

THE SCOOP

CONNECTING ALUMNI

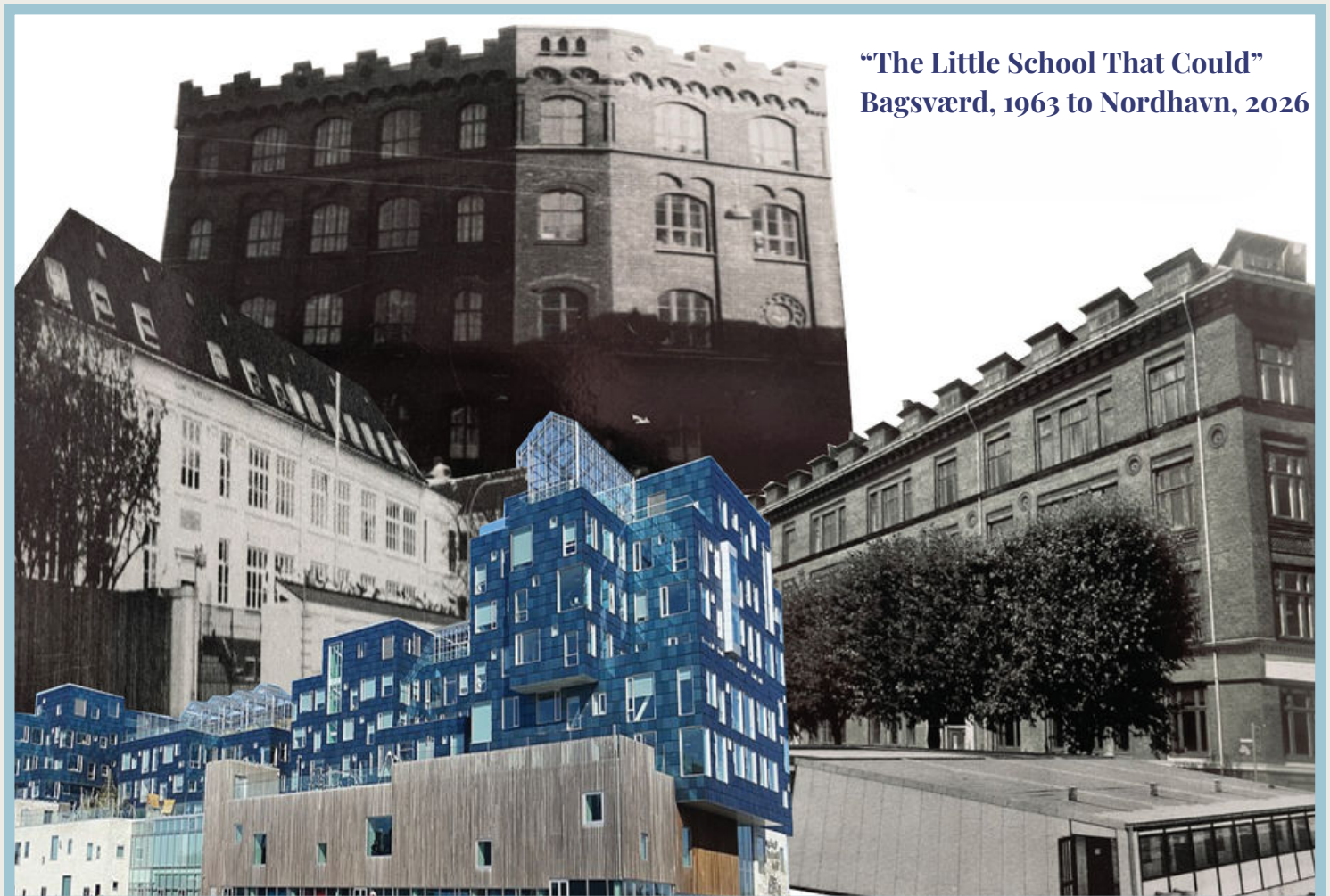
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“The Little School That Could”
Bagsværd, 1963 to Nordhavn, 2026

Art by Mille McNulty



Upcoming Event

11.4.26, International Fair



Alumni, you are welcome to join us at CIS for this year's International Fair. Use the code to let us know you are coming!



Index

Career
Advice

2

Alumni
Spotlight

3

Alumni
Visits

4

Arts Through
the Ages

5,6

Teacher
Spotlights

7,8

Community
Pioneers

10

Career Advice



Alexandra Hundal Christiansen (Class of 2020) and Millie McNulty (Class of 2026) come together to discuss their shared passion for architecture and the uncertainty of the world they are living in. Alexandra, currently completing her master's degree at (IE University (Instituto de Empresa), offers Millie insight into the realities of student life today. She speaks candidly about her hopes for her twenties, which often revolve around simple survival amid rising inflation, increasing rent, and food costs. Alexandra reflects on the ongoing challenge of pursuing her dream of becoming an architect while relying on having a number of part-time positions in the service industry to make ends meet.

Together, they also discuss the importance of building connections within the architectural profession, acknowledging that success in the field still often comes down to "not what you know, but who you know."

They reflect on how networking, mentorship, and informal relationships can open doors to opportunities that are not always accessible through talent or academic achievement alone. Both recognise that while skill and dedication are essential, navigating the industry often requires guidance, visibility, and the support of established professionals.

This reality highlights the social nature of the profession and reinforces the need to actively cultivate relationships alongside creative and technical growth.

Both recognize that while skill and dedication are essential, navigating the industry often requires guidance, visibility, and the support of established professionals. This reality highlights the social nature of the profession and reinforces the need to actively cultivate relationships alongside creative and technical growth.

What lies ahead for them remains uncertain, but as naturally creative individuals, they both embrace the IB ethos of being "lifelong learners." They recognise that their professional paths will likely shift many times before retirement—if retirement is even a reality for their generation, a possibility they both openly question.

Alexandra studied at Instituto Marangoni in Milan.

“ ***I spent three years in Milan experiencing the people, events, fashion week, and design week have been amazing. I worked with CHANEL through the school for the last year, and they chose my project as the winning project. It is the best learning experience I have had so far. I now have my Bachelor's in interior design, and I have gotten into my master's degree for interior design at IE in Madrid, so I will be moving in September, and I am super excited to start.*** ”

Looking Back



Nandni Verma - Class of 2017

Business Developer - Dairy at FOSS |
MSc Dairy Science and Technology

I was always highly motivated to become a doctor and pursued pre-med studies in the United States, driven by a strong interest in science and economics.

At Rollins College, I was part of an excellent pre-med program where I had the opportunity to shadow radiologists and surgeons and was mentored by an ophthalmologist. After returning to Denmark, my career path shifted, and I began studying dairy engineering. Building a strong professional network became essential, and I especially valued that the master's program included internships at Arla and Chr. Hansen. I believe these experiences, along with my student job at Novozymes, played a key role in securing my current position as Business Developer for Dairy at FOSS.

I've stayed in touch with several classmates, and it's been incredible to maintain such meaningful international friendships. The graduation truck ride was a major highlight, as were all the NECIS trips. After 13 years at CIS, I can still remember every teacher by face and name.



Alumni Spotlight

Q & A with Jonas Smith, Class of 2022

What and where did you study, and why did you choose that field?

After CIS, I moved to Savannah, Georgia, to study graphic design at the Savannah College of Art and Design. I've always had a passion for the arts and grew up creating in many different mediums, but it wasn't until I took art classes at CIS that I truly discovered how much I loved it. The courses challenged me in unexpected ways and introduced me to techniques and approaches I wouldn't have explored on my own. I'm especially grateful to Gora for that experience.



Going into my studies, I was nervous, and it was one of the scariest decisions I've ever made but also one of the best. I've learned so much and met incredible people along the way. In hindsight, my reality has been very different from my fears. I worried about obstacles that never materialized, while being pushed to tackle challenges that taught me far more than I anticipated.

The IB program, despite its intensity, prepared me exceptionally well. It strengthened my work ethic and instilled habits I still rely on today. Looking back, I wouldn't change anything about my bachelor's studies, though I wish I had slowed down during my CIS years to savor the moment instead of always looking ahead.



I gained practical experience through various internships, from Bruun Rasmussen in Denmark to design agencies in Switzerland and London, and at SCAD, through the SCADpro program collaborating with companies like Deloitte, La Mer, and EA.



My advice:

**“Take your time,
enjoy the present,
and savor the small joys--
good food included!”**

An IB art piece created by Anders remains displayed on the wall outside the art room.



About the piece he said:

“This piece is actually one of my favorite pieces I made while I was at CIS. The work explores the idea of connection, how we're all linked to one another in ways we may or may not be aware of. Even when we feel divided or distant, we're still part of the same web, shaped by shared experiences, relationships, and invisible ties.”

Get Involved!

Looking to inspire the next generation? Join a class via Zoom as a guest speaker.

Contact: alumni@cis.dk



Alumni Visits

In and out of Copenhagen, but the catch-up was a highlight for all!



Matvey Zykov - Class of 2024
Studying Chemical Engineering in Australia

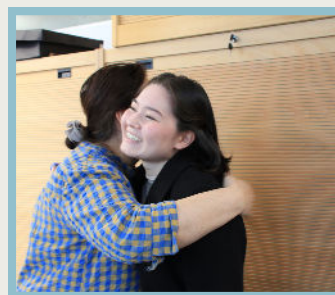


Matvey signed out of his visit from CIS, leaving the small message:

Thank you to Mr. McIntyre and Mr. Boulton
6/01/26



Mia Machholm - Class of 2019
Secondary School Science Teacher, Tokyo



Mia's message to CIS:

Thank you to all the teachers who made time for me today - especially Mr. Boulton, Mr. McIntyre, Ms. Kozara, and Ms. Sameera
7/01/26

“ Did horribly in math and chemistry, ended up doing both! ”

-Matvey

“ Thanks to all the wonderful teachers who inspired me to become one myself. ”

-Mia

We always love hearing from you and seeing you!

Please feel free to visit CIS at any time!



A Legacy of Creativity

The Arts Over the Years: Drama, Past and Present Q&A with Robyn Walker and David Chapman



Oliver 1996



Orchestra 1996



Spongebob 2025



Orchestra 2025

Oliver Production 1996 - What are your best recollections?

Robyn:

What I remember most vividly are the people both the teachers and the students. Oliver was an ambitious undertaking. We had a sense of what the play might become, but that vision could only be realized through the expertise, dedication, and collective commitment of an extraordinary group.

Pamela Casse, the music teacher at the time, was exceptionally talented. With skill and apparent ease, she guided students through a demanding score, and they met the challenge head-on, mastering every song with impressive precision and confidence.

Nancy Adair was another essential force behind the production. Her calm, encouraging presence inspired trust in everyone around her. With a keen eye for detail and a deep understanding of storytelling, she elevated scene after scene, shaping moments that felt polished, purposeful, and at times, truly West End worthy.

Nearly thirty years later, I feel exactly the same.



Elaine Neilsen was the actor among us. She possessed a rare ability to draw out the very best in her students, urging them to form authentic connections with their characters. Just as importantly, she brought an infectious sense of humor that grounded the process and kept it joyful. Her impact on both the students and the final performance was profound. And then there were the students themselves. Their passion, determination, and willingness to rise to the moment were nothing short of extraordinary. Even now, I am amazed by what we were able to accomplish together.

Several years after the production, I ran into a former CIS student who had been part of the cast. She told me that what stayed with her wasn't the performance itself, but the joy and camaraderie we shared and how that experience helped her gain a deeper understanding of who she was.

“Drama can be a quiet powerhouse in students’ growth, shaping who they are, how they connect with others, and how they engage with learning.”

How can drama support students’ growth?

Drama doesn't simply teach students how to perform. It teaches them how to understand themselves, collaborate with others, and think more deeply about the world they inhabit. Ultimately, drama prepares students for both academic success and life beyond the classroom.

Historical Excerpt: Annual Report 1996

All-School Musical Production - The Primary School children were given the opportunity to perform with the older children in a production of Oliver! The younger children were able to learn some of the skills involved in mounting an ambitious production, from costume making, set design and construction to performing. Children had to audition, rehearse, and perform a musical with the assistance of the choir and professional musicians. The production was a huge success and a terrific experience for the children.



Q&A with Robyn Walker and David Chapman, continued...

Spongebob Production 2025 - What sparks your inspiration in picking a play, and what guides you in casting the lead roles?

David:

One word sums up how we select material for our theatrical seasons - opportunity.

The most important consideration is finding a performance that provides the students with the greatest opportunity to contribute to the creative process. How can we feature students' talents as individuals and as ensembles. A show like The Spongebob Musical is the perfect example of this. Despite having a character's name in the title, this show is about a diverse community, and the show is written to feature a dozen characters, and there are many company numbers providing a lot of stage time for each member of the ensemble.

This year was also about expanding the opportunity of involvement to a greater portion of the community. We worked closely with the Visual Arts classes for the scenic art in Spongebob, and the Product Design classes have contributed to the props for this spring's production.

Another aspect of opportunity that we consider is the type of experience that the students will gain. What challenges can we grow from? What skills can we acquire/develop?

Over the years these actors have staged an entire performance on Zoom, learned disco dancing, have performed alongside live video streaming, they have built elephants out of umbrellas and ocean liners with bamboo poles. Later this year, the students will amaze you with the stage combat skills they are learning for the spring production...

We are also very careful to consider how our choices provide our audience with new opportunities to experience theatre.

*This year is all about world building - with the help of the visual arts students we immersed the audience in the underwater world of Bikini Bottom. Later this year our audience will be traveling through an entire galaxy of worlds for **Fight Girl Battle World**.*

Theatre provides us such a wonderful medium to make our imagination tangible, it is even more exciting when the audience is asked to contribute to it!

Because opportunity is so central to our mission, our shows tend to be ensemble based productions. Casting is so difficult because very often the size of a role is perceived as a measure of talent. To combat this fallacy we try to find a wide variety of styles to allow for a wider range of personalities and abilities to feature their talents. We also avoid reading through the script as a cast until after students have a chance to see how vital each ensemble member is in the process. Our mantra in casting is always who is the best fit for the role - not the best boy/girl, or the best upperclassman, or the most talented, but the best fit.

A Message From Chris Andre, CIS Director

Thank you to our faculty for their support and flexibility for our students in co-curricular pursuits.

Competitions and performances provide invaluable experiences for our students to challenge themselves in unique situations, collaborate, compromise, lead, learn from setbacks and grow.

Whether MUN, NECIS, the Spongebob Musical our students have the opportunity to thrive because of our dedicated supervisors and mentors as well as the support behind the scenes to manage coursework, classloads and continue to develop ATL's in and beyond the classroom.

Thank you for all you do!

“ **Despite having a character's name in the title, this show [Spongebob] is about a diverse community** ”



Teacher Spotlight

Ms. Gregersen - Primary School Teacher



What do you consider your greatest accomplishment as an educator?

That is a difficult question to answer, but when I reflect on my teaching career, I believe my greatest accomplishment is helping students build the foundation they need to succeed. My motivation as a teacher has always been rooted in the belief that all students want to do their best and deserve the chance to do so. For students who lack confidence, small but meaningful successes can make all the difference. In my classroom, I call these "pigeon steps"—tiny victories that gradually grow into bigger achievements. Over time, those larger strides help students develop confidence in themselves, which ultimately supports their success beyond the classroom.

If I had to name one accomplishment I'm most proud of, it would be creating daily opportunities for students to experience success and to believe in their own potential.

How do you build strong relationships with students?

Building strong relationships with my students is, for me, the most important aspect of teaching.

It creates the foundation for a supportive and successful classroom community.

When students feel seen and heard, thinking about others and collaborating becomes much easier.

For younger students, knowing that they will never need to feel fearful in class—and that I will always strive to be fair and listen to both sides of any problem—has been key to building positive relationships. I make a point to learn who my students are—not just their academic strengths and challenges, but also their interests, personalities, and what matters most to them. When students feel valued as individuals, trust naturally develops.

Building that trust requires active listening, empathy, and patience. Small, everyday interactions—greeting students at the door, celebrating their achievements, or checking in when something seems off—go a long way in creating genuine connections. Above all, at the heart of these relationships is kindness.

What lessons from teaching do you think students carry with them for life?

I like to think that students will remember that, in life after school, what really matters is how they make other people feel. I have often read that it is not what you do or say, but how you make people feel, that is best remembered. I hope this is something that leaves a lasting impact far beyond school.

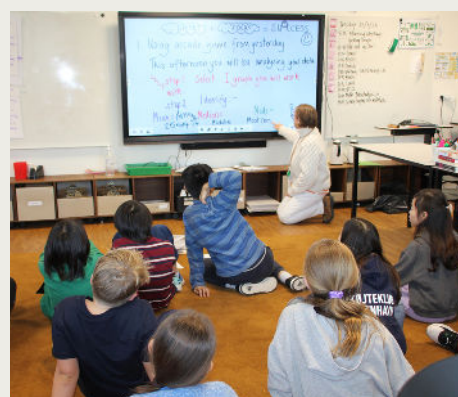


CIS 1995 - 1/ 2 G

How have technology and new teaching tools impacted education?

Technology and new teaching tools have transformed education by making learning more interactive, accessible, and personalized. While these tools are incredibly valuable, they cannot replace the importance of soft skills—like empathy, communication, and collaboration—which remain essential for students' success in life.

“Building strong relationships with my students is, for me, the most important aspect of teaching.”



Nordhavn 2026 - 5C



Teacher Spotlight

Ms. Heisterberg - Physical Education

How does Physical Education influence students' physical health, mental state, and social attitudes?

I believe that Physical and Health Education (PHE) is a truly holistic subject, so much more than just being in the gym and throwing around a ball. It is a subject that positively impacts the social, emotional, intellectual and physical well being of all students and allows for growth both as an individual and in groups.

PHE is about developing transferable life skills, including resilience and perseverance and about making healthy choices that can impact us throughout our lives. In PHE we work a lot on interpersonal skills such as good communication and collaboration and provide multiple fun and challenging activities that focus on team building and problem solving skills.

Goal setting is another area we work on as well as planning and reflecting on the outcomes. Basically so much of what we do in PHE is relevant and applicable to other subjects and totally transferrable to real life situations beyond the classroom.

Ultimately we want students to enjoy being physically active and to benefit from the positive impact that being active can have on our overall wellbeing and on our ability to focus and learn.



In your opinion, has Physical Education evolved significantly over the years?

I think that over the years Physical Education has become more valued as a subject, particularly as science has highlighted the positive impact physical activity has on how we learn, on our all round wellbeing and on our general life expectancy.

When I first started teaching, PE was very sport focused, which in itself is not a bad thing as it encouraged being physically active, but it could be exclusive in that students who were not so sporty did not perhaps benefit as much as those who were. I had to be very creative in how I taught lessons to be sure that there was variation and multiple opportunities for success.

Now I feel that so much of what we do in PHE is about the bigger picture, definitely still about being active but also about how each individual can improve and contribute, also about how we apply what we know and transfer skills while at the same time having the opportunity to try lots of different activities beyond the traditional sports.

“ ***It's been a long journey for sure, I started teaching in New Zealand in 1983 until 1990, taught in England for a couple of years in the early 90s before starting at CIS in 1994.*** ”



What has been the highlight of your professional journey?

It's been a long journey for sure, I started teaching in New Zealand in 1983 until 1990, taught in England for a couple of years in the early 90s before starting at CIS in 1994 and I have to say there have been so many highlights along the way.

I think one of the things that to this day totally blows me away is when past students pop up in the most unlikely places, all grown up, amazing adults with families and careers and fantastic adventures.

I have worked with so many students over the years here in Denmark, briefly in England and back home in New Zealand and I never get tired of that experience.

Outside the Classroom:

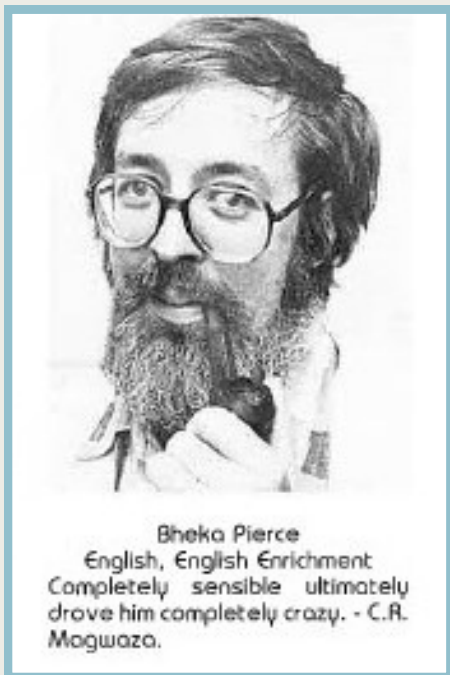
A notable achievement: In 2005, Toni co-founded the Professional Women's Network alongside her work at CIS.

Check out their work at <https://www.pwnglobal.net/c/pwn-copenhagen>



Mr. Bheka Pierce Turns 80

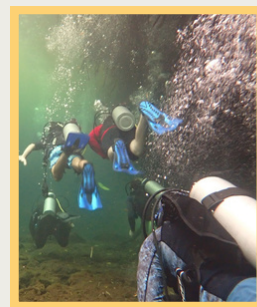
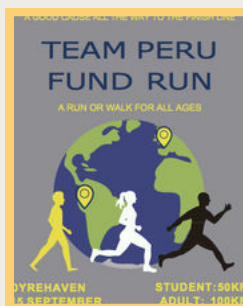
23 years of teaching at CIS
(1983-2013)



Bheka Pierce has left an enduring legacy within the hearts and minds of our alumni and staff. We wish him all the best.

Ms. Lorraine Wykes

Honoring Ms. Wykes this June for her 38 years of teaching as she prepares to embark on new opportunities beyond CIS.



“Ms Wykes is a highly energetic teacher who is very dedicated to her students. She is always willing to set time aside to help us and will make her advice as clear and easy to understand as possible. Her classes are always extremely interesting and interactive, with videos and worksheets being common. She is always willing to answer questions and in the case that she doesn't know the answer then she will find someone who does to explain it. She is extremely encouraging in class and is welcoming to everyone.”

Lana Wright Gr. 12



Behind the Success of CIS

Our Community Pioneers

1966



Her Excellency Katherine E. White, U.S. Ambassador

New Administrative Headquarters at American Embassy Copenhagen.

Colonel William Bailey, the then chairman of the Board of Education of Copenhagen International High School, had secured permission for office space at the US Embassy from Her Excellency Katherine E. White, U.S. Ambassador and devoted worker for the school.

Mr. Charles Pick, US Embassy Jr. Administrative Officer at the time, conjured up a desk, a telephone, a file cabinet, and, yes, a typewriter! We were all set.

Mission: To administer final examinations to departing students and to keep registrations going or the coming school year 1965-66, our first year as a formal, classroom instruction, college-preparatory institution.

1968



Charles Gellar visiting Director Jen Weyburn 2016

In 1968 Godfrey Sullivan left Denmark to complete a doctorate in the States. Charles A. Gellar, Physics/Chemistry teacher was invited to become Headmaster of CIS.

One of the first things Charles did, was to buy a Velo-Solex moped and vowed to ride it to school every day.

Unfortunately, on his second day as Headmaster, the moped was stolen from the student parking cellar.

1969



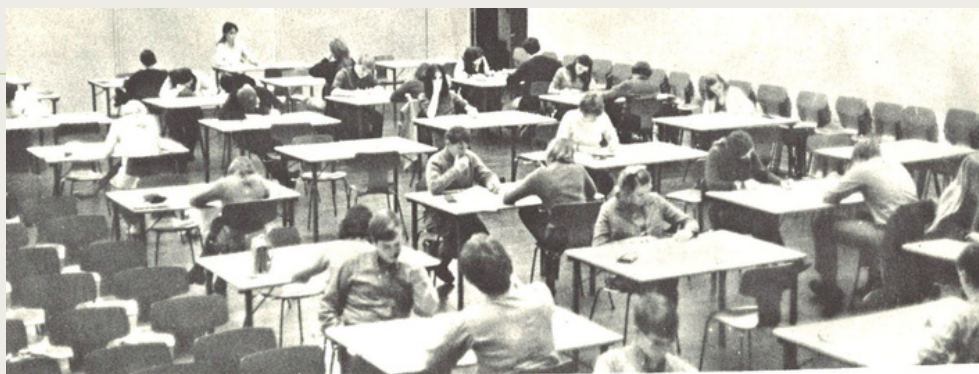
The International Baccalaureate examinations - trial basis

CIS students had the exciting opportunity to participate in the International Baccalaureate examinations on a trial basis, exploring new academic challenges.

A group of CIS students for the first time proudly represented the school at the Model United Nations in The Hague, engaging in global discussions and diplomacy.

The infant problems of the school eased as enrollment increased. Charles Gellar was heard to say:

“If we can just get this school over 60 students, we’ve got it made.”



What's Buzzing in the Upcoming Scoop?



**Wecho-Basiame Moncho -
Class of 2021**

Honors Psychology Student at Anglia
Ruskin University |
Aspiring psychologist with a passion
for research and human behavior

“My life has not gone as planned
but it has gone the best way.”



The Hawks Over Time



**Amalia Vadmand – Valedictorian
Class of 2013**

*“Today, I work as a medical doctor,
meeting people from many walks of
life every day.”*



**How the IB flags
became part of the
IB hat story**



Teacher Spotlight:
Mr Darren Howard
Music



Yearbook Over Time:
A look inside the minds
of 1998 and 2025
editors



Save the Date: April 2027
International Fair and
Alumni Meetup for CIS graduates
especially those celebrating major
milestones.

