

C NNECT

2019 WINTER



CEO Greetings

As we head into the new calendar year, we are looking forward to a huge opportunity to improve our school through a comprehensive collaborative process. The week commencing 11th November of this year saw a four-day visit from representatives from the Council of International Schools (CIS – based in Leiden in the Netherlands) and the Western Association of Schools and Colleges (WASC based in California). The two organisations closely scrutinised our school's readiness to start a 12-month self-reflection and improvements phase. They talked to students, teachers, staff, parents and the board about where our school is, where our school wants to go and how we intend to get there. They saw many aspects of our school and wrote a long report that we should receive by the end of the year or early in the New Year. It will come with a decision about what our next steps would be. The two possibilities would be to either start the self-study or delay the start until we sort out the problems they feel necessary to be resolved before we begin.

Accreditation is important on the international scene for getting students into universities, into other international schools as well as for recruiting good, qualified and motivated teachers. It gives us a quality check that is supranational with focuses on our complete organisation. Together, we will look at all aspects of our operations from buses and lunches to lessons and ECAs/CCAs. Every paid member of the staff will be required to participate in the process at some level. The termination of the self-study signals a 'team visit' when 12-16 fellow educators from around the world will come into school to verify our report and then recommend if we continue with accreditation (beyond summer 2021). The process is continuous with yearly progress checks, then the whole process is repeated every 5 years.

From an external perspective, this is a very cost-effective process because the visitors are all volunteers from other educational establishments. They receive no pay, just flights and hotel but offer some of the best training available to any teachers. The school pays a fairly small membership fee to CIS and WASC. From an internal perspective, we get an awful lot of hard work and the opportunity to get all sections of the school working together for a common aim. That is school improvement and the reputation of the school on the International scene.

From my perspective, the next two years will be the definition of TES where we become the best school in the region. Failure should not be contemplated and everyone will have to work hard and participate. Parents and students I hope will join in with the school and our board in this difficult but rewarding task.

The new building at Yang Ming Shan should be ready around Chinese New Year. It will be a fantastic addition to our provision offering far better learning spaces and sports facilities for our older students. I have taken some of the parent advisors and helpers that I work with on tours around what is still a building site (albeit almost complete). Last week I took some teachers on a tour and will continue with the teacher tours so that they know what they are moving into. The 'Grand Opening' will be scheduled for later next year, probably after the Easter break, which we very much look forward to with great anticipation.

David Gatley
CEO of Taipei European School



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CONNECT

A publication of the Taipei European School

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Taipei European School (TES) is a not-for-profit international school aiming to provide excellent accredited education for the local international community in Taipei. We offer the national accredited curricula from the U.K., Germany and France, assuring an education offering the identical curriculum standards as the European home country, in the dynamic Chinese cultural and language setting of Taiwan.

This publication aims to provide our community an insight into our school, as well as to serve as a platform to connect our past, present and future stakeholders.

For any questions or inquiries about the publication, please email us at connect@tes.tp.edu.tw

Insights into Academic Performance of the French Section

By Jean-Yves Vesseau, Head of the French Section & Andria Spring, FS Primary Assistant Head

What is now the French Section of Taipei European School was originally founded as the Ecole française de Taipei in September 1989. In its thirty years of existence, the French Section (FS) has always stood for academic excellence, which can be measured through the annual accreditation of all of its classes by the French government and by its students' outstanding examination results. Let us take a look at the secrets behind its success.

The French National Curriculum at TES

TES French Section is the only French school on the island of Taiwan; it is fully accredited by the French government from its youngest class, Petite Section (3 years old), through to its oldest, Terminale (18 years old). Acquiring French accreditation is a rigorous and demanding process, involving annual visits and inspections from French educational authorities. The accreditation is a guarantee of the quality of teaching and it ensures that the students and teachers are meeting the academic expectations set by the French government.

The French national curriculum is studied in schools in France, and also by more than 370,000 students in 522 French schools in 139 other countries. It is a creative, content-rich, challenging curriculum that respects academic prowess and encourages independent, analytical and critical thinking. It is punctuated by two national examinations, the Brevet, at the end of middle school and the French Baccalauréat at the end of high school. Every class in the TES French Section follows the French national curriculum, augmented by tailored immersive linguistic pathways, which begin in primary school and continue through to Terminale, giving our students unrivalled language and intercultural skills and a unique learner profile.

In Petite Section (PS), French Section students work with a native French teacher and have daily lessons initiating them in English. From Moyenne Section (4 years old) onwards, our students learn bilingually in French and English with two native-speaking, qualified and experienced classroom teachers – one French and one English – and they also have daily Chinese lessons. This trilingual educational model offers FS students the best teaching and learning practices from three different cultures and gives them deep linguistic awareness, which assists them throughout their school life in completing tasks that require creative thinking, pattern recognition and problem-solving. Our students continue to follow the trilingual teaching and learning method throughout primary school and for the first year of secondary school. In 5ème (12 years old) the second year of secondary school, FS students add a fourth language to their linguistic portfolio – Spanish or German – and they also have the opportunity to study Latin as an option. From 3ème (14 years old) onwards, French Section students study Chinese and English with their British Secondary and High School classmates in order to prepare for the IGCSE (International General Certificate of Secondary Education) and IB (International Baccalaureate) examinations – a unique opportunity that is not offered by many other schools.





Multilingualism

In our 30 years of educational experience, we at the French Section have found that learning in multiple languages holds manifold advantages for our students, and our impressions are backed by scientific studies. Research has shown that bilingual students have a better memory than their monolingual peers¹ and that multilingual students achieve better academic results than those who learn fewer languages², which could go some way towards explaining the consistently outstanding results the French Section students score in national exams.



There are no national exams in French primary schools, but there are national assessments in French and maths for CP and CE1 (6 and 7 years old), which students sit in France and French schools abroad. New parents often ask us how the level of French in our school compares to that taught in France and other French schools in the Asia-Pacific region. They are curious about the impact learning English can have on our students' level of French learning. They assume that students in a 100% French only programme must have a higher level of French than the French Section students who are in a half French and half English programme. They also assume that students in the largest French schools in Asia (e.g. Singapore with 3,000 students and Hong Kong close to 2,000) that have a student body of 94% native French speakers must have a higher level of French than we do, with 386 students, 48% of whom are native French speakers.

¹ bilingualism.soc.northwestern.edu/wp-content/uploads/2013/06/SchroederMarian2013.pdf

² [thomasandcollier.com/assets/aral-2017-\(typed\).pdf](http://thomasandcollier.com/assets/aral-2017-(typed).pdf)

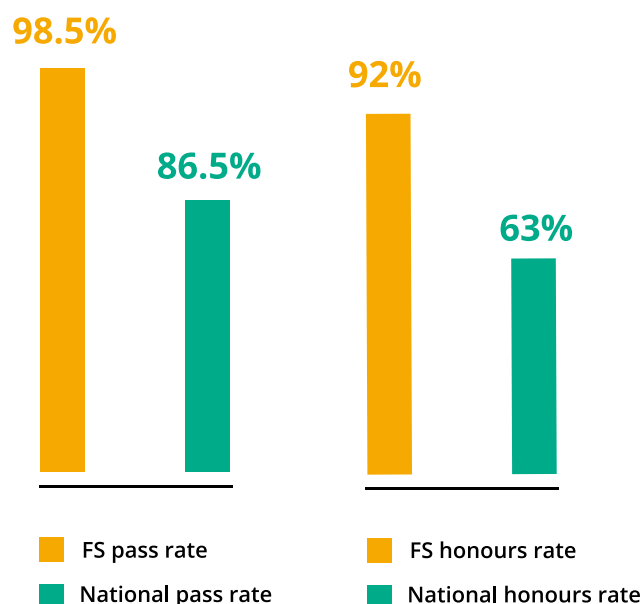
However, our students' test results have proven otherwise. In 2018-2019, all of our CP and CE1 students sat the French national assessments, including the French as Additional Language (FAL) students and those who have only been learning French for a very short time. The results show that the French Section CP and CE1 students scored well above average in every aspect of the French and maths assessments when compared with students in France or in other schools in the Asia Pacific. The French level in our primary classrooms not only equals that of the French in classrooms in France and other French classrooms abroad, but it exceeds it.

Outstanding Exam Results

At the end of their middle school years, FS 3ème students (14 years old) sit the French national Brevet exams in the subjects that they have learnt during their first four years in secondary school³. The final grade is a combination of results from continuous assessments and end-of-year exam papers. For both the Brevet and the Baccalauréat, the exams are devised in France and graded anonymously by teachers from other French schools around the world in order to guarantee the objectivity of the final grade.

From 2014 to 2019, the French Section 3ème students have repeatedly scored higher in the Brevet national exams than the French national average. In the past five years, 98.5% of FS students have successfully passed the Brevet, with 92% of them scoring honours, in comparison to an 86.5% pass rate in France, with 63% of students achieving honours. What's more, the French Section's academic excellence no longer stops in middle school.

Brevet Examination Results 2014-2019

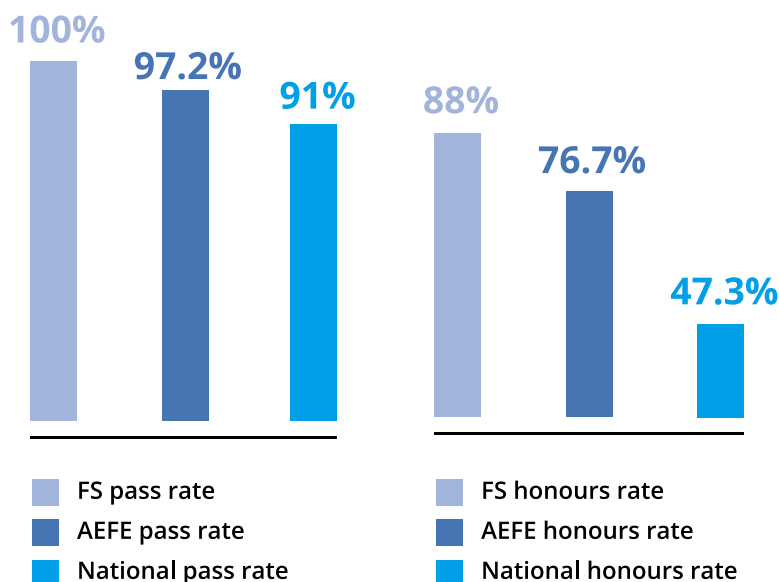


³ French, English, Maths, History-Geography, Civics, Biology, Physics, Chemistry, Technology, Art History, Music, Chinese, Spanish or German, and Physical Education.

It has been three years since we opened our first Terminale (18 years old) class, enabling our students to complete their French education and to sit the French national Baccalauréat exams at the end of high school. The French Baccalauréat is the oldest state exam in the world (it was founded by Napoleon) and it is universally recognised and renowned as a demanding, knowledge-heavy, exacting examination⁴. Like the Brevet, the students' final grade is calculated based on a combination of continuous assessments and end-of-year exam results⁵.

In the three years that FS Terminale students have taken what is colloquially known as 'the Bac,' they have excelled. 100% of our Terminale students have passed the French Baccalauréat, with 88% of them achieving honours. In France, the average is a 91% pass rate with 47.3% honours, while the average pass rate in French schools overseas is 97.2% with a 76.7% pass rate.

French Baccalauréat Examination Results 2017-2019



Analysing French Section examination results helps us to understand the advantage attending our school holds for students. Putting it simply, students who have been in the French Section for longer do better in their exams than those who join us later in their schooling. If we take a look at the objective facts, we see that the FS students who received the highest honours in the Bac had spent on average 6.5 years studying in our school, compared with an average of 4 years and 3 months in our school for those who did not get highest honours. The same goes for the Brevet, the FS students who received highest honours had been learning with us for an average of 3 years and 5 months, while those who did not get highest honours had been in the French Section for an average of only 2 years.

4 fisna.org/en/scholarship/diplomas-and-certificates/the-french-baccalaureat/

5 French Section students study French, English, Philosophy, History-Geography, Civics, Chinese, Spanish or German, Physical Education and Science during their final two years of high school and also choose a number of specialities including Maths, Physics-Chemistry, Biology, Economic and Social Science, History, Geography, Geopolitics and Political Science, Foreign Languages, Literature and Culture, and Humanities, Philosophy and Literature.

The figures show that the longer students are in the French Section, the better they do in their national examinations, which begs the question, what do we do differently in the French Section? As previously mentioned, our promotion of multilingualism in our student body has a direct result on our students' excellent assessment and examination results. The results of the national assessments in primary prove that our French-English pathway works wonders, with the two languages complementing and reinforcing each other, accelerating the pace of learning in our classrooms, and helping our students obtain results they would not achieve otherwise. In secondary, our class sizes are small, which ensures that students get individual and personalised attention from their teachers, and as analysis of the PISA (Programme of International Student Assessment) concludes, 'The most important thing a school can do is provide its students with good teachers'⁶.

High-Quality Teaching is an Important Factor in Student Achievement

We at the French Section believe that our teachers make the difference when it comes to our students' academic success. Scientific studies have been undertaken⁷, which allow us to separate the added value of the teacher from other factors at play in a child's education (such as school environment, social background, curricular content etc.). It turns out that the quality of the teachers, over and above all other factors, offers students the best chances of success. In the French Section, we place an emphasis on hiring committed and dedicated teachers, we also believe that the more intelligent the teacher, the more successful the students⁸.



⁶ Hanushek and Goldhaber

⁷ hanushek.stanford.edu/sites/default/files/publications/Hanushek%2BRivkin%202006%20HbEEdu%202.pdf

⁸ econstor.eu/bitstream/10419/107356/1/cesifo_wp5120.pdf

In France, becoming a teacher is considered a somewhat enviable career for a student to embark on. France manages to recruit some of the best students every year to the teaching profession through a highly competitive exam (only 31.8% of candidates were successful in the secondary exam in 2017-2018). The result is that in France, we have intelligent teachers⁹. The French Section, like other French schools abroad, is fortunate enough to be able to select from the very best of the successful teaching candidates every year, and we apply the same standards of excellence and intelligence in our recruitment of English native teachers.

Intelligence, curiosity and cultivation are not only qualities that we look for in our teachers; we also require them from our students. We believe in students spending time going beyond the curriculum, building skills and competencies in areas such as coding, culture, current affairs, debating, photography, filmmaking, citizenship etc. Every year, our teachers offer projects, groups, pathways, workshops and clubs in areas that they are passionate about, giving our students the chance to go further in their learning and to make the very most of their time with the incredible teachers we have here.



Educating the Whole Child

There are other factors at play in our students' academic success: students having a well-thought-out academic plan (specialities, university courses etc.) from early on is enormously beneficial. Throughout the school year, the French Section academic advisor organises conferences and workshops with university representatives and professionals from a wide variety of fields in order for our students to have a clear idea of the possibilities available to them in the future. Work experience weeks and company visits are arranged with the same aim. We have also found that the chances of our students achieving excellent academic results are enhanced if they play an active role in school life – getting involved in the student council, being a class representative or joining the fight against climate change are all examples of student engagement that go beyond the curriculum and yet contribute to excellent results.

The French Section has a long and colourful history in Taiwan, but we are still a 'new' school when it comes to high school graduates. Our three Terminale cohorts since 2017 have been pioneers in many ways – being the first ever students to sit the French Baccalauréat on Taiwanese soil and being the first ever French Section graduates to apply for universities around the world. Their exceptional results have contributed significantly to the impressive university offers they have received in three short years, (McGill, St Andrews, Sciences Po etc.). But it is not only our students' excellent academic results that are garnering attention from the world's top universities; it is also the unique learner profile, the cultural awareness, the values, the respect, responsibility, knowledge, skills and competencies that they have acquired during their years at the French Section that are causing universities to take notice, and we couldn't be prouder.

⁹ [oecd.org/skills/piaac/](https://www.oecd.org/skills/piaac/)

CONFRONTING EQUALITY

Women, Men and Society Conference

By Noa Shmueli, Maxine Lee, Shubh Lashkery, Euan Tseng (BSHS Students) and Christopher Bellamy (BSHS Assistant Head)

On Saturday 28th September, we hosted the Confronting Equality: Women, Men and Society Conference. This was the culmination of the British Secondary and High School's Individuals and Societies Week, and students in the High School organised every aspect of the event.

The Guest Speakers Were



Revital Shpangental Golan,
CEO and Founder of
Anemone Ventures

Freddie Höglund,
CEO of the European Chamber
of Commerce Taiwan



Jan-Hendrik Meidinger,
General Manager,
Grand Hyatt Taipei



Sonya Papps,
Head of the British Secondary
and High School,
Taipei European School



Professor Carrie Paechter,
Director of the Nottingham
Centre for Children,
Young People and Families,
Nottingham Trent University

Professor Yi-Chien Chen,
Graduate Institute of Gender Studies,
Shih Hsin University, Taipei



Professor J. J. Hsiao,
National Dong Hwa University,
Hualien





Gender Equality in Society

The four students who took the lead in organising the conference were Noa Shmueli (H3), Maxine Lee (H3), Shubh Lashkery (H3) and Euan Tseng (H2). The following is the students' account of their experiences:

Organising an event like this was far beyond what any of us had been involved in before. The four of us were responsible for planning the content, communicating with the guest speakers ahead of the event, organising the publicity and planning the logistics.

A few weeks before the conference, we went with Mr Belamy to meet with Ms Shpangental Golan at her office in Taipei. She helped us to go over what we needed to plan for the conference, including some of the finer details that we could easily have overlooked, for example, choosing the right music and stage furniture to create the best atmosphere. It was eye-opening for us to see how much planning goes into an event like this to make it successful. We also worked together to design questions for the two-panel discussions. Our aim was to stimulate an interesting debate around the topics and to enable the panellists to speak confidently about their areas of knowledge and expertise.



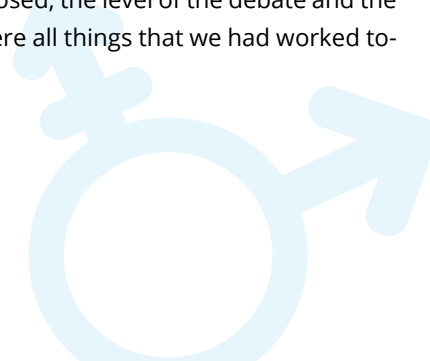
The Organising Team



On the day, Shubh (with help from Ting-Jen) was in charge of media, making sure that the event was documented in photos and videos. Euan was the timekeeper, ensuring that the panels ran smoothly. Maxine was responsible for looking after the guest speakers as well as organising other student volunteers (who helped to register attendees and show them to the right places). Noa was the moderator for the panel discussions.



The first panel discussion was about gender equality in the workforce and involved three TES parents working in business and hospitality, as well as our headteacher, Ms Papps. There were lots of debate and a range of views. What does gender equality mean? Does it mean that men and women are treated the same, or that their different needs are equally valued? We are really grateful to Ms Shpangental Golan, Mr Höglund and Mr Meidinger for taking part in the event, and one attendee commented afterwards, 'I really enjoyed the connection between TES and the community'. Other positive comments include the questions that were posed, the level of the debate and the good timing, which were all things that we had worked together to organise.



Conference Programme :

Panel Discussion

Gender Equality in the Workforce

Revital Shpangental Golan, Sonya Papps, Freddie Höglund and Jan-Hendrik Meidinger

Workshop

Speak Your Mind - Why Your Opinions Matter

► a session specifically for High School students
Revital Shpangental Golan and Sonya Papps

Taiwan Pride

► a history of the Pride movement in Taiwan
Taiwan Tongzhi Hotline Association and Laurel Green

Mango Meter

► a session about the feminist film review app
Professor Yi-Chien Chen

Do You See What I Feel?

► a practical session using role-play to explore the world of difference
Pamela Schmunk

Panel Discussion

Gender Equality in Society

Carrie Paechter, Yi-Chien Chen and J.J. Hsiao

Carrie Paechter, Yi-Chien Chen and J.J. Hsiao
Gender Equality in Society

Panel Discussion

Gender Equality in Society



Gender Equality in the Workforce

The second panel discussion was about gender equality in society, with leading academics from the UK and Taiwan. In their feedback, the highlight for many of the attendees was the opportunity to learn more about some of the cultural practices that exist in Taiwanese society, with one person commenting that 'the second panel had great relevance to Taiwan'.

Both panel discussions prompted some interesting questions from the audience, and the feedback after the event was really positive. In their comments, people have written about the range of perspectives and the excellent speakers. However, the panel discussions would not have been as successful were it not for Noa's hard work beforehand preparing thought-provoking, relevant and sometimes provocative questions.

In between the two panel discussions, attendees were able to participate in interactive workshops, which were an opportunity to explore the ideas in smaller groups. The workshops included discussions, drama activities, movie criticism and a presentation from the students in our Pride Alliance. The workshops were really popular and many attendees fed back to say they wish they could have gone to more than one.

Since the conference, we have been working with Ms Shpangental Golan and Mr Bellamy to reflect on the day and to think about how we could do it even better next time. Part of this involved sending an evaluation form to the attendees and producing an evaluation report for the Senior Leadership Team. We are grateful for the experience and we have listed several suggestions for future events. In particular, we believe that further engagement with the community is essential to drive attendance.

Mindfulness at the British Primary Section

— A Useful Tool to Manage Stress

By Jeni Wong , Year 5 Teacher & PSHE Coordinator, BPS



Why Mindfulness?

A report by Jamie Bristow, Why Schools in England Are Teaching Mindfulness (26.02.2019, www.mindful.org/why-schools-in-england-are-teaching-mindfulness/) stated that the UK Government has for the first time invested public funds to one of the largest studies of its kind, to study the benefits of mindfulness in the classroom. Hundreds of children will be taught mindfulness through a range of innovative techniques which aim to ‘help them regulate their emotions’ and promote good mental health. The introduction of the trials coincides with the start of Children’s Mental Health Week, with UK Education Secretary Damian Hinds acknowledging plans to introduce children to issues around mental health, well-being, and happiness from the beginning of primary school.

“

As a society, we are much more open about our mental health than ever before, but the modern world has brought new pressures for children...these trials are key to improving our understanding of how practical, simple advice can help them cope.

— Damian Hinds, Former Education Secretary of the UK

A compilation of TED speeches by education expert, Sir Ken Robinson, clearly notes that ‘...kids today are living a “toxic childhood” where they have digital overload, eat a lot of junk food and only go outside for less time each day...Our children are living in the most intensive stimulating period in the history of the earth. They’re being besieged with information and coerced for attention from every platform: computers, iPhones, advertising hoardings, hundreds of television channels’. Without a doubt, our daily lives can be tiring and this is where mindfulness plays a role.

Mindfulness aims to help students (and staff) manage their busy lives or for others, manage their stress and work through it more effectively. Frequent mindfulness practices, even short sessions, impart health benefits with research projects (*My Resilience In Adolescence*, *MYRIAD* and *The Mindfulness Initiative Institute’s summary for mindfulness in education*), suggesting that mindfulness programmes can improve cognitive performance as well as resilience to stress, help us to increase our ability to regulate emotions, decrease stress, anxiety, and depression. It can also help us to focus our attention, as well as to observe our thoughts and feelings without judgment.



Mindfulness Close to Nature

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Half of all mental illness, as we know, begins by the age of 14 — and with young people spending more time online, the strains on mental well-being are only going to increase.

— Theresa May, Former Prime Minister of the UK

What is Mindfulness in the Primary School?

At its most basic level, mindfulness helps train your attention to be more aware of what is actually happening, rather than worrying about what has happened or might happen: rehashing the past or imagining the future. Mindfulness is the practice of paying attention to the present moment on purpose with kindness and curiosity, maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment. We learn to bring greater curiosity to whatever it is we experience. Jon Kabat-Zinn, the founding father of secular mindfulness, described this skill as 'being alive and knowing it'.

Mindfulness is a very simple practice. While the mind is a great time traveller, planning summer holidays or remembering a birthday, the body is only ever right where it is. So, when we practice coming home to the present moment, we use the body as an anchor to what is really happening right here, right now. In this moment, can you feel the sensation of the soles of your feet? Can you notice the feeling in your chest? Can you notice your breathing? By coming home to the body and the senses, we are cultivating an awareness of life as we live it, moment to moment. This is mindfulness.



Mindfulness Focused Colouring



Mindfulness Focused Attention



Benefits of Mindfulness include:

- ▶ Well-being and Mental Health — As well as helping children to recognise worry, it helps them to manage difficulties and cope with exams, developing a more mindful awareness also helps children and young people to appreciate what is going well and to flourish.
- ▶ Concentration and Cognition — Mindfulness trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan.
- ▶ Social and Emotional Learning — Mindfulness is often taught through PSHE, to develop a greater awareness of relationships and how to manage them. It aims to develop areas of self-esteem, optimism and resilience.
- ▶ Behaviour — Mindfulness may help the children to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour. It should not, however, be used as a discipline strategy.

What practices do we have to support children with Mindfulness?

Our curriculum aims to develop the whole child with the school values and learner profile at the heart of learning. In addition, our continually developing BPS PSHE covers links to mindfulness approaches through units of learning under the three main areas: Healthy Life Styles, Relationships and Global Citizenship, being part of the wider world. Teachers are also being encouraged to incorporate brain breaks and mindfulness approaches that best meet the needs of their classes.

This academic year has seen many classes subscribe to free tools such as calm.com. This site offers audio and video features (e.g., music, nature sounds and scenery), which complement the guided meditation tracks and a variety of timed programmes of meditation, sleep stories, music, masterclass and body. Features also include customisable settings (e.g., background nature sounds and scenes), mindfulness reminders, session history. Practices can include listening to a soothing voice and doing nothing but focusing on breathing and sensing oneself — for anything from two minutes or ten or more, depending on the programme followed.



Breathing-Blowing

The scenery shared and the length of practice can be tailored to help the process. In my class, we like to use calm.com on days where the curriculum can be demanding, in-between hour sessions of Maths and English. Slowly, we are still building an understanding of its uses. Initially children would giggle and talk, and we barely lasted 2 minutes of listening to a programme. Gradually, we have worked our way up to 5-7 minute programmes where we have learnt to stay still, relax, release our thoughts and learn breathing techniques, slowly becoming more aware of our surroundings. Our next step is to follow the guided programme's meditation or thoughts process more closely. The children enjoy the moment and it helps them to refocus, recharge their minds and encourage attention skills for learning.

Another popular website is headspace.com and other mindfulness activities include making use of outdoor spaces, the greener the better (when the weather permits) and listening to the world around us. Being in touch with nature, self and the moment. Focusing on using one's senses to be aware of one's surroundings. Other favourite practices can include following mindfulness challenge cards, yoga practices, colouring or games such as passing the balloon, feely boxes, blowing bubbles. Together, these all aim to help clear children's minds and focus on the present, providing a sense of calm to deal with the busy daily lives we all experience.



Following Calm Programme

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In today's rush, we all think too much—seek too much—want too much—and forget about the joy of just being.

— Eckhart Tolle

Sources:
mindfulnessinschools.org/
myriadproject.org/
www.mindful.org/
www.themindfulnessinitiative.org/

The Importance of Social-Emotional Learning for Children

By Chia-Chi Chow, Educational Psychologist

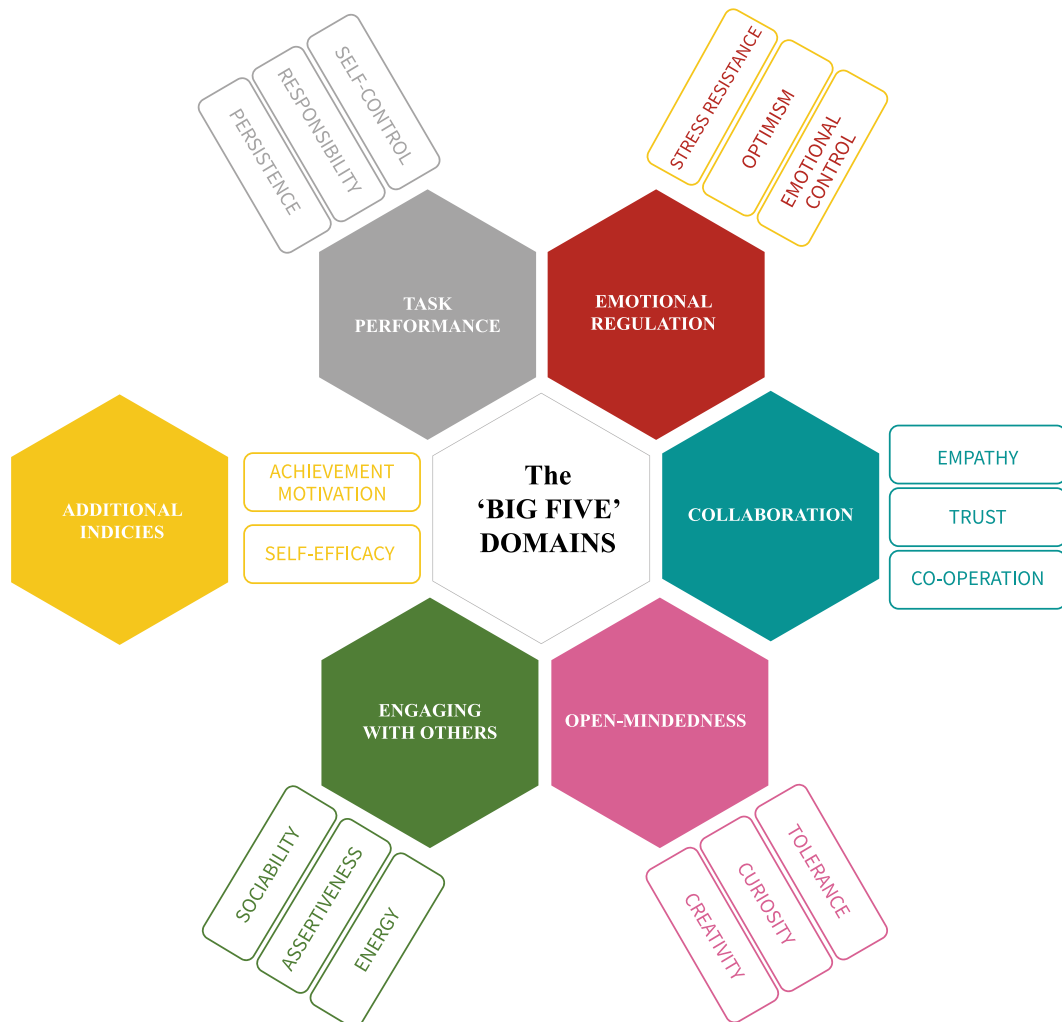
Over the past two decades, educators, policy makers and researchers have shown increased dedication in promoting social and emotional skills in school education. In a world where academic skills are often seen as the priority, social and emotional skills can be overlooked, however, research has shown that these skills are crucial for children to become successful both socially and academically. Here at Taipei European School, it has always been our aim to help our students achieve not only academic excellence but also to equip them with core life abilities that are vital for school, work and life success.

Social and emotional skills can be a vague concept for many teachers and parents. The Organisation for Economic Co-operation and Development (OECD) defines 'social and emotional skills' as the abilities to regulate one's thoughts, emotions and behaviour. See Figure 1 for the Big Five model.

Just like literacy and numeracy skills, social and emotional skills are developed through formal and informal learning experiences in daily life.

Figure 1 - Social-emotional skills: the Big Five model

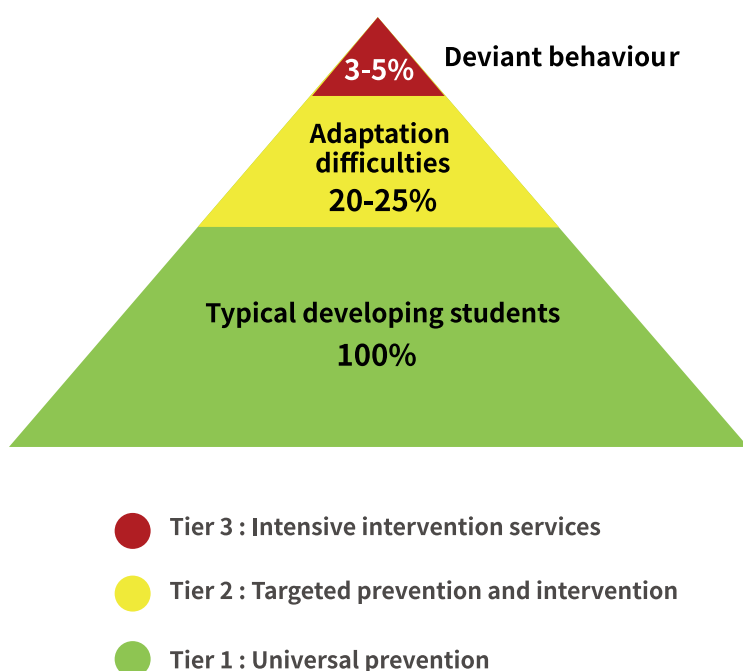
Source: The Organisation for Economic Co-operation and Development



At TES, social-emotional learning is embedded in curricula across school years to all students. After the introduction of social environment and basic interpersonal skills in nursery years, discussions on related topics with teachers and peers are carried out in students' Personal, Social, Health and Economic course (PSHE, British Sections), Ethic class (German Section) or civics programme (French Section). Students also apply this knowledge and practice their skills in group exercises and on the play ground everyday. Over countless hours of experimentation and trial and error, they acquire social and emotional skills gradually. There is no doubt that families also play significant roles in shaping children's social and emotional development, however, from middle childhood through adolescence, interaction with peers are often more important.

In addition to classroom activities, at TES, we start providing counselling services on both EPC and ESC campus to promote students' social-emotional learning and to meet their various counselling needs. Counselling support at school is not limited to one-to-one individual sessions or friendship groups. School counsellors' work aligns with the Multi-Tiered System of Support (MTSS) model. See Figure 2.

Figure 2 - Multi-tiered system of support model



Broadly speaking, every pupil can benefit from counselling support through the Multi-Tiered System of Support. In Tier 1, counsellors work with Year Deans, class teachers or librarians for implementing instructional practices to all students. It could be psycho-educational talks on mental health issues in assembly or developing a plan with the pastoral care team on implementing anti-bullying policy. Tier 2 interventions are for students who need extra strategic interventions for social-emotional learning. For example, behavioural contracts for students showing challenging behaviours or two check-in sessions with students who are having friendship issues. In Tier 3, the targeted population are the 3-5 % of students who need a lot of help and intensive supports to maintain their social-emotional functioning. Such as suicidal prevention, bereavement therapy, interventions for autistic spectrum symptoms. It is likely that kids with Tier 3 counselling needs are referred to external experts to receive the supports which can benefit them the most.

Apart from facilitating social and emotional development, counsellors can help students in the areas of academic achievement and career development as well. At secondary campus, we have a strong team of university and career counsellors working with students and advising them during the application process for universities. It ensures our students get into the school which suits them the best and they can keep fulfilling their potential after graduation.

It is said that it takes a village to raise a child. The interactions between children and an entire community of people provide a safe, healthy and enriching environment for our kids to grow. Wellbeing does not solely mean the absence of psychological symptoms such as depression, anxiety or insomnia but also a demonstration of happiness, self-esteem and balanced emotions. We are hoping with the social-emotional learning curriculum we have, together with more counselling services provided on campus, we will help our students achieve optimal personal growth, acquire social-emotional skills and become productive, successful and happy members of the world!

TES Alumni Ambassadors

— A Global Network of Support

By Jyana Tata, Fredrik Lee, Angelina Chen, Konrad Wang, Vernon Lin, Beatrice Blanc, Jessica Wang, Tamara Greim (TES Alumni) & Jessamine Liu (TES Marketing Officer)

Welcome to Our Alumni Community

The alumni programme aims to facilitate lifelong connections with graduates, faculty members, staff, parents and partners of the Taipei European School (TES) through a network of events, services and communications.

There are over 600 TES graduates across the world. We would love to connect with anyone who has attended TES, no matter how long you were with us or how much time has passed since you left the school. Our alumni community provides opportunities to build personal and professional networks across the globe where we can share experiences and expertise.

It is easy to stay connected with us. All you need to do is fill out the alumni registration form and submit it online.

We work with TES Alumni Ambassadors to provide continued support to all community members. Currently there are over 30 ambassadors across the globe. Whether you are a university student or working professional, you can contact these TES alumni for advice that is relevant to their experience and expertise. With our alumni ambassadors' participation, we are able to extend support beyond TES. Whether you are seeking advice about settling into university life or trying to expand your social network, our ambassadors are more than happy to share their first-hand experience and advice with you. They could also be your first local friend if you move into a new city! Don't hesitate to reach out, they are just an e-mail away!



**Sign up
to stay
connected!**



✉ alumni@tes.tp.edu.tw
TES Alumni Community

Meet Our Alumni Ambassadors



Jyana Tata

TES Class of 2006

-  Taipei, Taiwan
-  General Manager,
Compass Ocean Logistics Corp.
-  jyanatata@gmail.com
jyana.tata@compasslog.com

Ni hao, friends! Hello from Taipei, it's a pleasure to be part of the TES Alumni.

My advice to current students is 'don't take school for granted.' There is something to learn in each and every class. Remove those negative thoughts which tell you 'I won't use this in my life.' You never know where you may end up! The more knowledge and skills you gain, the more opportunities may present themselves in your future. Enjoy school life and don't be in a rush for it to be over! To my fellow alumni around the world, I hope to learn more about where you are and what you're doing. It's important that we support each other and keep up the TES legacy.

More about Jyana:

Jyana joined TES in Year 4. She remained at TES until she graduated and then went on to study Mass Communication and Journalism at Ming Chuan University in Taipei. Jyana started her professional career as a Public Relations/Marketing Executive in Syria. Political issues resulted in Jyana returning to Taiwan to work in export trading for the family business. Eventually an opportunity presented itself in the logistics industry, where Jyana soon rose to the top of her profession. As a resident of Taipei, Jyana is able to help students who are looking for work experience, CAS hours, or internships. She believes that, whether it's in a job interview or being accepted into the school of your dreams, you should stand out without creating a false image. As a TES alumni ambassador, Jyana is happy to support the school and fellow alumni to help train and prepare students for the real world.




Categories of Advice:

#Studying and working in Taiwan #work experience and internships #logistics #export #public relations, marketing #media #journalism #communications



Fredrik Lee

TES Class of 2011

-  Thailand, Bangkok
-  Managing Director,
Collars Hospitality
-  fredrik.lee@collarshospitality.com

Hello all! Thank you for stopping by for a minute to view my profile. Generating interest within a short timeframe and crafting your own unique selling point (USP) is what makes an individual stand out in such a competitive marketplace. So hopefully I can do just that! 'Hospitality without borders' is what I am all about – all you need to do is ask and I'll do my best to assist you (or at least I'll try).

More about Fredrik:

Fredrik has over eight years of hospitality industry experience, both in operations and management, and has spent the majority of his career with the Mandarin Oriental Hotel Group, in Asia and Europe. Recently, Fredrik has founded Collars Hospitality, a company that provides hospitality consulting, management and lifestyle concierge services that foster the guiding principles of 'luxury, convenience and personalisation'. Having lived in seven different cities within the past eight years, Fredrik is an expert on finding your feet in an unfamiliar environment. Furthermore, as a young businessman, he takes on challenges that many would fear at such a saturated industry. As the area of hospitality covers a wide spectrum, Fredrik is available to offer advice and insights on many different aspects of business and career paths.




Categories of Advice:

#Hospitality industry #entrepreneurship #business and management #university business and hospitality courses #postgraduate courses #relocating



Angelina Chen

TES Class of 2017

-  Vancouver, Canada
-  Undergraduate,
University of British Columbia
-  angelinachen1026@gmail.com

Hi, I'm Angelina. I miss everyone at TES so much! I am currently enrolled in the University of British Columbia after 15 years of being a part of the TES community. I study Theatre as well as participate in social clubs, sing in the acapella club, and compete in basketball and volleyball. My number one tip when I am ever in doubt is to speak one-to-one with my professors or teachers because they are essentially a resource. Build a connection with them and see them as your helpers, not the opposite!

More about Angelina:

Angelina was a student at TES all the way from Nursery to H4. Her passion for theatre and performing arts was formed at TES and led her to pursuing these interests at university. Angelina has extensive experience of interviews and auditions, both face-to-face and through Skype, and she has wide-ranging knowledge on how to get onto a performing arts course at university. Angelina believes that being rejected after an audition doesn't define one's abilities – it simply means that the role wasn't right. In the world of performing arts it's very important to remain positive and Angelina is able to offer advice on how to regain your confidence if you have suffered a setback. Angelina has worked as a stagehand, stage director, stage manager, lighting designer, and much more, and would be delighted to share her experiences with others who have a passion for performing arts.




Categories of Advice:

[#\(Skype\) interviews, auditions](#) [#Performing Arts courses](#) [#roles within the theatre industry](#)



Konrad Wang

TES Class of 2016

-  San Francisco, CA
-  Software engineer,
Facebook Inc.
-  4321konrad@gmail.com

Hey guys, I'm Konrad and I graduated from TES in 2016. There are so many things I wished I'd known before coming to college, and I hope to give y'all my two cents. Feel free to hit me up through Facebook, LinkedIn or even just shoot me an email, I'd love to share my experiences.

More about Konrad:

Konrad started his education at TES from Nursery all the way to the completion of his IB diploma in 2016. He graduated from Georgia Institute of Technology in December 2019 with a B.S. in Computer Science. During his 3.5 years in college, he focused on Artificial Intelligence and Human Computer Interactions. He also worked as a Software Engineer at Home Depot and a social media startup. Prior to accepting a full-time role at Facebook, he interned in Facebook's Search Ranking team Summer 2019 and developed an end to end automated pipeline for training ranking models. As the Social Chair of Xi Kappa, he also knows a lot about what goes on in US college fraternities. Konrad will soon relocate to San Francisco and work as a software engineer at the exciting Facebook Inc.




Categories of Advice:

[#Computer science](#) [#studying in the US](#) [#fraternities](#) [#internships](#)
[#obtaining funding for projects](#)



Vernon Lin

TES Class of 2014

-  Toronto, Canada
-  Postgraduate,
University of Toronto
-  vernonwtlin17@gmail.com

Hi! Feel free to reach out to me with any questions related to studying History or Law at a post-secondary level, applying to and studying at a university in the US, and adjusting to life post-TES in North America.

More about Vernon:

Vernon is currently in the second year of his post-graduate law programme at the University of Toronto. Following graduation from TES in 2014, Vernon moved to New Haven, Connecticut, where he completed his undergraduate studies in History at Yale University. Vernon has worked as a summer associate at Aird & Berlis LLP, a law firm in Toronto, in addition to completing internships at Pamir Law Firm in Taipei and China Business Intelligence Consulting in Shanghai.

Categories of Advice:

#Studying History #Law #studying Law #Business #Business Consulting
#applying to US universities #studying and living in the US




Becoming an Alumni Ambassador

We recruit ambassadors who will liaise with the Alumni Office to facilitate gatherings and alumni groups in different cities. Wherever you are in the world, you can always get connected with our community. Interested in becoming an ambassador? Simply get in touch through alumni@tes.tp.edu.tw for more information.



Beatrice Blanc

TES Class of 2016

-  Lausanne, Switzerland
-  Undergraduate,
Ecole hôtelière de Lausanne
-  marie-beatrice.blanc@ehl.ch

Hello everyone, I'm Beatrice. It will be very nice to be connected to the TES community again! I graduated from TES in 2016 and I am currently studying Hospitality Management at Ecole hôtelière de Lausanne (EHL) in Switzerland. I am enjoying exploring Switzerland and neighbouring countries when I have free time.

More about Beatrice:

Beatrice is currently studying Hospitality Management at Ecole hôtelière de Lausanne and has just completed her internship at the human resources department of the Hyatt Regency London The Churchill and now back in Lausanne finishing up her final year of studies. She enjoys the very specialised undergraduate course that EHL offers and has been fortunate enough to have completed short-term internships in Taipei at the Grand Hyatt and in Sun World Dynasty hotels, as well as a six-month internship in Greece, where she worked at the large Costa Navarino resort in the Messenia region. Beatrice has extensive knowledge of various Hospitality Management courses and can provide information on the wide range of career options in the field. She is also able to offer advice on applying for internships and moving to a new country or city. She would like to help others understand that Hospitality Management isn't just about hotels, but rather encompasses a wide breadth of jobs and roles.

Categories of Advice:

[#Hospitality Management courses](#) [#applying for internships](#) [#moving to a new country/city](#)
[#jobs in the Business Management and Hospitality Management fields](#)



Jessica Wang

TES Class of 2011

- London, UK
- Architect,
Zaha Hadid Architects in London
- jwyu27@outlook.com

Hello fellow TES students and alumni! You are welcome to email me if you have any specific questions regarding preparing to study architecture in the UK or advice about architecture schools/courses.

More about Jessica:

Jessica was a student at TES from Year 1 until graduation. After graduating from TES in 2011, Jessica moved to the UK to study Architecture at the University College London's Bartlett School of Architecture. She obtained the RIBA Part 1 qualification and went on to achieve her second Architecture qualification, the RIBA Part 2 at the same university. She is now working as an Architect at Zaha Hadid Architects in London.

Categories of Advice:

#Architecture #studying Architecture #studying and working in the UK



Tamara Greim

TES Class of 2006

- Frankfurt, Germany
- Attorney at Law,
Ashurst LLP
- tamara_greim@gmx.de

Hi! I graduated from TES more than ten years ago. Back then, I never thought I'd end up as a lawyer working in Germany. Life takes funny turns sometimes. Personally, I've always benefited from talking to (older) people who were at a different stage of life and I'm happy to do the same for others.

More about Tamara:

After graduating from TES in 2006, Tamara completed a Law degree in Heidelberg, Germany and Bilbao, Spain. The completion of the German first and second state Law exams qualified her for a judgeship. She subsequently completed a postgraduate Law degree in Melbourne, Australia. During her studies, Tamara specialised in Public International Law and now works for a global law firm, Ashurst LLP in Frankfurt. In the future, she may consider applying for a judgeship or for a post with the German foreign ministry.

Categories of Advice:

#Law #studying Law in Germany #dealing with setbacks and obstacles
#moving to a new city #building a life in foreign places



TES FACEBOOK

TES Alumni Office  FS Alumni

A Piece of Taiwan in Paris

By Elodie Sagui, Ashley Yuan, Charles Werquin and Yannick Deleuze, AAEFT

The Alumni Association of TES French Section (ASSOCIATION des ANCIENS de L'ÉCOLE FRANÇAISE DE TAIPEI, AAEFT) was founded by Elodie Sagui, Ashley Yuan, Charles Werquin and Yannick Deleuze in February 2015, with one foot in Taiwan and another in France.

It all started with previous meetings between former students; a few of us stayed in touch and would meet either in Taiwan, France or other parts of the world. These informal reunions and the exchanges between current students of Taipei European School French Section grew considerably and was able to include the first group of high school graduates, formed AAEFT. The Association brings together alumni but also former parents and former members of the staff.

The AAEFT was created on four pillars:

- To facilitate, maintain and develop bonds of solidarity and friendship
- To support students currently in the French Section of Taipei European School
- To work on the influence and recognition of the school
- To promote information, guidance and integration of students of the school

On the initiative of the four founding members and the support from the Alumni Office of the Taipei European School, we celebrated 30 years of the French Section in a symbolic place: the Embassy of Taiwan in France. It was an opportunity to formalise the association but mostly to reconnect.



It took a whole year to organise such an event. From scratch, the four members of the board built a network, gathered contacts from our fellow classmates and stayed connected through emails and our Facebook page. Rebuilding a connection that was never lost, because Taipei European School French Section was never just a school; it was and still is a big family. This was put forward when we met on 12th October, 2019. We were taken back to the 1980s, sharing all kinds of stories. Great memories have remained between the teachers, parents and students. We were able to assemble more than 70 people that day, and had the honour to hear from the Ambassador François Chih-Chung Wu, who gave an exhilarating speech. Olivier Barthelemy, co-founder of the previous French school and parent, and Sylvie Liu, former teacher and parent, both delivered heart-warming stories and anecdotes. Jean-Yves Vesseau, the current head of the French Section, who was unfortunately not able to join us that evening also shared with us how the school has grown through a video! The meeting concluded with a nice dinner catering from Le Gout de Taiwan with traditional Taiwanese dishes. This reunion was very special, we were all left grateful to have this opportunity to finally meet again after all these years.



“

Merci à vous quatre... pour tout le travail accompli pour organiser cette grande festivité: fêter les trente ans de l'EFT et nous donner l'occasion de retrouver ceux avec qui nous avons partagé cette grande aventure de la création de l'Ecole. Qui a abouti à un Lycée français [TES - Section française]!

Un des grands plaisirs de cette soirée fut pour moi de voir votre enthousiasme à tous les quatre, votre dynamisme, qui apparaissent dans les grands sourires avec lesquels vous avez mené tout cela. Et le plaisir de voir qu'il y avait du monde, que les anciens ont répondu à l'appel, et si contents d'échanger des nouvelles et de se rappeler de bons souvenirs.

Longue vie à l'Association des anciens élèves!

Thanks to the four of you...for all the work done organising this great party: celebrating thirty years of EFT and giving us the chance to meet with everyone whom we shared this great adventure with, which is the creation of the school. Which became a Lycée Français [French Section of TES]!

A great pleasure of this evening was for me to see the four of you, with your enthusiasm, your dynamism, keeping big smiles while doing all of these. And the pleasure of seeing many show up, that the elders responded to the invite, and so happy to be able to exchange news and remember good memories.

Long live the Alumni Association!

—Sylvie Liu, Former Teacher and Parent

Above was one of the many emails we've received after the event. Speaking on behalf of the members of the Alumni Association, former and current students, parents and staff, we are all looking forward to the next gathering!



Words from the TES Alumni Office



Following the success of last year's Alumni Summer Reunion, this year, TES Alumni Office received a proposal initiated by our alumni to support them in organising a reunion in Paris. This is the first official collaboration between the school and our alumni ambassadors to deliver an overseas event. Through a long process of preparation and communications with AAEFT members in the past 12 months, we are very pleased to see our community members coming together to celebrate the 30th anniversary and reminisce the time they had in Taiwan. We are very proud of the four AAEFT organisers who started this from scratch and overcame many challenges along the way, helping everyone stay connected. Our office will continue to facilitate more alumni events with our alumni across the world and we are always happy to hear news and ideas from them.

— Jessamine Liu, TES Marketing Officer

✉ alumni@tes.tp.edu.tw



Taipei European School / 財團法人台北歐洲學校 🔍



AAEFT 🔍

Parent, Student and Staff Community Coming Together in Rain and Shine

By Kerry Nockolds, Director of Admissions and Marketing

One of the wonderful things about being a parent, or staff in TES, is being a part of the school community. A school is like a mini-city; there are people working hard in the background to make the whole place tick along. There are of course the teaching cadre that includes the teachers and learning assistants who are there with our children all day. There are also the support staff running around to make sure children arrive, eat and play in a clean and secure environment. We express our gratitude and appreciation to our teachers and staff in many ways throughout the year, but there is also another important group that contribute their time and effort to this larger community that we often overlook, which is the TES Parent Support Council.

The Parent Support Council is a group of 8 conscientious parents from the 4 section's parent associations and they are instrumental in setting up the big activities like the Autumn Festival, the Christmas Bazaar and the Gala evening. The monies raised by the group is given back to the sections to support projects for the children of the sections, often projects that can contribute to the outside classroom teaching and learning of the children. At TES, we work as a community — parents, staff and students. The activities are a combined contribution of great effort by many groups and the more people join the better the events are.



This year's Autumn Festival was held under the threat of thunderstorms, which actually materialised on the night, but this did not stop a massive part to the parent and student community coming and revelling in the wonderful music and enjoying the food. The children also got to work with some of our ECA/CCA providers in activities that are often fun and educational. Moreover, the Christmas Bazaar, which is one of the biggest events of the school calendar year with more than 4,000 people attending, involved work done by parents both on the day and several weeks before, is a tribute to the ethos of giving that TES parents espouse. What makes this year's event even more special was the pre-loved clothes stall organised by the Tri-Sectional Eco Committee where the students collected second-hand clothes and ran the stall to sell them to a new home.

We encourage all parents to reach out to the various parent groups in the school sections, as they do an amazing job in providing opportunities to join in the fun (and work) of supporting activities. We hope that in the coming years, parents across the school community will actively join or continue to join the various section parent groups and support these events.

A big thank you to those involved with the events so far this year.

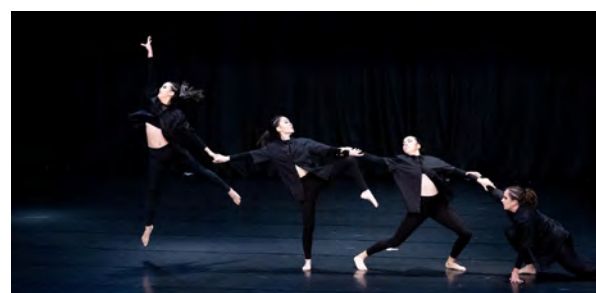


Annual Music Concert



Christmas Lighting

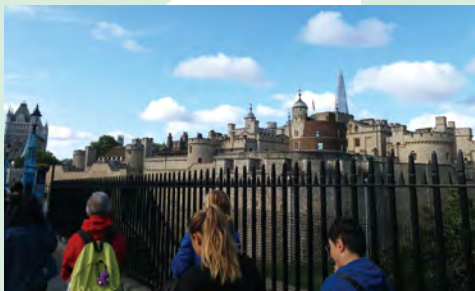
Dance Competition



The Power of Educational Trips

By Ian Stewart, Deputy of IB Coordinator, BSHS

Tower of London



Memorial Museum Passchendaele



Newfoundland Memorial Park



London

Ypres

Somme

Normandy

Paris



Group with Mme Gondree at Pegasus Bridge



Group at Champs Elysees

In early September, for the first time in TES's history, we took a group of High School historians on an action-packed 9-day tour of London, Ypres, Normandy and Paris. It was a great example of how educational trips help to reinforce and expand on classroom learning.

Trips like this help students build soft skills and expose them to new opportunities with their peers. This is important because interpersonal skills such as teamwork, problem-solving and speaking with people from a range of backgrounds will be essential to our students in most working environments and in their future lives. For this reason, school travel can be more meaningful for students than holiday and leisure travel. Away from family and friends, our students were compelled to step outside their comfort zone. They also met new people, tried new foods, spoke different languages and travelled to new places.

Our knowledgeable and professional battlefield guide was able to assist our students greatly on the tour. He researched war records and information on the battles and events of both world wars. The twin-centre journey took our group along the French Western Front and into Belgium, staying in both Ypres and Normandy. The group visited key cemeteries, battlefields, museums and memorials. Reading books and watching programmes provides background to the First and Second World Wars, but nothing sheds more light on these significant moments of human conflict than visiting the sites.

We very much hope to conduct a similar tour on a bi-annual basis.



Impressions on the Inaugural European History Trip

By Ting Jen Kuo H3 and Jenny Lin H3

This September, we attended the first history trip ever arranged by the school. During the trip, we visited several cemeteries, batteries and battlefields that we thought were very memorable, especially with the prior knowledge on the First and Second World Wars that we study for IGCSE or IB History. After we've spent so long studying past world events in textbooks, it really was something exciting for us to be able to visit these historical destinations in person. To be there brought us closer to understanding what it was like for those who were there. At times, studying history feels like an endless memorisation of names and dates, but this trip brought the subject to life. We gained a greater scope of understanding about something that was far more than words on a page.

Some of the most memorable places we visited include Ypres, because of the sombre atmosphere of remembrance of the cemetery, as well as the Imperial War Museum in London (IWM) where the instalments of different historical events at the IWM were visceral, engaging and carefully curated. It's not an understatement to say that visitors could spend days exploring the place. Finally, we would like to thank our tour company guides for making such an unforgettable experience possible for us!



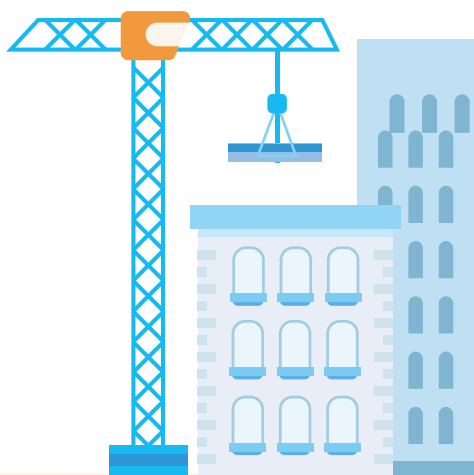
TES Wreath with Message

IB Physicists Step Up and Stand Out at IDEERS 2019

By Rob Neroutsos, Physics, Science and Mathematics Teacher, BSHS

On Friday, 20th September and Saturday, 21st September, 8 intrepid IB Physicists from TES once again took part in the annual IDEERS Earthquake Competition at the Taiwan National Center for Research on Earthquake Engineering (NCREE). 'Introducing and Demonstrating Earthquake Engineering Research in Schools (IDEERS)' is jointly organised by NCREE, National Applied Research Laboratories (NARLabs) and the British Council Taiwan. This annual event brings over 500 high schools and university students from around Taiwan, Asia and the World together to learn firsthand about the design and construction of structures to withstand seismic activity.

In the month leading up to the competition, under the inspired direction of Mr Winter and Mr Neroutsos (veterans of the shake, rattle and roll), the students tested their ideas for the completely new set of rules that were in effect this year. The structure was going to have to be between 50 and 65 cm tall, as well as support a minimum load of over 7 kg on the top floor, similar to a water tower. All our past experience was out the proverbial window, as we tried to figure out the best way to meet the new criteria.

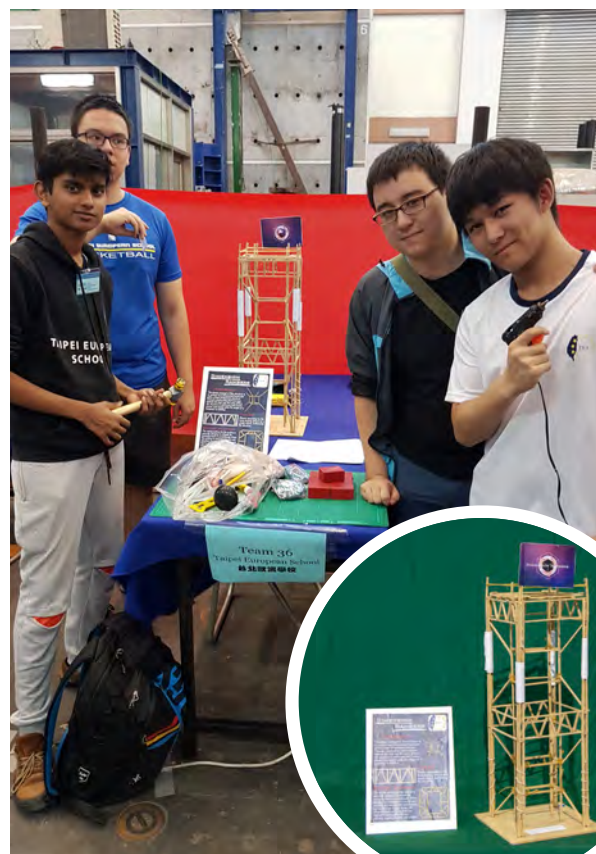


The competition got off to a rocking start on Friday as everyone received a real earthquake alert on their phones at about 9:15 am! Luckily just a small 5.4 magnitude shake and nothing compared to the test to come! The teams had five and half hours to build their model towers using only a limited number of materials, including 30 wooden sticks, string, rubber bands, paper and the all-important glue gun.

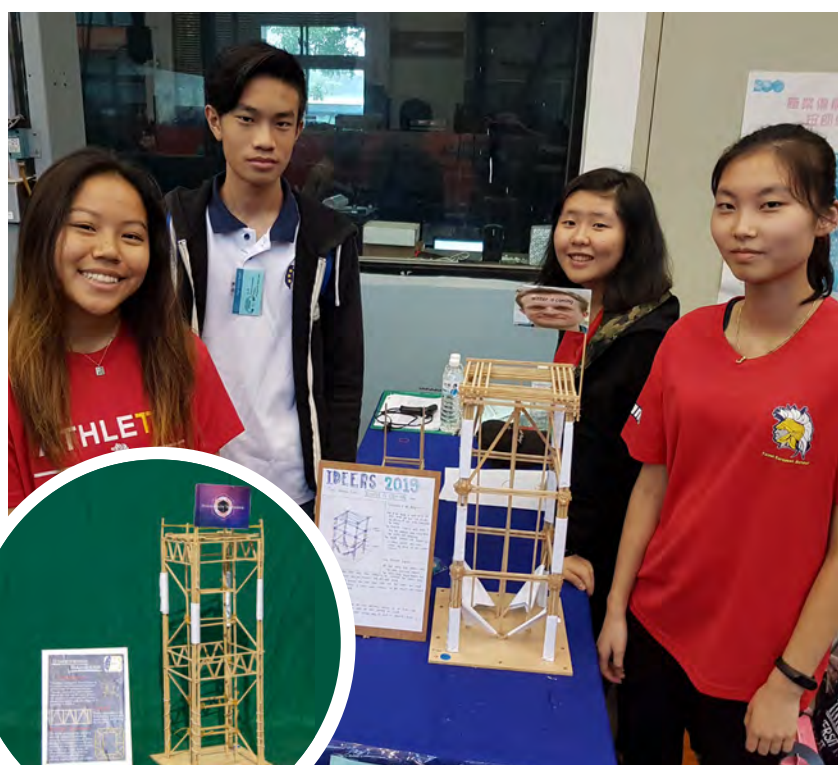
The pressure mounted as the clocked ticked down and the finishing touches were made. The models then had to be inspected by the judges to see if they met all the specific criteria.

The teams all reconvened on Saturday morning for the model viewing and testing. It was a truly inspiring sight to see all the hard work and creativity of the previous day on display from so many teams from around Asia....and then to see the absolute destruction when the shaking began! The high school team models were mounted on the hydraulic shake table and then the seismic ground accelerations were applied increasing from 200 Gal (2 m/s^2) up to a maximum of 900 Gal (9 m/s^2). The main objective was to have the highest efficiency ratio, which was a combination of the maximum weight supported up to optimum ground acceleration of 800 Gal (8 m/s^2) to the lowest amount of materials used.





Every year IDEERS is a fantastic event and important in helping our students develop their character strengths, such as teamwork, creativity, perseverance, communication and critical thinking. It also gives them the opportunity to interact with like-minded individuals from around the world, while engaged in a real problem-solving experience. This year was the first time we had H3 students compete, and their team 'Winter is Coming' performed admirably, withstanding up to 700 Gal and placing 21st out of 42 teams. The H4 HL Team 'Dimension Rangers' had our most impressive result to date of 11th place and surviving up to 800 Gal. Congratulations to Brenda, Michael, Hyejun, Minna, Neel, Immanuel, Patrick and William for 'Stepping Up and Standing Out' at this year's completion.



The **ECO ART** Project

Recycle, Reduce and Reuse

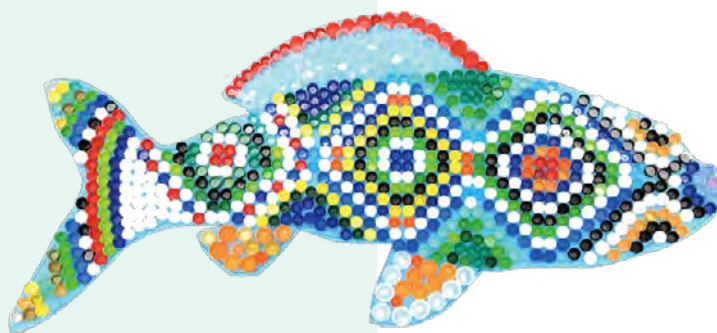
By Eamonn O'Callaghan, Art Teacher, BPS

It all starts in the classroom.

Eco-Schools is a growing phenomenon, which encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the school and eventually fosters change in the community at large. Through this initiative, young people experience a sense of achievement at being able to have a say in the environmental management policies of their schools, ultimately steering them towards certification and the prestige which comes with being awarded a Green Flag.

The ECO ART project started last year at TES as part of our school's effort to win a Green Flag. We had three important aims. We wanted to bring the school community together to promote the 3Rs: Recycle, Reduce and Reuse. We wanted to collaborate to create an art work and we wanted to raise awareness about the environmental damage caused by plastic pollution.

After much discussion, the students from the school's green team set up a collection station in the atrium where parents and children were encouraged to bring in plastic bottle caps in all shapes, sizes and colours. The students then sorted and weighed thousands of plastic caps to use them to create an artwork. We wanted the sheer volume of plastic caps to provoke thoughts about the amount of waste we are producing.



During lunchtimes, the students came to the art room and arranged and glued the caps in elaborate patterns. It was important for us to create something beautiful even though we were working with materials that would normally be thrown away. The students created a series of designs based on sea life because plastic pollution can be so damaging to our oceans. Alongside the art project the students created a website in an effort to raise awareness of environmental issues and document what we have achieved. The students even made a plastic QR code for their website. The first attempt to create a recycled QR code didn't quite work. The caps were too round to be readable. So we made a grid with plastic strips and glued them in a QR pattern. Hopefully it will make a lot of people want to visit our site ecoarttes.weebly.com and learn more about our project.

The final art installation is currently being exhibited at the Ju Ming Museum as part of the Biennial on Children's Art Education. Ju Ming is Taiwan's most famous living artist and his museum is actively involved in promoting art education. The purpose of the Biennial is to recognise children's ideas and ideas with 'children as the core'. For the Biennial, the museum invited TES and five other schools in Taiwan to exhibit artwork that illustrates their different approaches to art education. The exhibition allows the audience to compare and contrast different routes to becoming an artist. As well as encouraging discussion and collaboration between art educators. The Biennial which includes special lectures, workshops and interactive activities will continue until the 5th of January 2020 and everyone is encouraged to visit.

Early Years Foundation Stage JAWS at Taipei European School

By Aidan Stallwood, Deputy Head of British Primary Section

On a wet and windy Friday 27th September 2019, a number of EYFS colleagues from a range of FOBISIA member schools across Asia gathered at Taipei European School in Taiwan for the Early Years Foundation Stage — Job Alike Workshop 2019 (EYFS JAWS 2019). Joined by the members of our school we had over 20 people involved including our special guest Jan Dubiel.

What followed was a series of different presentations, workshops and discussions covering a wide range of aspects pertinent to EYFS, including a workshop offering essential pre-reading skills. It provided delegates with knowledge and ideas on how to help children develop a love of reading and to build a rich literacy foundation for early years, which can be used by the visitors when presenting to their parents on reading. As well as that, we heard Jan Dubiel's excellent presentation on supporting language development with practical ideas and examples for children learning EAL, which encourages communication and collaboration among children from diverse linguistic backgrounds. These were broken up by a tour of our large Primary campus led by Reception and Year 1 children who clearly had an understanding of what was most important for any visitor to see at our school! Also we had a session focused on the 'Otherness of ECE' and the implications for practice and policy. By the end of the day there was a chance to reflect, which led to some thought-provoking discussion around play.



Then it was off to a traditional Chinese meal at a lovely local restaurant allowing an opportunity for delegates to get to know each other a little better, build connections for the future and sample some of the delicious cuisines Taiwan has to offer.

By day two, we were well acquainted and jumped straight in with a rather engaging session on developing the use of an enabling environment, which encourages student agency, independence and interdependence. Excellent real-life examples were demonstrated and shared, with further discussion on extending students' learning and thinking in the Early Years. The afternoon was a more active one, where we got hands-on in a workshop for developing muscles for writing; before hearing about fostering student agency in an EYFS environment through the use of some inspirational examples.

We couldn't let our guests leave empty-handed, so along with their FOBISIA certificates we waved them off with some traditional tea and the classic Taiwanese pineapple cakes, with the aim being we continue to stay in touch as a group, build on the bonds made and look to share valuable ideas and practice as we each work on those next steps gathered over the weekend.



A Day to Indulge in Reading

By Andria Spring, Primary Assistant Head, FS & Matthias Hasse, Head of Primary, GS

Every year, on the third Friday in November, the French and German Sections organise a reading day at the TES primary campus. The event, called 'Vorlese-tag' in German, is Germany's largest annual reading festival — it attracted half a million readers last year - and has been taking place every year since 2004. The French Section's version is called 'Lire en fête' after a reading festival that started in France in 1989. The decision was made to celebrate both days concurrently at TES 5 years ago.



Both Sections invite members of their respective communities in Taipei to come to TES and read to our primary school students in French or German. Over the years, French, German, Belgian, Swiss, Austrian and African diplomats have taken time out of their busy schedules to drop into TES primary classes and share their passion for the written word with our students: reading fairy tales, poems, short stories and extracts from their favourite novels to them. Vorlese-tag and Lire en fête celebrate reading in all forms — from books, from screens, from newspapers, from plays — all reading is welcome. Other guest readers have included librarians, university lecturers, journalists, artists and of course, parents from a diverse range of professional backgrounds!





The aim of the reading day is to show our students that reading is fun — not merely something that children have to do for homework, but rather something that the young and the old(er) can take pleasure in. The event arouses enthusiasm for reading among our students, introducing them to new authors, characters and universes. The readers show our students how beautiful and important reading aloud is; by inviting readers from a variety of backgrounds, the children see that reading is also valued in the world outside of school. The reading day also provides our youngest students, who are often new to the French and German languages, with the opportunity to hear their new language read by someone other than their classroom teacher.

We often hear that today's children have no time for books, that all they are interested in is computer games and tablets, but if you were to drop in to the French and German Sections on the 3rd Friday of November, you would see something very different — children from 3 to 10 years of age hanging on to every word read by the guests in their classrooms! The effects can be felt in the immediate aftermath, during the German Section bookfair, which takes place on reading day itself, and the French Section bookfair, which takes place the week after, where the children who were read to during reading day take books into their own hands and read for themselves, proving that our mission has been accomplished!



Eco-Action Days

By Rebecca Preston (Year 6 Teacher, BPS), Craig Gamble (Assistant Head, BPS),
Phil Dawson (Eco School Coordinator, FS) and Andria Spring, (Primary Assistant Head, FS)



The Taipei European School Eco-School Project is back for its third year, and it is bigger and better than ever, with more students playing an active role on our primary campus. The Eco-School project started in the French Primary Section in 2017. During the 2018-2019 school year, it grew to include the British Primary and German Primary Sections.

The Eco-School calendar for this year kicked off on the 19th September, when the student members of last year's outgoing Tri-Section primary school Eco-Committee were invited to address the delegates of the EU Taiwan Forum on Youth Engagement in Climate Action held at the Liang Kuo Shu International Conference Hall, College of Social Sciences, National Taiwan University. The students were delighted to hear keynote speeches by Fatima Ali, UN Humanitarian Affairs Youth Peace Ambassador to the UK and Chia-Yen Lin, Deputy Director of NDC working Group, Taiwan Youth Climate Coalition (TWYCC). Following a buffet style lunch, where delegates were free to network, the TES students took to the podium to give the first presentation of the afternoon session. Despite being the youngest delegates by a considerable number of years, our students spoke clearly and passionately about efforts on the primary campus to achieve Green Flag School status and their projects designed to have a positive impact on a range of environmental issues whilst educating the school community about the plight of our planet.

Back at school, one week later, the Eco-School coordinator for the primary campus, Mr Phil Dawson led a Tri-Section assembly, looking for volunteers from the British, French and German Sections to pick up where last year's Eco-Committee had left off and to lead the primary campus Eco-School initiative for the current school year. The children who signed up to join the Eco-Committee 2019-2020 meet regularly to discuss the environmental issues that have an effect on their school and daily lives and to come up with eco-projects and events that can make a difference on the primary campus.



The first initiative they came up with this school year was an awareness-raising week of activities, which they called the Eco-School Action Days, they took place from Monday 4th to Friday 8th of November. In the weeks preceding the Eco-School Action Days, the British, French and German students on the Tri-Section committee worked tirelessly to prepare the activities for everyone to take part in and to ensure the Action Days were a success.

One of the events they organised was Green Transport Day, when all members of the TES community were encouraged to leave their cars and motorbikes at home for one day and travel by bus, bike, MRT or on foot. Members of the Tri-Section Eco-Committee volunteer group were waiting at the main entrance, the bike entrance, and bus bay to hand out badges to students and staff arriving by green transport. We would like to encourage everyone to wear their green badges whenever they take green transport to promote awareness. The day was a HUGE success and the number of students arriving by green transport, as well as the lack of cars, was noticeable.



The second activity in our Eco-School Action Days was launching the start of a new garden area on the 2nd floor balcony of the Junior Building. This area is to become a quiet garden area that can be used by the whole school as an outdoor classroom space. To begin this project a student from last year's Eco-Committee designed some planting pots made from recycled materials (wooden pallets and plastic milk bottles). More of these were built, so that over the course of the Eco-School Action Days each student in the school had the opportunity to plant a seed in these pots. As the seeds grow, we hope the garden will grow too.

The third activity is to collect used clothes to be resold at the TES Christmas Bazaar. The fashion industry is responsible for a huge amount of waste, including the water and energy resources required to make the clothing, so this seems like a great way to do our bit to try to reuse some old clothing. The money raised from the sale will also be used to fund future eco projects at school. Any clothing left after the event will be given away to charities or recycled. The students from the Eco-Committee accepted donations of any used clothing that is clean and in good condition.

After the winter holidays, the Eco-Committee will be putting their planning hat on again and thinking up eco-ideas and projects for the second semester that will go further than awareness-raising. The areas the Eco-School Foundation told our Eco-Committee that TES need to focus on for this school year are reducing food waste in the canteen and documenting our global citizenship initiatives in a more detailed manner. They are big challenges for our young Eco-Committee members to tackle and we look forward to seeing the exciting, innovative projects and ideas they come up with to help TES overcome them!



Safeguarding the School Environment

What We Have Done and What We Are Currently Doing

By Kerry Nockolds, Director of Admissions and Marketing



Over the years, TES has done substantial work in the consolidation and improvement of Child Protection, Health and Safety, Security and Crisis Management. This article will outline where some of the headline improvements are and will be taking place.

All schools have the responsibility to manage and create a safe environment that enables the children to feel secure, comfortable and confident - which is a key to a child flourishing in the learning environment. The Child Protection Task Force is a group which aims to do exactly that - it is group of school leaders from across each section has been meeting weekly since January to address issues relating to child protection: creating the new Child Protection Policy and Procedures, strengthening our codes of conduct, boosting the visual campaign to ensure all people on campus wear their ID visibly, retraining all staff, and many other initiatives across all areas of the school operations. One of the challenges, in a relatively safe country environment, is not to be overconfident that no problem will ever happen, and whilst this is possibly the case (we hope it always will be), vigilance is only maintained by continued training and operational evaluation and improvement.

This September, TES, TAS, TAAS, and the Japanese School met with a large number of the international trade offices to update the diplomatic support teams about the various crisis preparedness plans we have working in our various schools. Whilst it was interesting to hear our fellow schools' preparedness protocols it also put into perspective where we are (a positive position). The Crisis Management team structure in TES and our protocols have been in place for the past 10 years and despite regular updates by the Health and Safety Committee it was felt (last year when we invited 2 consultants) that it was time to restructure and re-visit our crisis management approach given the changes in modern-day technologies and threats.

The major changes were to restructure the Health and Safety Committees into two campus Incident Management Teams (IMT); one for EPC and one for ESC. This enables flexibilities for both campus team in the management of training, drills and ad hoc incidents moving forward. Overseeing these two teams is the Risk Management Group, composed of the leadership team of TES, which takes the wider school-level view on health, safety and security, in addition to crisis management.

Key new initiatives that are being undertaken during this year are:

- ✓ Online Crisis Management platform and protocols: Enabling notification to staff via a phone app, additional to the alarm system - ensuring key information is available to staff before, during and after an incident. The process has been simplified to 'action protocols' - simple instructions that staff and children will be trained and drilled in. For example:
 - ▶ Evacuation Protocol - leave the building and assemble at rally point (fire, building unsafe, bomb threat, etc...)
 - ▶ Reverse Evacuation Protocol - enter the building to rally point (potential external threat, severe weather, air raid, etc...)
 - ▶ Duck and Cover protocol (earthquake).
 - ▶ Lockdown Protocol (danger on campus)
- ✓ On-campus CCTV across both campuses: the system is being upgraded with additional cameras as well as advanced technology.

While the initiatives are being undertaken by the school, the day-to-day practices and habits of the parents, staff and students are equally important. Such as always wearing your ID (so we can identify any person that should not be on campus) is an extremely important individual step. In addition to the above mentioned, there are also training and protocols for the staff and students in emergency situations. It is our responsibilities and role as a school to safeguard and promote the safety of our environment.

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