for educational enhancements and service opportunities that go above and beyond the standard curriculum and operating costs of the school.

The theme of the 2018 Gala & Auction, "The Roaring Twenties," was fitting for the celebration of Concordia's twentieth year. Therefore, in honor of the Chinese custom to treat friends and family on one's birthday, all proceeds from the auction will benefit those in need through YEP and CWEF, which takes Concordia students of

all ages outside of the classroom to address real-world needs in China.

YEP sponsored projects have flourished under the administration of CWEF since 2002. As partners in change, they have impacted over 45,000 people through clean water systems and scholarships for education.

2018 Auction funds will further this impact by:

- ▶ continuing the YEP vision under CWEF leadership;
- ▶ providing students transformative service opportunities;
- ▶ enabling the underprivileged to thrive by educating and meeting basic human needs; and
- ▶ creating expanded service opportunities for parents, teachers and students.





*By changing
our
perspective...*

*...we are
better
equipped...*

*...to transform
the lives of
others.*



We look to
inspire in our
community...

...an innovative
and pioneering
spirit...



*...that never
settles for
“good enough.”*

Educational Philosophy

Holistic Focus

When we say we educate the whole child we mean that we invest in and tend to every part of each student: spiritually, physically, emotionally, socially, and intellectually.

From educational travel to academic conferences, sports tournaments to assemblies, the variety of experiences Concordia provides its students allows them to develop not only as students but as people. Our holistic philosophy is intentional from early childhood to high school, because we believe that balance is integral to life success.

By encouraging students to find their own unique balance, while providing them with support to pursue personal excellence, we find that amazing things happen. As a result, Concordia students take away the experience of having tried their hand at many things, gaining mastery as they delve deeper into their favorites and building confidence in their ability to adapt and learn new skills.



Expected Student Learning Results

We design our school experience to reflect our learning goals for students, allowing us to keep our eye on the long-term growth of our learners.

We prepare students to become:

Insightful Learners

- Raising questions and seeking answers through inquiry and deliberation
- Demonstrating thinking that is analytical, critical, evaluative and reflective
- Learning through observation, creativity, imagination and innovation

Effective Communicators

- Communicating in a variety of forms with clarity, precision and awareness of audience
- Using technology and digital media strategically, ethically and capably
- Communicating in more than one world language

Because learning is transactional, we provide students numerous opportunities to build on prior successes in order to make positive growth accessible. The end result is an environment where all students can thrive.



Reflective Spiritual Beings

- Demonstrating knowledge and understanding of virtues and how different people and cultures value, teach and live out those virtues
- Examining personal values and spirituality, and articulating how these are demonstrated in action
- Reflecting on the congruency of values and actions
- Engaging in thoughtful and respectful dialogue about matters of spirituality

Active Global Citizens

- Recognizing the intrinsic value of every human being and responding with empathy through service and/or advocacy for the good of all people, both locally and globally
- Exhibiting responsible stewardship toward the environment and the world's resources
- Demonstrating an understanding of the historical development of various cultures, religions and world views

Principle-Centered Leaders and Team Members

- Persisting in problem solving with flexibility and determination
- Demonstrating personal and academic integrity
- Assuming shared responsibility for collaborative work and valuing the individual contributions made by team members

Like pieces of a puzzle, our assessment practices, when considered together, help us see a more accurate picture of our unique learners.

Internal Assessment

- Concordia uses a variety of summative and formative assessments that provide a global view of what and how our students are learning. Summative assessments include projects, tests, or final exams which evaluate the learner's growth at the end of a period of study. Formative assessments monitor student progress and provide feedback so students understand what they have learned and still need to learn.
- Formative assessments aid teachers in designing future instruction, and include writing samples, classroom observations, conferencing, quick verbal check-ins, student explanations of learning, and visual modeling of thinking that happen daily in the classroom. When considered together, we see a more accurate picture of each unique learner.

External Assessment

- Twice throughout the year (in the fall and spring), Concordia administers Measures of Academic Progress (MAP), as a formative assessment to students in grades 3-8. For our high school students, the PSAT or SAT serve as our external assessments.

Class Rank & GPA

All instruction is in English with the exception of World Languages.

Concordia uses a 4.0 grading scale. Only coursework completed at Concordia is used in the calculation of a student's GPA.

Concordia **does not weight grades** for AP or honors courses.

Due to the highly accomplished nature of the Concordia student body and the mobility of expatriate families, an individual's class rank is not reported.

An estimated percentile placement will be provided to assist in university admission decisions if requested.

GPA Distribution		
Point Range	Class of 2018 (G12)	Class of 2019 (G11)
3.5-4.0	58	46
3.0-3.5	17	21
2.5-3.0	4	3
2.0-2.5	3	N/A
<2.0	N/A	N/A
Class Size	82	70

SAT Mean Score Comparison for the Class of 2017

1374
Concordia Average
1083
US National Average (2017)

Historical SAT Scores (Mean of Senior Class)

1377
2017
1410
2016
1440
2015

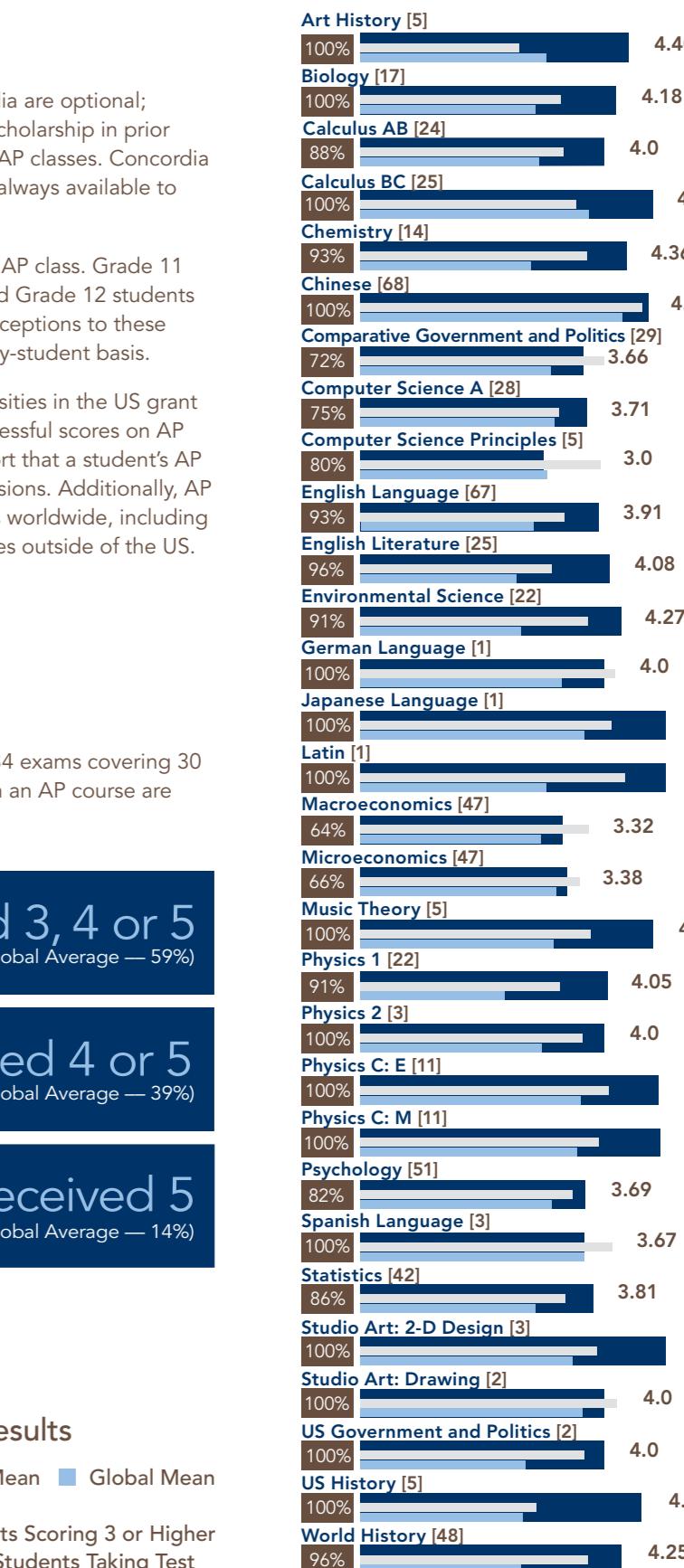
Advanced Placement

Advanced Placement (AP) classes at Concordia are optional;

however, students who have demonstrated scholarship in prior related subjects are encouraged to consider AP classes. Concordia administration, counselors, and teachers are always available to advise students on appropriate course loads.

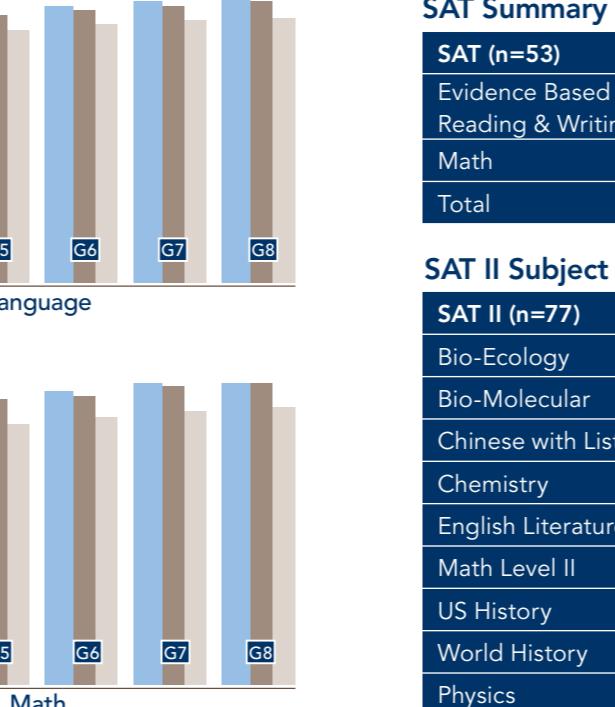
Typically, students in Grade 10 may take one AP class. Grade 11 students may take up to three AP courses and Grade 12 students may take up to four AP courses. There are exceptions to these limits but they are considered on a student-by-student basis.

More than 90% of 4-year colleges and universities in the US grant advanced placement, credit, or both for successful scores on AP Exams, and 85% of selective institutions report that a student's AP experience favorably impacts admission decisions. Additionally, AP is recognized by more than 3,600 universities worldwide, including more than 600 universities in over 55 countries outside of the US.



Measures of Academic Progress (MAP)

The MAP is a computer-based adaptive external standardized test, meaning that the test adjusts its difficulty based on whether a student answers questions correctly or not. This adaptive nature enables MAP to hone in on a child's instructional level in language, reading, and mathematics. MAP scores provide a snapshot of the student's general achievement in language arts and mathematics at one point in time; assessing change between fall and spring highlights a child's growth within subject areas over time. MAP scores help teachers plan instruction to meet the needs of each student in the classroom.



SAT II Subject Test Results

SAT II (n=77)	Students Tested	Middle 50%	Mean
Bio-Ecology	1	800	800
Bio-Molecular	8	770-800	781
Chinese with Listening	1	800	800
Chemistry	17	735-790	756
English Literature	4	608-705	663
Math Level II	36	743-800	764
US History	1	780	780
World History	21	580-740	662
Physics	6	788-800	795

2018 AP Results

Concordia Mean Global Mean
China Mean % of Students Scoring 3 or Higher
(n) Number of Students Taking Test

Academic Approach

Since teaching and learning happen in concert, we intentionally link the two, making Teaching&Learning the foundation for our academic approach.

At Concordia, we seek out ways to foster deeper learning, a type of processing and learning marked by a student's ability to transfer what they have learned to new situations. Our approach can be summed up as "deeper learning, wrapped in relationships." Because we believe relationships feed collaboration and personalization, we tailor what we teach to who we teach. The relationships between teacher and student, student and student, as well as parent and school, unlock the potential inside all to become who they are capable of becoming.

Deep roots allow trees to grow tall and weather many storms. Likewise, our intentional approach to developing a deep root system of cognitive, intrapersonal, and interpersonal skills in our students allows them to grow through challenges, ready to lead in a complex and dynamic world.

Concordia has been creating experiences that nurture individuality and excellence for two decades, and we continually look to improve student learning. The curricular developments mentioned below are a few recent examples of our evolving academic program.

Effective practices based on research in the cognitive domain:

- ▶ using multiple and varied representations of concepts or tasks
- ▶ encouraging elaboration, questioning, and self-explanation
- ▶ engaging learners in challenging tasks, with supportive guidance and feedback
- ▶ teaching with examples and cases
- ▶ priming students' motivation
- ▶ using formative assessment

Integrated Learning

Students create a tapestry of learning as they advance their skills and knowledge in cross-curricular experiences during Inspirations and Explorations, Applied Learning or elementary school classroom explorations. In high school, after a semester of developing skills in the field of epidemiology and global development, students bring this experience to bear as they look for solutions to social, political, and environmental problems and create avenues for change.

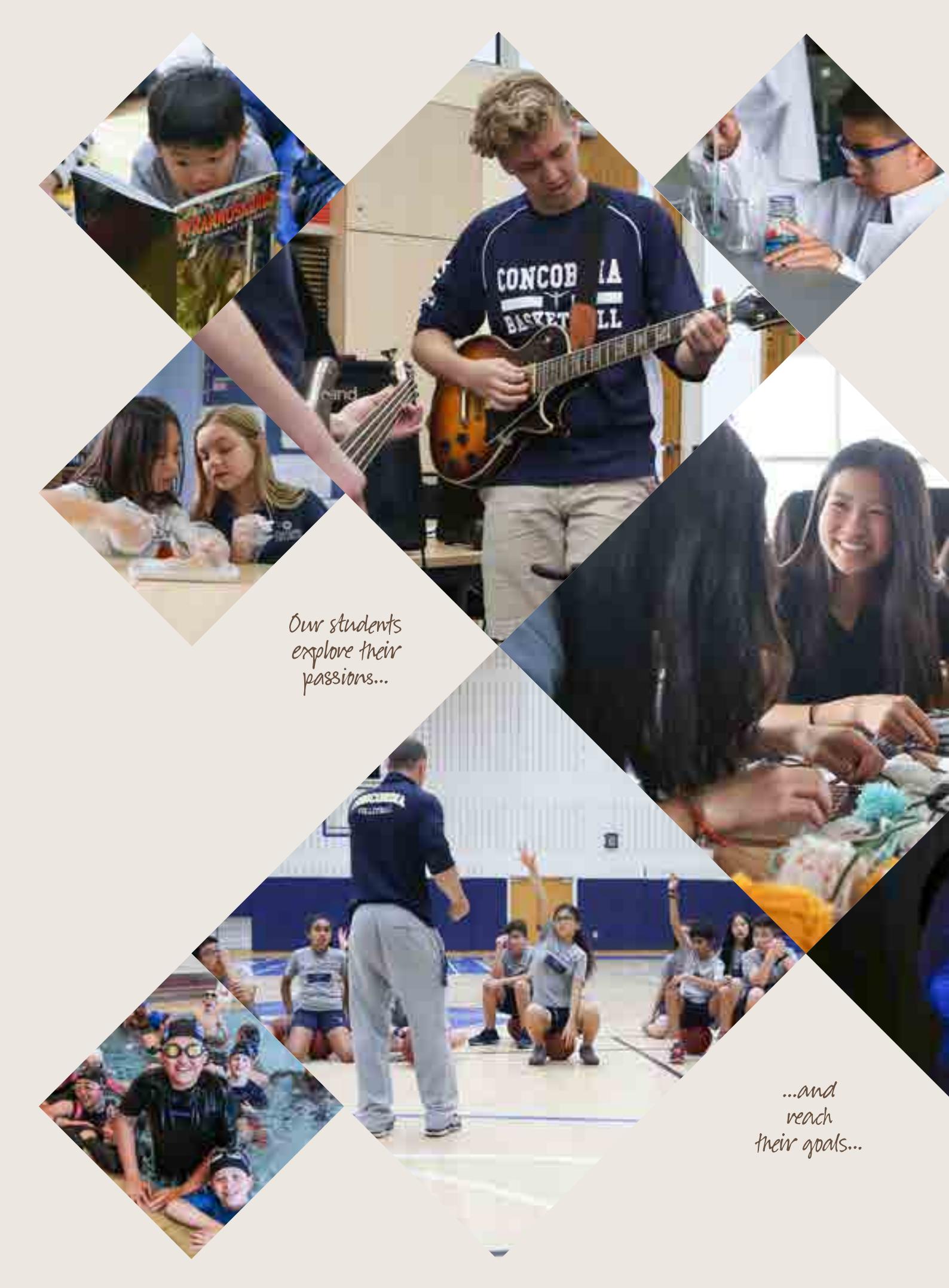
Innovation in Action

Concordia prioritizes opportunities for creation and innovation for both students and teachers. Dedicating time to connect learning across the grade levels allows our teachers to leverage prior learning and help students reach new depths of understanding. A grade 4 project on food waste becomes a school-wide composting project, involving grade 7 Makers and high school Explorers to supercharge our rooftop garden.

Service Learning in RSB

We have an intentional curriculum aligned to our Reflective Spiritual Beings (RSB) ESLR. Students explore and reflect on common virtues, look for ways to respond in the community, and understand their personal spirituality. Opportunities for Service Learning allow students to research and reflect on the diverse needs of others and actively explore the intersection of those needs with their own talents and gifts, developing a love for neighbor and an appreciation for self-sacrifice.





*Our students
explore their
passions...*

*...and
reach
their goals...*

Raising the Bar

*...while
maintaining
balance.*



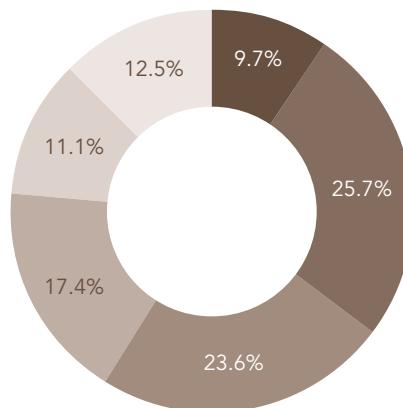
Co-Curricular Opportunities

Concordia's co-curricular program includes activities, sports, and clubs that run parallel to the curriculum and provide additional exposure to experiential learning within a safe and nurturing environment. Taught, coached or advised primarily by experienced Concordia teachers, co-curricular activities reinforce curricular areas and provide a place where students can fully explore the topics in which they have an interest. The co-curricular program aligns across grade levels, offering a thematic thread of intentional, age-appropriate activities starting in the early grades up through high school.

Elementary School	Middle School	High School
Co-curricular activities are generally held after school and focus on exploration with participation limited only by the number of students who can safely and effectively participate at one time.	In addition to their after-school co-curricular offerings, students have the opportunity to participate in sports that allow them to engage with students from other schools via the China International Schools Sports Association (CISSA) and Shanghai International Schools Activities Conference (SISAC).	There are increased opportunities for competition and collaboration, which may include travel throughout Asia as part of the Asia Pacific Activities Conference (APAC). Students focus and dive deep to develop their interests.

CO-CURRICULAR OFFERINGS

- ▲ Academic Enrichment
- ▲ Athletics
- ▲ Fine/Performing Arts
- ▲ Leadership
- ▲ Literacy
- ▲ STEM



144

Number of co-curricular activities offered across all divisions in 2017-18



University Matriculation

Our **244** graduates from the classes of 2016 to 2018 were accepted to **293** universities in **11** countries and **matriculated** to 125 institutions. Universities with multiple matriculations are denoted by boldface print. Listed universities located outside the United States include acceptances as well as matriculation.

UNITED STATES OF AMERICA

The University of Alabama
American University
 Arizona State University
 The University of Arizona
 Auburn University
 Biola University
Boston University
 Bowling Green State University
 Brandeis University
Brigham Young University
 Brown University
 Carleton College
Carnegie Mellon University
 Case Western Reserve University
 Central Michigan University
 Chapman University
 Clemson University
 Colorado College
 Concordia University - Portland
 The Cooper Union for the Advancement of Science & Art
Cornell University
 Dartmouth College
 Drew University
Duke University
 Embry-Riddle Aeronautical University - Prescott
 Emerson College
Emory University
 Fordham University
 Furman University
 George Fox University
 Georgetown University
 The George Washington University
Georgia Institute of Technology
 Gordon College
 Gustavus Adolphus College
Harvard University
Indiana University at Bloomington
 Indiana University-Purdue University Indianapolis
Johns Hopkins University
 Kettering University
 Lee University
Lewis & Clark College
Lipscomb University
 Macalester College
 Massachusetts Institute of Technology
Michigan State University
New York University
Northeastern University
Northwestern University
 The University of North Carolina at Chapel Hill
Oakland University
Occidental College
 Pennsylvania State University
 Pepperdine University
 Pitzer College
 Pratt Institute

Purdue University
 Rhode Island School of Design
Rose-Hulman Institute of Technology
 Saint Mary's College of California
 Santa Clara University
 Scripps College
 Smith College
 St. Olaf College
 Syracuse University
The University of Texas, Austin
 Texas A&M University
 The College of Wooster
 The New School-All Divisions
 Trinity University
Tufts University
University of California, Berkeley
University of California, Davis
 University of California, Irvine
 University of California, Los Angeles
 University of California, San Diego
University of California, Santa Barbara
 University of California, Santa Cruz
University of Chicago
 University of Houston
University of Illinois at Urbana-Champaign
 University of Maryland, College Park
 University of Miami
University of Michigan
University of Northern Colorado
University of Notre Dame
 University of Oregon
 University of San Diego
 University of San Francisco
 University of Southern California
 University of Virginia
University of Washington
 University of Wisconsin, Madison
 Utah State University
Vanderbilt University
 Vassar College
 Washington University in St. Louis
Wellesley College
 Western Washington University
 Willamette University
 Wisconsin Lutheran College
 Worcester Polytechnic Institute
 Yale University
AUSTRALIA
 RMIT University
CANADA
 Dalhousie University
 McGill University
 McMaster University
 Queen's University
 Ryerson University
 St. Francis Xavier University
University of British Columbia
 University of British Columbia - Okanagan Campus
 University of Guelph

University of Toronto

University of Victoria
University of Waterloo
 Wilfrid Laurier University

FRANCE

Vatel International Business School Hotel and Tourism Management

HONG KONG

City University of Hong Kong
 Hong Kong University of Science and Technology

University of Hong Kong

JAPAN

Waseda University

NETHERLANDS

Design Academy Eindhoven
 Hotelschool The Hague

REPUBLIC OF KOREA

KAIST - Korea Advanced Institute of Science & Technology

Korea University

Sogang University

Sungkyunkwan University (SKKU)

SUNY Korea

The Catholic University of Korea

Yonsei University

SINGAPORE

LASALLE College of the Arts
 Nanyang Technological University
 National University of Singapore

Singapore Management University

Yale-NUS College

UNITED ARAB EMIRATES

Emirates Academy of Hospitality Management

UNITED KINGDOM

Durham University

Imperial College London

King's College London

Nottingham Trent University

Queen Mary University of London

Royal Veterinary College

SOAS, University of London

St. Andrews University

The London School of Economics and Political Science

The University of Edinburgh

The University of Manchester

The University of Sheffield

The University of Warwick

The University of Winchester

University College London

University of Aberdeen

University of Birmingham

University of Bristol

University of Glasgow

University of Kent

University of St Andrews

University of the Arts London

Intellectual Hub

Concordia continues to act as an intellectual hub of learning and activity, attracting renowned authors, musicians, thinkers and leading experts to our campus. The school regularly hosts educational and cultural events that benefit our faculty, students and parents, as well as the greater Shanghai community.

The following are among the events that took place during the 2017-2018 school year.

In Conversation with Ishmael Beah

Activist and New York Times Best-selling author Ishmael Beah shared his experiences as a child soldier in Sierra Leone and read from his book "A Long Way Home: Memoirs of a Boy Solider" as part of a special Concordia Presents event. Beah, who is dedicated to advocating on behalf of those affected by the violence of war, was also a keynote speaker at the GINMUN 2018 conference.

Memoirs and Journals with Author Jack Gantos

As part of 2018 Elementary School Book Week, author Jack Gantos schooled students on the art of journaling and memoir writing at Book Week Family Night. The Newberry Medal-winning novelist entertained the Concordia community with hilarious yet heartening tales from his life in hopes of inspiring others to share their own stories.

Painter Lu: Through the Brush of the Folk Artist

Chinese folk artist Lu Yong Zhong joined us as artist in residence to work with teachers and students in the classroom, demonstrating the techniques for creating his signature Chinese peasant paintings. Lu is a member of the Shanghai Artist Association and a Shanghai Intangible Cultural Heritage bearer whose work has been widely collected by museums at home and abroad.

Redhot & Blue: An Afternoon of A Cappella Jazz

Yale University's oldest co-ed a cappella choir, Redhot & Blue, brought its award-winning sound to Concordia's Rittmann Theatre. The group, known for its innovative fusion of jazz standards with American Songbook classics, performed a free afternoon concert as part of their whirlwind visit to Shanghai.

Youth Leadership Forum II

At this student-led forum, Concordia high school students were joined by students from two of Shanghai's top bilingual schools to discuss the modern confluence of Eastern and Western cultures. Keynoting the bilingual event was award-winning CCTV editor and producer Liu Xia, who worked on the celebrated documentary series "When the Louvre Meets the Forbidden City."

The Big Data and Analytics Education Conference

The 6th Big Data and Analytics conference brought together educators and industry partners to exchange knowledge and ideas to better prepare students for the work force. The conference provided an opportunity for educators to explore how big data can be implemented into their teaching curriculum to meet industry demand. It was also a channel for industry partners to provide input for their needs to educational institutions.



In a dialogue with two Concordia high school students, Ishmael Beah discusses his work as a UNICEF ambassador.

High School

Kim Phuc,
"Fire Road"
author and
UNESCO Goodwill
Ambassador

Ishmael Beah,
author and UN
activist

M.T. Anderson,
young-adult author
and National Book
Award winner

Liu Xia,
award-winning
television editor and
producer

Andy Couturier,
author of "The
Abundance of Less"

We have been blessed to have so many influential speakers and industry experts share their work and insights with our community.



Author Kim Phuc chats intimately with students at the GINMUN 2018.

CCTV's Liu Xia delivers her keynote address at Concordia's first Youth Leadership Forum.

Middle School

John Zola,
educator and
Socratic seminar
expert

Zhang Qi,
professional
screenwriter

**Redhot & Blue
Choir,**
a cappella group
from Yale University

**Elementary School**

Breen O'Reilly,
educator and digital
literacy expert

Lu Yong Zhong,
renowned Chinese
folk artist

Green Initiatives,
local environmental
NGO

Jack Gantos,
celebrated children's
book author

Bethany Barton,
author and illustrator

Stanford d.school
design thinkers
Devon Young and
Ariel Raz

[Above] Jack Gantos entertains elementary school students with tales from his life. [Below] Painter Lu Yong Zhong brings the community together for an evening of art and Chinese culture.



Impact China

High School

Week-long adventure, service learning or cultural excursions with in-depth China focus, impacting both students and local residents

Across all grades, Concordia introduces students to their host country through educational travel opportunities focused on service, adventure and culture.

Early Childhood and Elementary School students explore the Shanghai area through day trips and service experiences, growing as servant leaders and active global citizens.

Middle School

3-7 day trips exploring self and China

Exploration of self and China are hallmarks of the Middle School educational excursions, which venture out of Shanghai to Nanbeihu (G5), Moganshan (G6), Beijing (G7), and Yangshuo (G8) and involve adventure, challenge and service.

Elementary School

Exploration and exposure; field trips that enhance lessons and feature the local community

Concordia's High School students make a significant impact during "TrlBES"—a week-long, off-campus learning experience. These trips provide in-depth focus on China and are designed to develop communication and leadership skills, self-reliance and compassion. Concordia has purposefully designed its TrlBES program for students to grow through dynamic experiences and to improve their understanding of China.

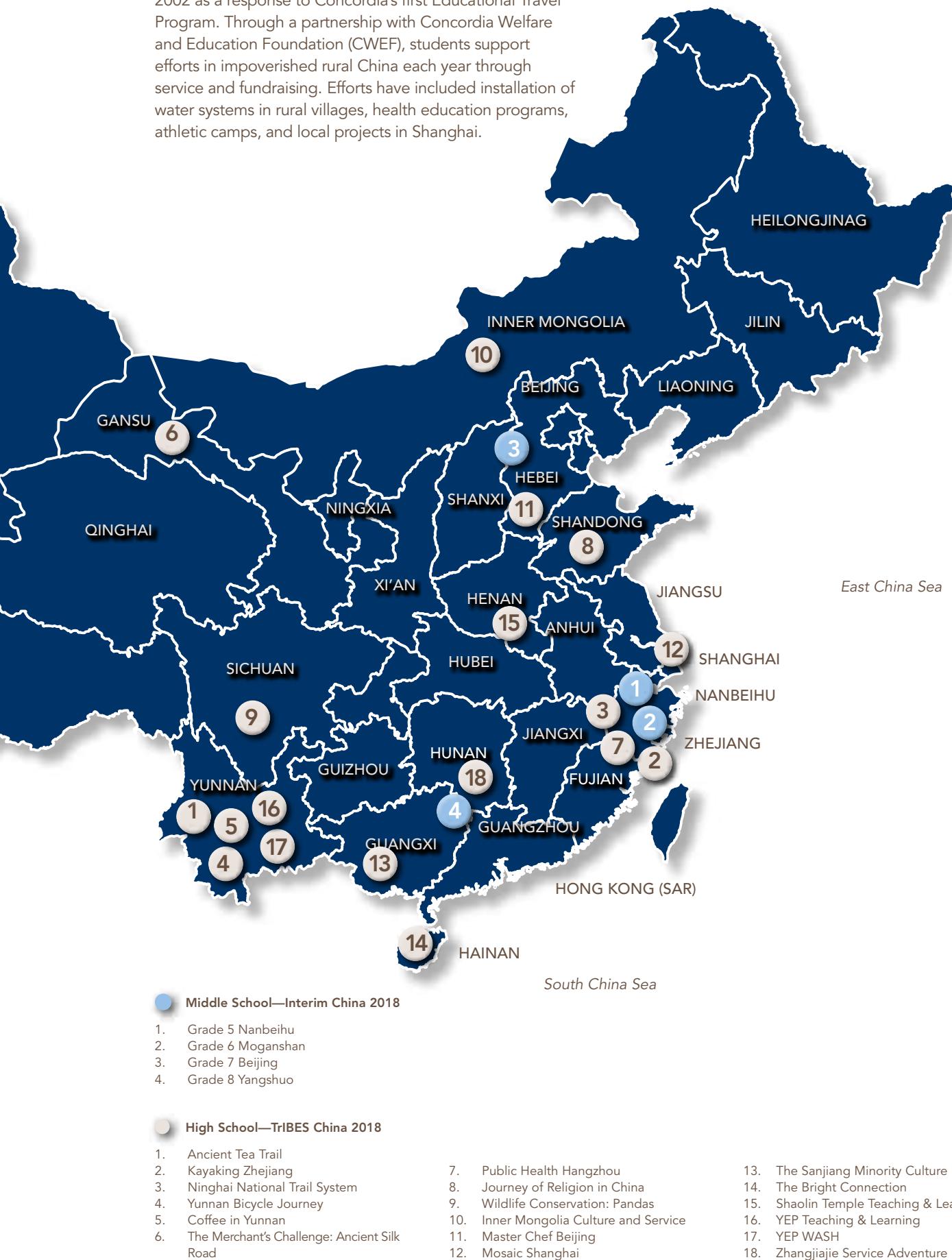


Early Childhood



Youth Empowering Progress (YEP)

Concordia students founded the Yunnan Education Project charity, now called Youth Empowering Progress, in 2002 as a response to Concordia's first Educational Travel Program. Through a partnership with Concordia Welfare and Education Foundation (CWEF), students support efforts in impoverished rural China each year through service and fundraising. Efforts have included installation of water systems in rural villages, health education programs, athletic camps, and local projects in Shanghai.





Our vibrant
and diverse
community...

creates the ideal
foundation...

People Who Make Our Community

*...for the
entire family's
success.*

20th Anniversary Weekend Celebration

The 2018-2019 school year is a milestone in the history of Concordia International School Shanghai, as it marks the school's twentieth anniversary. During the weekend of August 24-26, the school community, including a number of founders and original faculty, gathered for a series of celebratory events that paid tribute to Concordia's history and celebrated its future. Special activities included a Phoenix picnic and a fun run relay, a history walk of campus and a special dinner honoring our founders and former heads of school.

Over the past twenty years, the city of Shanghai has experienced monumental growth, and Concordia has been no exception. When its doors first opened in September of 1998, a staff of 17 teachers

welcomed a student body of 22 students. Today, over 1,300 students from more than 30 countries and regions around the world walk Concordia's halls and are taught by a faculty of 157. The campus, which started with a single temporary building in the heart of Pudong, an area once occupied by marshy rice fields, now boasts 33,748 square meters of purpose-built facilities and state-of-the-art learning spaces.

"We are pleased to see how the seed that was planted in the early 1990's has grown to this point in 2018 and that it has been a blessing to so many students and families in the Shanghai community," remarked Concordia's first head of school, Dr. Allan Schmidt, at a formal assembly that included local officials and the US Consulate General.

The twentieth anniversary weekend, provided the Concordia community an occasion to reflect on how far the school has come and on the thousands of lives it has helped shape through its educational and service programs. It also inspired excitement and promise for the next stage in Concordia's journey.

"Our vision," proclaimed Concordia Head of School Dr. Mary Scott addressing the assembly, "is for Concordia to be a global platform fostering deeper learning and transforming lives to lead change in a dynamic and complex world. We want our future as a school to echo this statement and live out this vision."

*20th-
Birthday
assembly*



*Concordia
History Walk*

*Fun
Run Relay*



A Day in the Life of a High School Student

"It's a huge plus living so close to school."

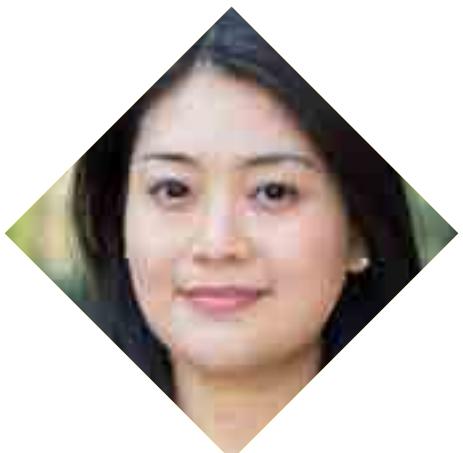
- 7:30 a.m. It's a Monday morning, but I'm feeling rejuvenated from a restful weekend. I take a shower and get dressed in my collared white shirt and khaki shorts. I like to take my time when I prepare for school, and by 8:15, I'm ready to head out.
- 8:25 a.m. It's a huge plus, living so close to school. Just 10 minutes after I leave home, I'm already climbing the stairs to my first class of the day: AP Calculus BC.
- 8:30 a.m. Another school day officially begins. What better way to start off the day than with some complex algebra and calculus! Finding the antiderivative using U-substitution for indefinite integrals and figuring out when to use the fundamental theorem of calculus can be exhausting at times, but once you get the hang of it, it becomes quite enjoyable.
- 10:00 a.m. Now it's time for another challenging, yet very fascinating course: AP Psychology. Did you know that humans share 98.8% of their DNA with chimpanzees?
- 11:25 a.m. Lunch time. Streams of students start pouring out of every corner of the building as if they have been hiding and waiting for just this moment. I bring my food upstairs and take a seat in the usual booth that I sit in with friends. Before I even know it, people are beginning to put their plates away to prepare for the next part of the day.
- 12:05 p.m. It's time for the high school assembly. It's one of the only two times in the week that the entire high school gets together as a group, the second being at the end of the day on Friday.
- 12:25 p.m. Time for Chamber Choir. It's that time of the year and we are busy mastering our notes, recalling the lyrics, and marking our music in preparation for the Asia Pacific Activities Conference event being held in Guangzhou this year.
- 1:55 p.m. It has only been what felt like a couple of hours, and I'm already preparing for my last class of the day: Engineering. I'm making some last-minute adjustments to my robot and refining the codes on my computer.
- 3:20 p.m. School is over, so I head to baseball practice.
- 4:00 p.m. After a jog around the field and some tossing, coaches divide us into two groups, one for infield practice and the other for batting practice in the cages.
- 6:30 p.m. I'm home from practice, so time for dinner, shower and homework—after a busy day of school, transitions seem to occur in the blink of an eye.
- 7:00 p.m. Day 1 is complete, but day 2 is just around the corner. I pick up where I left off over the weekend and start with the reading for Science Fiction. Once I've completed the task, I then move on to coding my own space invaders game for AP Computer Science. I'm tempted to chat with my friends and check social media, but if I want to go to bed early, I need to focus.
- 10:30 p.m. I'm in bed. My eyes are slightly open as I reflect on the long, but productive day.



A Day in the Life of a Repatriating Parent

**"It's not
easy saying
good-bye."**

- 7:00 a.m. Bonus day! My daughter doesn't have class today, so we got to sleep in. Normally, she'd be getting ready to catch the bus, and I'd be preparing to start my day.
- 7:15 a.m. Coffee is ready and we discuss the previous day. Yesterday, we took the high speed train to Nanjing to visit the Nanjing Massacre Museum. Unfortunately, they are closed on Monday's and it never occurred to my husband and I to look that up. Oops.
- 9:45 a.m. I finish packing the car with stuffed animals to donate to a local migrant school. This will afford us some much needed room in our shipment container. Yep, after my daughter's graduation, we're heading back to the States.
- 10:10 a.m. I head to a meeting with one of the moms who will be taking over my role in the Phoenix Shop. I was one of five parents who helped start the shop in 2006, so it's a bit like the end of an era. Thankfully, two Concordia moms have stepped up to take it over, so I needed to pass on all the information that's been stored in my head over the past 12 years. I remind her, I will be a "WeChat" away.
- 11:00 a.m. See my daughter and husband talking to Mr. Lavender; he gave her some great advice about starting out at university.
- 11:45 a.m. Get a text from George at the school's copy center, complimenting my daughter's page in the yearbook that one of his friends helped me make. George has helped me make multiple things over the years—costumes, banners and even cookbooks.
- 1:15 p.m. I have a quick lunch at home and do some packing.
- 2:15 p.m. I take my daughter to my favorite tailor for some adjustments to her graduation *qipao*. We have worked together for 10 years. Today, she thanked me for my business and offered to cook for me next time I'm in Shanghai.
- 3:00 p.m. Meet up with my Phoenix Shop vendor for a farewell coffee. He has helped me with so many things, not only his great quality clothing, but he is my "go to" on Chinese culture. It is not easy saying goodbye.
- 6:00 p.m. I get a WeChat from my British neighbor that she wants to stop by for a glass of wine. She has just recently found out she is repatriating too and is trying to deal with all that entails.
- 7:15 p.m. Have dinner at home with my daughter. My husband is meeting up with a close friend to say goodbye.
- 8:00 p.m. I rinse dishes and set aside for Ayi. We have been blessed to have the same Ayi for 14 years. She is a part of our life in Shanghai. We are going to really miss her!
- 8:30 p.m. Head upstairs for some TV before bed. It has been a busy couple of weeks, full of going-away parties, packing, and just coping with the move. We have loved our time in Shanghai, but it has come to an end, so it's time for us to say "Zai Jian!"



A Day in the Life of a Teacher

**"It's going
to be a
great day!"**

- 5:05 a.m. The familiar jingle of my Monday-Friday alarm calls for me to put my feet in my slippers and begin a new day!
- 5:30 a.m. I'm finishing my morning shower and preparation routine by now and heading out the door for a brisk walk with our dog.
- 6:10 a.m. Done with lunch preparations. I reach for what I need to prepare breakfast. It's going to be a great day!
- 6:30 a.m. Time to begin part 2: prepare other people for a great day! While my daughters dress, I read a quick devotional to help prepare my mind to stay focused.
- 7:15 a.m. We get in the van and spend a few moments chatting about the day ahead. Less than a block away, we are saying our goodbyes to husband/daddy, as we get out of the car on Huangyang Lu.
- 7:45 a.m. The bell rings, and I am reminded of how thankful I am to teach third grade students! I hug my daughters and smile knowing that we are together in the same building.
- 8:00 a.m. By now, my 2nd family has arrived, and I get to begin the day with community time. My students and I discuss any and all "exciting happenings" since we were last together, and we quickly move into our mathematical studies.
- 9:15 a.m. We've moved on to a social studies lesson on Chinese folklore. The rich conversations are due, in part, to the amazing life journeys of such a diversified student population.
- 10:00 a.m. A mere twenty minutes until a snack/recess break, we push through with a focus on the study of words.
- 11:50 a.m. It's time to teach Reading and Writing Workshop, and we are preparing for narrative writing pieces, so today is a day to meet with small groups, which is one of the best ways for me to find acute areas in which each student wants to demonstrate growth.
- 12:30 p.m. I walk with students to the lunch room, listening to the eager chatter of students who have absorbed new information and need a small break.
- 1:15 p.m. It's time for our Read-Aloud, and story discussion. The students love our current book, "Because of Winn Dixie."
- 1:35 p.m. I say farewell to my students as they leave for Mandarin instruction and Special classes.
- 3:20 p.m. The school day officially ends, and I am off to connect with my daughters.
- 5:30 p.m. The rush of afternoon dance, chores, homework, meetings, and email replies is over, and it is time to sit down as a family again. We discuss the highs and lows of the day, commenting on how we can learn from the lows.
- 7:30 p.m. We do our evening devotion as a family and say good night.
- 9:30 p.m. My eyes begin to feel heavier. Despite the fatigue, I know that it was "energy well spent." I feel as though my mother's words ring in my ears, "my dear, bloom where you are planted."



ENC
OUR
AGE

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