



XI'AN LIANGJIATAN

INTERNATIONAL SCHOOL

梁家滩国际学校
中学手册

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HEAD OF SCHOOL'S WELCOME

校长寄语

Welcome to Xi'an Liangjiatan International School (XLIS), and thank you for your interest in one of the most attractive and ambitious schools in Xi'an.

At XLIS, our emphasis is on life-long learning. Our educators and staff's endeavor is to build a world-class school with an international perspective. We understand that in order to achieve success, students have to be committed to learning. We aim not only for the highest standards in everything we do, but also for the school to serve the global community. This begins with a highly engaging educational program that focuses on developing the academic, social, and emotional capabilities of each child.

As one of the top international schools in Xi'an, we are committed to offering a student-centered, holistic education to prepare students to pursue a higher education and a successful life. We encourage you to browse through our website and learn more about XLIS and the unique educational programs we have to offer.

Head of School's Welcome

E-mail : lily.liu@xalis.com

欢迎加入西安梁家滩国际学校（XLIS）。作为西安最具吸引力和理想的学校之一，我们非常感谢您的青睐。

本校注重学生的终身学习。我们全体教职工都在为打造一所具有国际视野的世界一流学校而不懈努力。我们深知学生只有不断地学习，才能走向成功。我们的目标不仅仅是把每项工作都尽善尽美，更为了本校能服务于国际社会。从一个独具魅力的教育计划开始，注重开发每个孩子的学术，社交和情感的能力。

作为西安顶尖的国际学校之一，我们提供以学生为中心的全面教育，帮助学生为高等教育和未来成功人生做好准备。您还可以浏览我们的网站，进一步了解更多有关西安梁家滩国际学校以及我们所提供的独特的教育计划的信息。

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SECONDARY PRINCIPAL'S MESSAGE

中学部校长寄语

It is my pleasure to welcome students to the secondary division at Xi'an Liangjiatan International School on behalf of the teaching team. Every student is an integral part of the learning community here at XLIS. In keeping with our school mission, we strive to develop and nurture global citizens who ask questions and take action to make a difference in the world. We encourage every XLIS student to be a positive influence in the school and in the local and global communities. We are committed to making the world a better place through ongoing service projects and through a culture of care, inside and outside of the classroom.

We provide an inquiry-based and student-centred approach to education with collaborative learning as a central element. We are an International Baccalaureate World School and follow the Middle Years Programme (MYP) and Diploma Programme (DP) as our curriculum frameworks. We are committed to differentiation in our classrooms and we know that learning happens at different paces and in different ways for all students. We strive to reach the needs of every student through differentiated teaching strategies and through the support of our Learning Enhancement and English as an Additional Language teaching teams. We believe in the importance of the IB Approaches to Learning (ATL) and emphasise the ATL skills in our classrooms every day. We communicate to students and parents continuously about student progress towards the ATL skills; research, social, thinking, self-management, communication skills. Open lines of communication between students, teachers and parents our important and we invite students to be at the centre of discussions about their progress so all we hold three-way conferences and student led conferences with parents, always honouring student voice.

In our school vision, we focus on leading education through innovation. We provide opportunities for our students to innovate every day in the classroom and through extra curricular activities and Project Based Learning. MYP 1-4

students are involved in year-long META projects where they lead the learning for two hours per week, researching and taking on projects that they are passionate about. We believe this work prepares students for the world beyond secondary school and also helps to prepare them for two major IB culminating projects (the MYP Personal Project and the DP Extended Essay).

The United Nations Sustainable Development Goals (UN SDG) have become part of the fabric of the secondary school. Our students understand that the world needs to meet the seventeen UN SDG's by 2030 and we know that is our responsibility as global citizens to help. MYP 1-4 students are involved with Sustainable Development Goals Projects and all students through MYP Service as Action (SA) and DP Creativity Activity Service (CAS) make connections with the service work they are doing and these important global goals. The SDG' are integrated and embedded into subject and inter disciplinary units.

We are proud of our balanced MYP curriculum where students study a full range of subjects throughout the five years of the programme. In DP students make informed course choices with the support of teachers, the DP Coordinator and Counsellor, keeping in mind their strengths, passions and post-secondary educational aspirations. We work to prepare students for the world beyond high school and build a solid bridge for students, preparing for university. We are proud of all of our past graduates and look forward to our first year of IB Diploma Programme Graduates walking access the stage in June, 2019. Xi'an Liangjiatan International Secondary division is a dynamic learning community with a future forward educational approach.

Daun Yorke

我非常荣幸的代表中学部教学 团队热烈欢迎学生们来到西安梁家滩国际学校的中学部学习。在XLIS，每一个学生都是这个学习社区中十分重要的一部分。为了与我们学校的使命保持一致，我们努力发展和培养善于提问，勇于实践去让这个世界发生改变的国际公民。我们鼓励每一个XLIS的学生都能在学校，当地和国际社区中创造积极的影响。我们通过课堂内外不间断的服务项目和一种善意的文化氛围致力于让世界变得更加美好。

我们提供以质疑为基础，以学生为中心并以合作学习作为中心元素的教育方式。我们是一所世界国际文凭学校并以中学课程和预科课程作为我们的课程体系。我们在课堂上注重差异化教学并且深信所有学生的学习速度和方式都有所不同。我们力求通过差异化的教学策略和来自教学提高组和英语作为附加语的教学组的支持。我们坚信IB学习方式的重要性并且每天在课堂上强调学习方式的技能。我们持续不断的与学生和家长沟通关于学生学习方式技能，研究，社交，思维，自我管理和沟通技能的进步情况。学生，老师和家长之间的沟通和交流是至关重要的，我们邀请学生作为发言人讨论关于他们的进步，因此我们举办三种方式会议和学生主导的家长会，我们一直以学生的发声为骄傲。在我们的学校愿景中，我们注重通过创新引领教育。我们为学生提供机会，让他们每天在课堂上创新，通过课外活动和项目学习。中学1-4年级的学生参与了长达一年的元项目，他们每周领导学习两个小时，研究并参与他们感兴趣的项目。我们相信这项工作作为学生们中学以后的学习做准备，同时也帮助他们为两个主要的IB课程(MYP个人项目和DP扩展论文)做准备。

联合国可持续发展目标已成为中学教学结构的一部分。我们的学生明白，世界需要在2030年前满足17个联合国可持续发展议程，我们知道，作为全球公民，我们有责任提供帮助。中学1-4年级的学生参与可持续发展目标项目，所有学生通过初中以服务为行动和高中创造性的活动服务与他们正在做的服务和这些重要的全球目标建立联系。可持续发展目标被整合并嵌入到学科和跨学科单元中。

我们为我们平衡的初中课程感到自豪，在课程的五年中，学生们学习各个科目。学生在教师、预科课程协调员和顾问的

支持下做出知情的课程选择，并牢记他们的长处、爱好和中学后的教育愿望。我们努力让学生为高中以外的世界做好准备，为学生们搭建一座坚实的桥梁，为大学做好准备。我们为所有过去的毕业生感到骄傲，并期待着我们第一年的IB文凭预科课程的毕业生们在2019年6月踏上崭新的舞台。西安梁家国际学校中学部是一个充满活力的学习型社区并具有前瞻性的教育理念。

Daun Yorke
XLIS中学校长



VISION & MISSION

愿景和使命

Our School Mission

学校使命

XLIS provides a non-profit education focused on enabling confident, open-minded global citizens through life-long learning and a sense of community.

XLIS提供了一种非营利性教育，旨在通过终身学习和社区意识培养自信、开放的全球公民。

Our School Vision

学校愿景

To lead education through innovation and a student-centred, community driven approach.

通过创新和以学生为中心、以社区为导向的方式领导教育。



At Xi'an Liangjiatan International School, our mission and vision drive everything that we do. It is essential that secondary students familiarise themselves with these statements that define our purpose and aspirations. The XLIS Mission and Vision connect to all aspects of school life, including the curriculum.

One of our overarching goals at the school is to develop young people who are both academically and socially confident and aware. We encourage students to be open-minded, in and outside of the classroom, ready to engage with multiple perspectives, respectfully. International mindedness and global citizenship is fostered through the curriculum and through the work we do in local and global communities. Through the intentional work that we do, we instil a love of learning in students that will last a lifetime.



在西安梁家滩国际学校，我们的使命和愿景推动着我们所做的一切。中学生必须熟悉这些定义我们目标和抱负的语句。XLIS的使命和愿景与学校生活的方方面面相连，包括课程设置。

在学校我们的首要目标之一是培养那些在学术上和社会上都有自信和有意识的年轻人。我们鼓励学生在课堂内外保持开放的心态，以尊重的态度参与到多角度的活动中来。国际意识和全球公民意识是通过课程和我们在当地和全球社区所做的工作来培养的。通过我们的努力，我们向学生灌输了对学习的热爱，这种热爱将会持续一生。

You will not see teachers standing at the front of the classroom, delivering content to students at XLIS. We are committed to a student-centred approach to education and this is lived every day. Our approach to learning is collaborative, students will find themselves to be part of a dynamic learning-community. Innovation is a corner stone of the secondary school. We have taken on a number of future forward initiatives that include project based learning and student-driven inquiry, such as our META Projects and the United Nations Sustainable Development Goals projects for all of our MYP 1 - 4 students. We believe in empowering our students to dream, to act and to lead.

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你不会看到老师站在教室的前面，向学生们传递信息。我们致力于以学生为中心的教育方式，这种方式每天都在发生。我们的学习方式是合作的，学生们会发现自己是一个动态学习社区的一部分。创新是中学部的一块基石。我们已经采取了一些未来的主动行动，包括基于项目的学习和学生驱动的调查，例如我们为所有中学 1 - 4 年级的学生组织的元项目和联合国可持续发展目标项目。我们相信授权我们的学生去梦想，行动和领导。

在学校我们的首要目标之一是培养那些在学术上和社会上都有自信和有意识的年轻人。我们鼓励学生在课堂内外保持开放的心态，以尊重的态度参与到多角度的活动中来。国际意识和全球公民意识是通过课程和我们在当地和全球社区所做的工作来培养的。通过我们的努力，我们向学生灌输了对学习的热爱，这种热爱将会持续一生。

SECONDARY SCHOOL CULTURE

中学部的文化

“A Student Centred, Community-Driven Approach”

“以学生为中心、以社区为导向的方式”

School culture is of paramount importance, the tone that is set in classrooms, hallways and all spaces of the school impacts students, socially and emotionally. It is our goal to have a positive tone throughout the school so student feel comfortable being themselves and respected as individuals in and outside of classrooms. The school is a second home for students and everyone should feel that they belong and that they are a vital member of the community. We are a community that honours people of all races, religions, genders and sexual orientations. Discrimination against others is never acceptable and will always be addressed and dealt with by the counselling department and school administration. We take matters of discrimination and bullying very seriously. All students, teachers, staff members and visitors to the school deserve the right to feel safe and respected at all times.

An important aspect of the secondary school community is student leadership. The student council is composed of students from all MYP and DP grade levels. Council members meet weekly with the secondary principal to discuss school issues and to plan events to raise awareness of issues that matter to students. A goal of the student council is to enhance and improve school culture. The council represent student voice and student council members are prepared to listen to students concerns and suggestions for improving school culture. All students should feel that their voice counts and that they are important members of the XLIS family. Student council members will report meeting minutes to grade level classes weekly and will take feedback from students directly and from the Student Council suggestion boxes, placed in the school hallways. Every voice matters and we believe that every person, big or small, can make a difference to our community

学校文化至关重要，在教室、走廊和学校的所有空间内所设置的氛围会影响学生的社交和情感。我们的目标是在整个学校都保持一种积极的态度，让学生感到自在，觉得自己在课堂内外都很受尊重。这所学校是学生的第二个家，每个人都应该感到他们属于这个社会，他们是这个社会的重要成员。我们是一个尊重所有种族、宗教、性别和性取向的人社区。对他人的歧视从来都是不可接受的，咨询部门和学校行政部门将会予以处理。我们非常重视歧视和欺凌。所有的学生、教师、教职员工和参观学校的人都有权利在任何时候感到安全和被尊重。

中学社区的一个重要方面是学生的领导能力。学生会由来自中学和预科年级的学生组成。委员会成员每周都会与中学校长会面，讨论学校问题，并策划活动，以提高学生对重要问题的认识。学生会的目标是加强和改善学校文化。委员会代表学生的声音，学生委员会成员准备好听取学生对改善学校文化的关注和建议。所有的学生都应该觉得自己的声音很重要，他们是XLIS家庭的重要成员。学生会成员每周将会议记录报告给年级的不同班级，并从学生直接和学生委员会的建议框中获得反馈，这些建议框放在学校走廊上。每个声音都很重要，我们相信每个人，无论大小，都能给我们的社区带来改变。



SECONDARY SCHOOL CULTURE

中学部的文化

“A Student Centred, Community-Driven Approach”

“以学生为中心、以社区为导向的方式”

To build a culture of understanding, every secondary class will create an essential agreement at the start of the year. This essential agreement will frame expectations for the classroom community in positive language. All students will be accountable and support one another to follow the essential agreement.

In addition to essential agreements, the seven norms of collaboration will be shared and at faculty meetings, student council meetings and in classrooms. These seven norms will support all members of the community with their efforts to be good listeners and speakers and collaborators.



为了建设理解文化，每一个中学班级都会在学期之初创建基本共识。此基本共识将会表达对学生在教室型社区中使用积极地正面语言的期待。每一个学生都有互相鼓励遵守基本共识的责任。

另外，针对基本共识，在教职工会议、学生会会议和教室中还存在七项合作准则。这七项准则将会支持所有社区内的成员为其成为优秀的倾听者、演讲者和合作者而做出努力。

合作准则

1、停顿

在回答或提出问题之前停顿一下，可以让你有更多的时间思考、提升对话质量以及讨论和决策。

2、分段

使用一个对你来说很舒服的段落起始语——“那么……”或者“你是……”或者“你在想……”——在起始语后承接有效的解释来帮助团队成员在交谈和做出决定时相互理解和理解。

3、提出问题

提出问题的两个目的分别是探索和指定思考。问题的提出可能是用来探索感知、假设和解释，并邀请其他人去探究他们的想法。例如，“你在探索什么？”使用更聚焦的问题例如“特别是哪些学生？”或“可能是什么例子”，以提高团队成员思维的清晰度和准确性。在提出自己的想法之前，应先问问别人的想法。

4、明确阐述你的观点

观点是有意义的对话和讨论的核心。应当给你的表述贴上标签，例如：“这是一个想法。”或者“我认为我有……”或者“这是一种可能的方法……”或者“另一个考虑可能是……”。

5、提供数据支持

提供各种形式的数据，无论是定性的还是定量的，并且支持小组成员在他们的工作中构建、共享理解。数据在我们阐释以外没有任何意义；共享的意义是建立在协作探索、分析和解释数据基础上发展而来。

6、关注自己和其他人

当每个小组成员都注意到自己和他人的时候，就会促进有意义对话和讨论的进行，并且意识到他/她在说什么、他们是如何表达的以及其他他人是如何回应的。这包括在计划、促进和参与小组会议和谈话时注意不同的学习风格。

7、假设他人拥有积极的意图

假设其他人的意图是积极的、意在促进有意义的对话和讨论，避免无意的贬低。在演讲中使用积极的意图的假定是一种规范的表现。



Norms of Collaboration

Annotated

- 1. Pausing**
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 2. Paraphrasing**
Using a paraphrase starter that is comfortable for you – “So…” or “As you are…” or “You’re thinking…” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 3. Posing Questions**
Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.
- 4. Putting Ideas on the Table**
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea…” or “One thought I have is…” or “Here is a possible approach…” or “Another consideration might be…”.
- 5. Providing Data**
Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.
- 6. Paying Attention to Self and Others**
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 7. Presuming Positive Intentions**
Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Center for Adaptive Schools

www.adaptiveschools.com

The following document is from the Centre for Adaptive Schools and the Thinking Collaborative website (www.thinkingcollaborative.com)

以下文件来自于适应学校中心和思考合作网站。

XLIS SECONDARY LEARNING PRINCIPLES

XLIS 中学学习准则

“Education focused on enabling confident, open-minded global citizens”

“教育着眼于塑造自信的、思想开放的世界公民”

In order to maximise learning in the secondary school, we follow a set of learning principles. To realise our school mission statement and help develop confident, open-minded global citizens, we set up the following conditions for learning.

Powerful learning happens when students feel safe and supported.

Powerful learning happens when students understand the why's of learning.

This learning principle is met through learning goals and objectives consistently being made clear to students.

Powerful learning happens along a learning continuum.

This learning principle is met through the ongoing commitment of teachers, leaders, and student to demonstrate positivity, respect and caring for one another in and outside the classroom and through respectful interactions on social media.

为了最大化中学生的学习效率，我们需要遵循一系列的学习准则。同时为了明确我校的使命以及帮助塑造自信的、思想开放的世界公民，我们提出了以下的学习准则：

当学生们感到安全并收获支持时，学习效率会提高。

在学生们理解为什么要学习时，学习效率会得到提升。

此项学习准则需要始终向学生明确学习目的和目标。

连贯的学习可以提升学习效率。

此项学习准则需要教师、领导和学生之间保证在学校内外持续贯彻积极性、尊重和关心，并且在社交媒体上形成互相尊重的互动。

This learning principle is met through supporting learners to access the vertically aligned curriculum at each level (to meet the programme learning expectations). At XLIS, we understand that learning may happen for students at different rates and they may achieve success in different ways. A vertically aligned curriculum will help every student get there in their own time.

Powerful learning happens when knowledge is constructed and co-constructed by students

This learning principle is met through learners being provided opportunities to build understanding about the world, across subjects, independently and in community. At the heart of this constructive approach is student inquiry.

Powerful learning happens when students receive meaningful feedback.

This learning principle is met through differentiation strategies where students are given the appropriate amount of challenge for them to grow and expand their learning.

This learning principle is met through students receiving timely, quality feedback that focuses on improvement and not merely grades.

Powerful learning happens when students are appropriately challenged.

此项学习准则需要支持不同水平的学生了解和接触纵向体系的课程（去满足的制定的学习期望）。在XLIS，我们明白不同的学生有不同的学习效率以及会用不同的方式达成目标。一个纵向设置的课程体系会帮助每一个学生以他们的步调达成目标。

当学生们已经自己以及合作完成对知识的建构时，学习效率会提高。

此项学习准则需要给学生提供独立或在社区内了解世界和跨学科知识的机会。而构建途径的核心是学生的质询。

当学生收到有意义的反馈时，学习效率会提高。

此学习准则需要结合学生个体差异性策略给予学生合适程度和数量的挑战以发展和拓展他们的学习。

此学习准则需要学生及时收到高质量的反馈，反馈内容应当切合学生能力提升需求而不是仅仅反馈成绩。

当学生们面临适当的挑战时，学习效率会提升。

ACADEMIC PROGRAMMES

学术项目

MIDDLE YEARS PROGRAMME

中学项目

“Through the five years of MYP, students gain confidence and work towards becoming open-minded global citizens.”

“经过5年的MYP教育，学生收获了自信并且向着成为思想开放的世界公民而努力。”

OVERVIEW综述

THE MIDDLE YEARS PROGRAMME (MYP) AT XLIS XLIS的中学项目 (MYP)

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study of nine subject groups
- requires the study of Chinese and English to support students in understanding their language cultures and the language and culture of the host country
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.



- 全面解决学生的智力、社会、情感和身体健康问题
- 为学生提供机会去发展他们需要的知识、态度和技能以便管理复杂问题并为他们未来的行为负责
- 通过对九个主题的研究，确保理解的广度和深度
- 要求学习中文和英文，以便学生理解他们的语言文化以及东道国的语言和文化。
- 授权学生参与社区内的服务
- 帮助学生为进一步的教育、工作场所和终生学习做好准备。

Every student from MYP 1- MYP5 studies the following subjects three hours per week:

- English (Language Literature or Language Acquisition)
- Chinese (Language Literature or Language Acquisition)
- Individuals and Societies
- Science (Biology, Chemistry, Physics)
- Mathematics
- Visual Arts
- Music (Band or Choral)
- Design
- Physical and Health Education

每一个MYP1-MYP5的学生在学习中需要每周花费三小时做到以下项目：

- 英语（语言文学或语言习得）
- 中文（语言文学或语言习得）
- 个体和社交
- 科学（生物、化学、物理）
- 数学
- 美术
- 音乐（乐队或合唱队）
- 设计
- 身体及健康教育

Our MYP Coordinator is Mr Arif Minhal and his email address is arif.minhal@xalis.com

我们的MYP协调员是Mr Arif Minhal，他的邮箱是arif.minhal@xalis.com

ACADEMIC PROGRAMMES

学术项目

DIPLOMA PROGRAMME

学位项目

“Through the rigorous final two years of high school, further confidence on their journey as life-long learners.”

“通过最后两年严格的高中教育，他们自信昂扬的踏上作为终身学习者的旅程。”

OVERVIEW综述

THE DIPLOMA PROGRAMME (DP) AT XLIS XLIS的学位项目 (DP)

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study of nine subject groups
- requires the study of Chinese and English to support students in understanding their language cultures and the language and culture of the host country
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.



- 全面解决学生的智力、社会、情感和身体健康问题
- 为学生提供机会去发展他们需要的知识、态度和技能以便管理复杂问题并为他们未来的行为负责
- 通过对九个主题的研究，确保理解的广度和深度
- 要求学习中文和英文，以便学生理解他们的语言文化以及东道国的语言和文化。
- 授权学生参与社区内的服务
- 帮助学生为进一步的教育、工作场所和终生学习做好准备。

Every student in the DP follows a two-year programme and chooses six subjects three - four hours per week.

Three subjects are taught at standard level (150 hours over two years) and three subjects are taught at the higher level (240 hours over two years). Students make choices based on their passions, abilities and future University plans.

Group One: English or Chinese or Korean (Language Literature)

Group Two: English or Chinese (Language B)

Group Three: Geography or Business and Management

Group Four: Biology or Chemistry or Physics

Group Five: Mathematics Standard Level, Studies or Higher Level

Group Six: Visual Arts or Music or Group Six Alternative: C

Chemistry or Business and Management In addition to the above courses, every student In addition to the above courses, every student completes a 4000 word essay (The Extended Essay) and takes a course called Theory of Knowledge for two hours per week and takes part in Creativity Activity Service (CAS) throughout the two years.

Our DP Coordinator is Mrs Jaimala Quinlan and her email address is jaimala.quinlan@xalis.com

我们的DP协调员是Mrs Jaimala Quinlan
她的邮箱是jaimala.quinlan@xalis.com

标准等级的课程3门（2年为150个小时）、高等级课程3门（2年时间为240小时）。学生可以根据自己的兴趣、能力和未来的大学计划做出选择。

第一组：英语或中文或韩语（语言文学）

第二组：英语或中文（语言 B）

第三组：地理或商务与管理

第四组：生物或化学或物理

第五组：标准数学，数学研究或高等数学

第六组：美术或音乐或第六组二选一：C

另外，在以上课程之余，每个学生需要完成4000字左右的一篇论文（拓展论文）并且需要每周上两小时的知识原理课，并且需加入创造性活动服务（CAS）为期两年。

Are You An IB Learner?

你是一个IB学习者吗？

IB LEARNER PROFILE

IB 的学习者目标

Inquirer

You nurture your curiosity, developing skills for inquiry and research. You know how to learn independently and with others. You learn with enthusiasm and sustain your love of learning throughout life.

Knowledgeable

You develop and use conceptual understanding, exploring knowledge across a range of disciplines. You engage with issues and ideas that have local and global significance

Thinkers

You use critical and creative thinking skills to analyse and take responsible action on complex problems. You exercise initiative in making reasoned, ethical decisions.

Principled

You act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. You take responsibility for our actions and their consequences.

询问者

培养你的好奇心，发展探究和研究的技能。你知道如何独立的或与他人合作学习。你拥有学习的热情并在一生中保持对学习的热爱

博学者

你发展和使用对概念的理解，在一系列的学科中探索知识。你了解地方和全球性事件并拥有自己的观点

思考者

你使用批判性和创造性的思维技能来分析问题并对复杂的问题采取负责的行动。你主动做出理性的、合乎道德的决定

原则捍卫者

你正直诚实，有强烈的公平感和正义感，尊重世界各地人民的尊严和权利。你对自己的行为 and 导致的后果负责

Open-Minded

You critically appreciate your own culture and personal history, as well as the values and traditions of others. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Balanced

You understand the importance of balancing different aspects of your life—intellectual, physical, and emotional—to achieve well-being for yourself and others. You recognise your interdependence with other people and with the world in which you live.

Caring

You show empathy, compassion and respect. You have a commitment to service, and you act to make a positive difference in the lives of others and in the world around you.

Communicators

You express yourself confidently and creatively in more than one language and in many ways. You collaborate effectively, listening carefully to the perspectives of other individuals and groups.

思想开放者

你非常欣赏本国的文化和个人经历，同时尊重他人的价值观和传统。你寻求并评估一系列的观点，你愿意在总结经验中不断成长。

平衡者

你明白平衡你生活的不同方面——智力、身体和情感——的重要性，并以此实现你自己和他人的幸福。你认识到你与他人以及你所生活的世界相互依赖。

关怀者

你表现出同情心、同情心和尊重。你有义务提供必要的服务，你的行动是为了给你周围的人和世界带来积极的改变。

交流者

你可以用多种语言以不同的方式自信且有创造性地表达自己。你能高效的与他人合作并且仔细倾听其他个人和团体的观点。

Are You An IB Learner?

你是一个IB学习者吗？

IB LEARNER PROFILE

IB 的学习者目标

Reflective

You thoughtfully consider the world and your own ideas and experience. You work to understand your strengths and weaknesses in order to support your learning and personal development

反馈者

你认真考虑了这个世界和你自己的观点和经历。你努力去理解你的优点和缺点用以支持你的学习和个人发展

Risk-Takers

You approach uncertainty with forethought and determination; you work independently and cooperatively to explore new ideas and innovative strategies. You are resourceful and resilient in the face of challenges and change.

冒险者

你用预估的观点和决心来处理不确定性；你可以独立或合作地去探索新的想法和创新的策略。面对挑战 and 变化，你足智多谋、适应力强

The IB Learner Profile from the International Baccalaureate
www.ibo.org

我们的IB学习者目标取自国际文凭组织网站
www.ibo.org



ACADEMIC INTEGRITY

学术诚信

ACADEMIC HONESTY POLICY

学术诚信政策



Xi'an Liangjiatan International School Academic Honesty Policy

Xi'an Liangjiatan International School provides an education focused on enabling confident, open-minded global citizens through life-long learning and a sense of community. Academic honesty forms an integral part of the teaching and learning at XLIS. Educators work to instil academic honesty in students by modelling good practice. IB students and teachers are principled and 'they act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.'

(IB Learner Profile)

Our goal is to:

- Promote fairness and integrity and honesty in our students.
- Guide them to become responsible and ethical citizens.
- Instil respect for intellectual property.

At XLIS, all students and teachers are required to sign an academic honesty contract. As a community, we want to act with integrity and take responsibility for our actions. There are some important terms that we all need to understand:

1. **Plagiarism:** Taking words, pictures, information without acknowledging the source.
2. **Collusion:** Presenting another person's work as one's own.
3. **Cheating:** Taking unauthorized material to examination.
4. **Duplication:** Submitting the same work for different subjects.
5. **Authentic work:** individual and original ideas expressed in one's words.
6. **Approved citation and referencing formats:** style for formatting pages and acknowledging sources.

Consequences of academic dishonesty:

If a student is found guilty of academic dishonesty, the following steps will be taken depending on the level of the infraction:

1. The student will be given a chance to repeat the work and be awarded a minimum grade.
2. The student will receive a zero for the assignment or test.
3. The teacher and the coordinator will meet with the student and inform the parents of the infraction.
4. DP students will be dealt with according to the rules and regulations of the IBDP programme.

XLIS

西安梁家滩国际学校学术诚信政策

西安梁家滩国际学校教育主张重点通过终身学习和社区意识而具有自信开明全球公民。学术诚信是 XLIS 教育工作者的教学和学习的组成部分，是帮助学生在实践中学习诚实的模范。IB 教育的学生和教师是以身作则的，为了个人、群体和社区荣誉，他们行为正直和诚实，有强烈的公平感和正义感。他们学会为自己的行为以及行为产生的影响而负责。

IB 学习者简介我们的目标是：

促进学生的公平、正直和诚实。

帮助他们成为负责任和有道德的公民。

引领学生对知识产权的尊重。

在 XLIS, 所有学生和教师都必须签署学术诚信合同。作为一个团体, 我们会行为正直并对我们的行为负责。有一些我们都需要理解的重要术语：

1. 剽窃: 在不知道来源的情况下, 随意取用文字、图片、信息。
2. 共谋: 将他人的工作作为自己的作品呈现。
3. 作弊: 对未经授权的材料进行检查。
4. 重复: 为不同的主题提交相同的工作。
5. 真实作品: 自我表达的个人和原创思想。
6. 经核准的引文：页面格式和知识来源的风格。

学术失信的惩罚结果：

如果学生被判有学术欺诈罪, 将视违规程度而采取以下措施:

1. 学生有机会重新完成任务, 但会获得最低等级。
2. 学生的作业或考试分为零。
3. 教师和协调员将与学生会面, 并通知家长。
4. DP 学生将根据《IBDP规则和条例》方案处理。

ACADEMIC INTEGRITY

学术诚信

ACADEMIC HONESTY GUIDELINES

学术诚信准则



Academic Honesty Guidelines

What is Academic Honesty?

Academic Honesty is showing personal integrity in presenting authentic work.

Definition of terms

1. **Plagiarism:** Taking work, words, pictures, information without acknowledging source.
2. **Collusion:** Presenting another person's work as one's own.
3. **Cheating:** Taking unauthorized material to examination.
4. **Duplication:** Submitting the same work for different subjects.
5. **Authentic work:** individual and original ideas expressed in one's words.
6. **Approved citation and referencing formats:** style for formatting pages and acknowledging sources.

Citation format:

At XLIS, students are expected to use MLA referencing style in all their work.

Strategies for developing practice of academic honesty:

As a school we aim at sensitizing our students and teachers and parents on this issue by implementing the following strategies:

1. **Teachers workshops:** as part of the induction session at the beginning of the academic year, all teachers joining XLIS will have a workshop on Academic honesty and will sign a contract.
2. **Students workshops:** At the beginning of the academic year students from MYP and DP will be reintroduced to the practice of academic honesty and will sign contracts.
3. **Students workshops:** The librarian in collaboration with the IB Coordinators will conduct regular sessions to guide the students in referencing and teachers will reinforce these skills in their subjects.
4. **Parents workshops:** Principals and Coordinators will work with parents to create awareness about academic honesty at the school.
5. **The software turnitin.com** will be made available to the students so that they can check their work for plagiarism before handing it in. The librarian will guide them in using this software.
6. **For the DP students,** the Coordinator and the teachers will work closely together to create a timeline for all the assignments that will be due.
7. **Parents** will be encouraged to attend information sessions where they will be given tips on how to assist the students in meeting deadlines

XLIS

学术诚信准则

什么是学术诚信？

学术诚信：在展示真实的作品中表现出个人的正直。

术语定义

1. 剽窃: 在不知道来源的情况下, 随意取用文字、图片、信息。
2. 共谋: 将他人的工作作为自己的作品呈现。
3. 作弊: 对未经授权的材料进行检查。
4. 重复: 为不同的主题提交相同的工作。
5. 真实作品: 自我表达的个人和原创思想。
6. 经核准的引文：页面格式和知识来源的风格。

引文格式:

在 XLIS, 学生在所有任务中都将使用 MLA 引用样式。

学术诚信实践的发展策略:

作为一个学校, 我们的目标是使我们的学生和老师和家长对这个问题重视。

实施策略:

1. 教师讨论：：学年开始时，所有的 XLIS 教师将参加一个学术诚实的研讨会，并签署一个诚信合同。
2. 学生研讨会：学年初，MYP 和 DP 学生会重新参与学术诚信的实践，并将签署诚信合同。
3. 学生讲习班: 图书管理员与 IB 协调员一起定期举办诚信会议, 指导学生, 教师将加强他们学科省的这些技能。
4. 家长讲习班: 校长和协调员将与家长合作造共同创造学生对学校学术诚信的认识
5. 软件 turnitin.com 可供学生利用，在提交之前以便他们可以检查学术任务。图书管理员将指导他们使用这个软件。
6. 对于 DP 学生, 协调员和教师将密切合作, 为他们的任务制定学习时间轴。
7. 学校鼓励家长参加信息会议, 在会议上会帮助他们如何帮助学生。

ACADEMIC INTEGRITY

学术诚信

ACADEMIC HONESTY GUIDELINES

学术诚信准则



8. At XLIS we recognize IB stand on malpractice and we aim to support the IB. All DP students will be given a copy of the IB regulations when they register for the IB DP Programme.

At XLIS, we believe in positive reinforcement and addressing each case with an open mind. Our duty towards our students is to give them as much guidance as possible.

Consequences of academic dishonesty:

Academic dishonesty will be dealt with depending on the age of the students, understanding of the academic honesty policy and its consequences:

- 1. Level 1: P5-M1 students who have plagiarized will meet with the teacher and the coordinator and upon discussion, measures will be taken. Since these will be students who are still new to the programme and the concept of plagiarism, they will be given a chance to redo their work and the teacher will award them the minimum passing grade.**
- 2. Level 2: Students from M2-M4: These students are more mature and should be developing self-management and research skills. The student will meet with the Coordinator and the Secondary School Principal and they will decide on the degree of infringement and appropriate action will be taken.**
- 3. Level 3: M5-DP students. At this level, academic malpractice is a very serious matter and students should realize that they might end up forfeiting their IB Diploma. At school level, the student will meet with the Coordinator and Secondary School Principal and if the matter concerns work to be sent to IB, parents will be called. We will strive to resolve any matter regarding academic dishonesty at school.**

Our aim is not to punish students but to prepare them for a future where being principled and honest are key to success.

8. 在 XLIS, 我们认识到IB方面的弊端, 但我们的目标是支持IB。当他们在注册 IB 的DP计划时, 所有的DP学生将获得IB规则副本。

在 XLIS, 我们相信积极加强和解决每个案件。我们对学生的责任是给他们尽可能多的指导。

学术不诚实的后果:

学术不诚实将根据学生的年龄来处理。

对学术诚信政策及其后果的认识:

1. 等级1: P5-MI的学生将在老师和协调员和讨论后采取措施。因为这些学生仍然对程序和剽窃的概念认识不深, 学校会重新给他们一个机会, 老师会给他们最低限度的及格成绩。
2. 等级 2: m2-M4的学生是更加成熟的, 是具备发展自我管理和研究技能。学生将会见协调员和中学校长, 他们会根据学生的行为决定适当行动。
3. 等级 3: 对于M5-DP的学生而言, 学生应该意识到学术作弊是一个非常严重的问题, 他们可能会被他们的 IB文凭。从学校层面, 学生将会见协调员和中学学校校长, 如果问题涉及到IB的严重问题, 便会通知家长。我们将努力解决任何有关学校学术不诚实的问题。我们的目标不是惩罚学生, 而是为他们预备一个有原则性的未来。

诚实是成功的关键。

ACADEMIC INTEGRITY

学术诚信

ACADEMIC HONESTY CONTRACT

学术诚信合同



XLIS Academic Honesty Policy Contract (MYP1 - 3)

- I have read and understood the XLIS Academic Honesty Policy.
- I will present authentic work. When I claim it is my work, it will represent my own ideas, words, images, audio and video files.
- I understand that copying an author's words and making minor changes (even just a few words) is plagiarism. I know that when I summarize a text, I must include citations. I must clearly and accurately reference any quotes. I will use an approved format when citing my sources, i.e. MLA.
- I understand that copying answers during tests is academic dishonesty. I will not copy answers from others or use outside information unless allowed by the teacher.
- I understand that there are consequences if I do not follow the XLIS Academic Honesty Policy.

XLIS Academic Honesty Policy Contract (MYP4 – DP2)

- I have read the XLIS Academic Honesty Policy and understand what academic honesty is.
- I will not copy others' work, in whole or in part, and claim it as my own. I understand that this is academic malpractice.
- I will not share my assignments with other students. I will not discuss test questions and answers with students who have not taken the test. I understand that this is considered collusion and is also academic malpractice.
- During a test, I will not copy answers. I will not use outside information on tests, such as notes or textbook, without the express permission of the teacher. I understand that this is academic malpractice.
- I will not plagiarize. I know that plagiarism is using words or ideas of authors in my work without giving those authors credit. I understand that this is academic malpractice.
- I understand that using an author's words and making minor alterations (just changing a few words) is also plagiarism. I know that paraphrased text must include citations and sections of text copied word for word must be referenced clearly and accurately. I understand that making minor alterations to others' work is also academic malpractice.
- I will submit all major work, as required by my teacher, to a plagiarism prevention service (turnitin.com).
- I understand that if I am found to be guilty of academic malpractice, I will receive a zero for that assignment.

XLIS

XLIS 学术诚信政策合同 (MYPI-3)

我已经读懂了 XLIS 的学术诚信政策.

我会提供真实的工作。当我承认这是我的工作, 它将代表我自己的想法, 话语图像、音频和视频文件。

我知道抄袭作者的话, 哪怕做一些细微的改变 或者只是几句话都是剽窃。我知道, 当我总结一个文本, 我必须写清楚, 包括引文。我必须清楚准确地引用任何引号。我会使用一个批准的格式。

我知道在考试中抄袭答案是学术上的不诚实。我从其他或使用外部信息, 不会复制答案, 除非老师允许。

我明白, 如果我不遵守 XLIS 的学术诚信政策, 就必须承担后果。

XLIS 学术诚信政策合同 (MYP4-DP2)

我读过 XLIS 学术诚信政策, 了解学术诚信是什么。我不会复制全部或部分别人的作品后并声称它作为我自己的。我知道这是学术过失。我不会和其他学生分享我的作业。我不会和没有参加考试的学生讨论测试问题和答案, 我明白, 这被认为是共谋。在测试中, 我不会复制答案。没有老师的明确许可, 我不会在测试上使用外部信息, 如注释或教科书,。我明白, 这是学术作弊。

我不会抄袭。我知道我的作业中使用和仿照其他作者的内容也是剽窃。这是学术作弊。

分复制内容。对于文字必须表明清楚我的引用之处, 准我理解, 使用作者的话, 做一些小改动也是剽窃。我知道, 被运用的文本必须包括引文和文本的部确地说, 哪怕对别人的工作做轻微的改动也是学术上的作弊。

我将按照老师的要求, 将所有的作业在软件turnitin.com上进行防止剽窃测试。

我明白, 如果我被发现犯了学术作弊, 我的成绩会为零。

SERVICE AT THE CENTRE AT XLIS

MYP SA AND DP CAS

在XLIS 中心的服务

MYP SA 和 DP CAS

We pride ourselves in having a strong service programme at XLIS. We wish for every XLIS secondary student to be an empathic and caring world citizen. In the MYP years, students will all be involved in Service As Action. Opportunities will be provided for MYP students to connect with some wonderful local Non Governmental Organisations (NGOs) and to take part in regular service activities. Hundreds of trips to local NGO's have taken place over the last few years where MYP students have demonstrated caring and compassion for others. As they move up through the MYP, students will be expected to take on leadership roles and to initiate service ideas individually and in community.

In the DP years, all students will take part in Creativity Activity Service (CAS) and will take service to the next level, connecting with local and global organisations independently, promoting and leading meaningful service activities. The word sustainable service is being used frequently and children grapple with the concept of making a sustainable difference through long term action. At XLIS, we believe that service must

be sustainable. Our goal is not to visit a different organisation every month with a large group of students but rather students in both the MYP and DP commit to ongoing projects and connect to a specific organisation so they can really understand the organisation and make an impact through service.

In November, all XLIS Secondary students and teachers will take part in Week Without Walls for an entire week. This week off the timetable will see student groups going to Siem Reap, Cambodia and Yangshuo, China. Another group will attend a Model United Nations Conference in Berlin, Germany and several groups of students and teachers will work with local NGO's on week-long service projects.

Our MYP CAS Coordinator is Mr Anthony Kidd and his email address is anthony.kydd@xalis.com and our DP CAS Coordinator is Ms Sindhura Mahendren and her email is sindhura.mahendran@xalis.com



我们为XLIS 有一个强大的服务计划感到自豪。我们希望每个 XLIS 中学学生是一个充满同情心和关怀的世界公民。在MYP的岁月里, 学生们都将参与服务活动。学校不断地提供给MYP 的学生一些美好的地方非政府组织并参加正规的服务活动。在过去几年里, MYP 学生已经在数以百计的当地非政府组织中表现出关心和同情他人的美好品质。学生在 MYP 的岁月里, 他们会主动承担起领导作用。

在DP这几年来, 所有学生将参加创造性活动服务 (CAS), 独立地与当地和全球组织联系, 促进和领导有意义的服务活动, 并将这些活动延续以后的学生中。“可持续服务” 在学生活动主题中经常体现的, 是通过长期行动实现可持续差异的概念。在XLIS, 我们认为服务必须是可持续的。我们的目的不只是每个月与一大群学生访问不同的组织。而是 MYP 和 DP 的学生都致力于正在进行的项目, 并联系到特定的组织, 使他们能够真正了解这样的意义。



在 11月, 所有 XLIS 的中学生和教师将参加为期一周的“Without Walls”。这周的时间表我们会看到一组学生前往暹粒, 柬埔寨和中国阳朔。另一组将参加在柏林、德国举行的联合国示范会议。若干学生和教师组将与当地非政府组织有为期一周的服务项目合作。

我们的 MYP CAS 协调员是Mr Anthony Kidd

他的电子邮件anthony.kydd@xalis.com。

我们的DOCAS 联络员是Ms Sindhura Mahendren

她的mail是sindhura.mahendran@xalis.com。

PROJECT BASED LEARNING AT XLIS

XLIS项目学习

BUILDING 21ST CENTURY SKILLS

打造二十一世纪技巧

"To lead education through innovation..."

"以创新引领教育..."

XHIS Secondary are getting ready for the future through Project Based Learning

Secondary students at XHIS are building twenty first century skills through project based learning. Through individually designed projects, students are using creativity and imagination, critical thinking and problem solving. MYP One to Four students are involved with META Projects. Named by the Student Council, META Projects are Metacognitive Enterprise Task Adventures. Each student in the four MYP year groups is set the challenge to design a project that they will work on for two hours a week over six months and present to the school community. Students spend their time, designing, planning, creating/ building/ writing and reflecting in their journals.



XHIS中学正在通过基于项目的学习为未来做准备

XHIS的中学生正在通过项目学习建立二十一世纪的技能，通过独立设计的项目，学生们利用创造力和想象力，批判性思维和解决问题的能力。MYP1到4的学生参与META项目（即元认知事业任务冒险），学生委员会为此项目命名。四个MYP年级组的每个学生都面临着设计一个项目的挑战，他们将每周工作两个小时，超过六个月，并向学校社区介绍设计的项目。学生的日志中记载着他们的时间、设计、计划、创作、建立、文字和表现。



The META Projects are a wonderful follow-up to the PYP Exhibition, a group project that students complete in PYP 6. These projects also prepare students well for the MYP Personal Project, completed independently by all students in MYP5 and the Extended Essay, a 4000 word essay on a topic of the student's choice and a requirement of the Diploma Program. The META Projects are an innovation of the XHIS Secondary that are inspired by the IB culminating projects and the world outside. Importantly, these independent projects prepare students for the world beyond school. The projects are inspired by major corporations that give employees time to independently create and explore their passions. LinkedIn has the "Incubator Project," Apple has "Blue Skies," Google has "Twenty Percent Time" and XLIS has META Projects.

META项目是一个PYP展览（PYP6学生完成的小组项目）的精彩后续项目。这些项目还为MYP个人项目做好了准备，由MYP5所有学生独立完成一篇题目为学生的选择和对DP（文凭项目）的要求的4000字的扩展性论文。META项目是XHIS中学部的一个创新，灵感来自IB的终极项目和外部世界，重要的是，这些独立的项目为学生提供了超越学校的世界。项目的灵感来自于一些大公司，这些公司让员工有时间独立地去创造和探索他们的激情。LinkedIn有“孵化器项目”，苹果有“蓝天”，谷歌有“百分之二十次”，XLIS拥有META项目。



UN GLOBAL SUSTAINABLE DEVELOPMENT GOALS

联合国全球可持续发展目标

CONNECTING TO THE WORLD

连接世界



Throughout the year, students will reflect on the seven-teen Global Sustainable Development Goals in their class-rooms and with their MYP Service As Action and DP Creativi-ty Activity Service work. Connections will be made to subjects in MYP and DP and within the DP Core. At the end of the year, MYP One to Four students will take part in Global Sustainable Development Goals Projects that will be present-ed to their peers and the school community.

一整学年，学生将在课堂上反思十七个全球可持续发展目标，并将他们的MYP服务作为行动和DP创意活动服务工作。将在DP核心内建立MYP和DP学科间的联系。在年底，MYP1到4的学生将参加全球可持续发展目标项目，这些项目将呈现给他们的同龄人和学校社区。

A Call To Action:

What can you do in your daily life to raise awareness about the SDG's? What goal is the most pressing in your daily life? What will you do to help solve one of the world's greatest issues?

行动呼吁：

在日常生活中你能做些什么来提高对SDG的认识？你日常生活中最迫切的目标是什么？你会做些什么来帮助解决世界上最大的问题？

可持续发展



目标



没有贫穷



零饥饿



健康幸福



素质教育



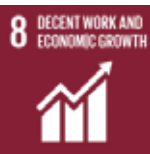
性别平等



洁净水和卫生



负担得起的清洁能源



体面劳动和经济增长



工业创新和基础设施



减少不平等



可持续的城市和社区



有责任的消费和生产



气候行动



水下生活



陆地生活



和平、公正和强制度



目标合作伙伴关系

UN GLOBAL SUSTAINABLE DEVELOPMENT GOALS

联合国全球可持续发展目标

CONNECTING TO THE WORLD

连接世界



STUDENT SUPPORT SERVICES AT XLIS

学生支持服务

SUPPORTING EVERY CHILD

支持每位学生

We are a small school with a high staff to student ratio. Our support team is impressive. We have an EAL department with four full time secondary teachers, a full-school Learning Enhancement teacher and Counsellor. Our team are highly qualified and can support English language learners at all levels and students with moderate learning and emotional challenges. Upon entry to the school, all English language learners will take a series of EAL tests (WIDA tests) to determine placement in their English classes. In MYP, there are six language phases and our goal is for students to gain fluency in English and move up through the language phases.

Our teachers are receiving ongoing training in how to support different learners in the classroom, using differentiation strategies. Every teacher has a tutorial time after school weekly for one hour where students can come for extra support if they finding the work too challenging or enrichment if they wish to be challenged more. Students who require additional academic support or enrichment may also receive support from our Learning Enhancement teacher and or Counsellor.

我们是一个师生比例高的小学校。我们的支持团队令人印象深刻。我们EAL部门有四名全职中学教师，一名全校学习促进老师和顾问。我们的团队是高素质的，可以支持各级英语学习者，学生会适度学习和情感挑战。进入学校后，所有的英语学习者都会进行一系列的EAL测试（WEDA测试）来判定他们的英语课等级。在MYP，有六个语言阶段，我们的目标是让学生获得流利的英语，并通过语言阶段上升进步。

我们的教师不断接受在岗培训，如何在课堂上使用不同的策略方法来支持不同的学习者。如果学生发现学习有挑战性和难度或者他们想接受更多的挑战，每位老师每周都有一个小时的课后辅导时间，学生可以在此得到额外的帮助。需要额外的学术支持的学生也可以请教我们的全校学习促进老师和顾问。



Students needing emotional support can visit the school Counsellor and students who are having health issues can visit our school doctor in the school health centre. As a caring community, we feel it is important that students feel supported in every way, academically, emotionally, and physically.

Our Head of EAL is is Ms Lucy Ashdown and her email address is lucy.ashdown@xalis.com

Our Counsellor is is Mr Mark Lasater and his email address is mark.lasater@xalis.com

Our Learning Enhancement teacher is is Mr Reed and his email address is reed.emmanuel@xalis.com

Our School Doctor is is Ms Yolanda Zhou and her email address is yolanda.zhou@xalis.com



需要情感支持的学生可以咨询学校顾问，有健康问题的学生可以在学校健康中心咨询我们的校医。作为一个有爱心的社区，我们觉得重要的是学生在学业上、情感上和身体上每天都能得到帮助与支持。

我们的EAL负责人：Ms Lucy Ashdown
她的电子邮件地址是lucy.ashdown@xalis.com

我们的顾问：Mr. Mark Lasater
他的电子邮件地址是mark.lasater@xalis.com

我们的学习促进教师：Mr. Reed
他的电子邮件地址是reed.emmanuel@xalis.com

我们的校医：Ms. Yolanda Zhou
她的电子邮件地址是yolanda.zhou@xalis.com

SECONDARY FACULTY

中学部师资队伍

SUPPORTING EVERY CHILD

支持每位学生



We have twenty-seven full-time teachers and two teacher's assistance in the secondary division. Our teachers are highly qualified and IB experienced. The majority of our teachers hold Masters degrees or are currently working on post graduate degrees and all our teachers hold bachelors degrees in their teaching subject areas. The XLIS Secondary Faculty model life long learning with their on going professional development. They are a group of dedicated and compassionate educators who work hard supporting student learning very day in the classrooms. XLIS teachers are committed to service in the community and to coaching students on the field and in the courts.

中学部有二十七名全职教师和两名助教，教师素质高，且IB经验丰富。大部分教师都拥有硕士学位或目前正在攻读研究生学位，所有的教师都在自身的教学领域持有学士学位。XLIS中学部师资团队致力于终身学习与专业发展。他们是专注的并富有同情心的教育工作者团队，每天在课堂上努力帮助和支持学生们学习，同时XLIS教师也致力于社区服务，并且在户外和室内运动场训练学生。

THE SCHOLARSHIP POLICY 奖学金政策

Student fills the scholarship application form
学生填写奖学金申请表

Student hands in 2 reference letters and
self-introduction to school
学生携带推荐信和个人介绍来学校

Student takes the English test or
provides last 2 years reports
学生提供英语或近两年成绩报告

Students and parents take the
interview with the principals
校长面试学生和家長

According the performance and application documents,
the senior management team
decides about the scholarship standard
根据表现和申请文件，校领导团队决定奖学金标准

■ Relevant Policies 相关政策

The following policies are relent to all parties involved.
以下政策适用于所有相关人员。

Parents Communication Policy

家长沟通政策

Language Policy

语言政策

Scholarship Policy

奖学金政策

