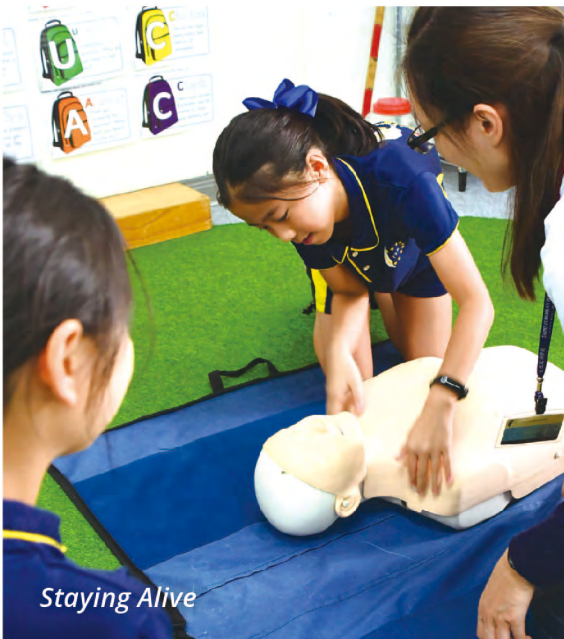


# C NNECT

2019 SUMMER



*How Language Learning Leads to Academic and Personal Success*



*Staying Alive*



*Eco School Green Flag in Sight*



# CEO Greetings

Another academic year is coming to a close and, as always, it has been busy, productive, educational, and fun, to mention but a few adjectives to describe all the amazing things that have been going on.

The theme of this issue of Connect is 'Language', in particular how we use and learn multiple languages in our diverse cultural environment here at TES, which is unique in its multi-curriculum language offering. You will read several interesting articles from teachers relating to mother tongue language development, bilingualism, second languages, and much more. We have had the opportunity to bring Eowyn Crisfield, a renowned language consultant, to the school several times over the past few months and parents that have been able to attend her presentations will attest to the importance of continued effort and development in these areas.

In the last issue of Connect, we brought to your attention the work that has been initiated to further develop the school protocols in the areas of Safety and Security, as well as Child Protection. I can happily assure you that, thanks to the work of the staff in the Child Protection Task Force, an updated policy will be introduced for next academic year, along with an online reporting app for staff. Similarly, our Critical Incident Response Protocols are also going online, with an app that will enable faster response times and real-time reporting.

Finally, regarding the progress of the ESC Phase 3 construction, all is on schedule and the interiors will be designed over the coming six months, which will include the fit-out in readiness for the scheduled opening in January 2020. We will keep everyone updated as that exciting date draws close next semester. We are all eagerly awaiting this important expansion in the facilities available to the students.

Lastly, we want to say congratulations to the graduating class who are going to be moving on to the next exciting stage of their lives; spreading out across the world, and facing new challenges. We hope that you have enjoyed your time within our community at TES and look forward to keeping in touch with you through our expanding alumni network.

David Gatley  
CEO of Taipei European School



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# CONNECT

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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](mailto:connect@tes.tp.edu.tw)

# ECO SCHOOL GREEN FLAG IN SIGHT

By Phil Dawson, FS Teacher and TES Eco-School Coordinator

This year, the three Sections of the Taipei European School Primary Campus have continued to work on their bid to become an officially accredited Green Flag Eco-School. As you may remember from the last issue, the students were working on step four of their seven step journey.

In step four, the students were required to monitor and evaluate the school's performance in working towards the goals set out in the Action Plan. Each Section was responsible for monitoring one of the goals. The British Section monitored playground litter using an iPad app called *literati*. The French Section monitored food waste in the canteen by weighing the amount of food that is thrown away each week. And the German Section students have been going around classrooms at lunchtime to monitor which classes turn off the lights and AC when they are not in the room. The results of this have been impressive so far. There has been a huge improvement in the number of lights and electronic devices being turned off at lunchtime, and the amount of playground litter is being reduced each week. The students' evaluations have shown that we are on track to achieving our goals for this year. In addition, the TES Primary Campus has also initiated a school-wide paper recycling programme. Now, every class collects paper waste separately from general waste and this is taken away and recycled twice a week.



Step five of the process—to integrate the Eco-School ethos into our curriculum—has been ongoing this year. The Eco Committee students were asked to find out from teachers what they had been teaching in their classes related to the Eco-School project. What we discovered was a whole range of activities and lessons from the very youngest students at the school to the oldest. Students at TES have learned about climate change, water conservation, animal conservation, habitat protection, plastic pollution, and biodiversity to name just a few of the many topics in our various curricula. In addition to these lessons, myriad other projects, such as beach cleaning, planting, creating art from recycled materials, and even a recycled greenhouse, show that the Eco-School ideals have really taken root at TES.



The final two steps are to inform others and produce an Eco Code for the school. The Eco-School noticeboard is up and running in the central playground to keep everyone informed about our progress with the Action Plan goals, and also to inform the school community about other projects we have going on. The TES Eco Code was prepared by the tri-Section Eco Committee earlier this year, and is now in place in each classroom throughout the school. These are a few simple ideas that we hope each member of our TES community can believe in:

- ★ Take care of plants, trees, and animals.
- ★ Turn off lights and AC when nobody is in the room.
- ★ Try not to waste food.
- ★ Throw your rubbish in the bin.
- ★ Three Rs: Reduce - Reuse - Recycle

The hard work of the students in all the Eco Committees has paid off. In April this year, our Green Flag application was accepted by the Eco-School's governing body, the FEE (Foundation for Environmental Education). An assessor from Malaysia visited our school to see all the great work that the students are doing here. The students from the tri-Section Eco Committee gave a tour of our school and spent the day talking to the assessor about the programme and what we have done here. If all goes well, we can expect to receive our Green Flag before the summer holidays!

However, this is just the beginning of our journey. There are still many improvements we can make and in August the newly-elected tri-Section Eco Committee will be tasked with continuing the great work that their peers have done so far. We have many more projects planned as we push to ensure that environmental education becomes a part of the TES experience.



# TES TABITHA Project: Improving Lives, One House at a Time

By Sasha Huang and Wen Xin Kang, H3 Students

The lush greenery seems to spread for miles, yet the tall palm trees fail to provide shade from the scorching sun beating down on the backs of running children. Screams of high pitched laughter fill the plain open field. Clouds of dust whirl into the air as the children chase one another barefooted, and cows, bikes, workers, and families busy themselves back and forth along the barren pathways. Humidity and heat prove to be a source of discomfort in this tropical place; yet the smiling faces on the people leave you with a feeling of warmth and tranquillity.

This is how TES students experience Cambodia on their Tabitha trip every year in June: a country filled with gracious people who seem to be content with the complexity of its history and the simplicity of their surroundings.

Tabitha Cambodia is a non-profit organisation that aims to improve the living conditions of the less fortunate in Cambodia, by empowering families through the Tabitha Family Savings Program. As part of this process, families that have progressed through the savings programme, can opt to save for a house. A family will have to make a down payment on a house of around US\$25, with the Tabitha team covering the remaining finance. Although this may seem like an insignificant amount of money to many, this sum can take a family years to save up.

The TES Tabitha team runs a range fundraising events throughout the year; from a fundraising Pop Idol talent show; hosting a series of talks with Cambodian-born American Human Rights Activist Loung Ung, to the Primary school Tribe Council contributing nearly NT\$300,000 from this year's Reverse Christmas Tree fundraiser. It was amazing seeing children from Reception, all the way up to Year 6, getting excited about helping the people of Cambodia.



The preparation for this trip has been an eventful one, teaching us the importance of organisation skills and time management. At times, we have felt lost in the array of events and projects. However, with the collaboration of teachers, a lot of effort, and hard work, anything seems possible.

Going to Cambodia provides the opportunity to experience the entirety of the project from its beginning to its end. Not only will we be building houses and meeting the Cambodian families, we will also gain a real-life experience of Cambodia's essence. With some uncertainties still remaining in my mind, I decided to interview some of the members and leaders of the team who went last year.



## Interviewees:

Yuko Nogawa, Elizabeth Lin, Anne Chang

**What did you expect when you joined Tabitha? And was it what you expected?**

**Yuko:** I wasn't expecting it to be as hard as it was!

**Eliza:** We thought that it would mostly be fundraising, but we realised that Tabitha wasn't all about raising money or building houses. It's also raising awareness of the situation in Cambodia.

**What was a challenge you faced in Tabitha? And how did you overcome it?**

**Eliza:** I can say that for all the leaders (main and sub-leaders), we learned that organisation is how a team works. It's always emphasised in class, but being a part of the Tabitha team really taught us that we always had to be organised to make sure that events went smoothly.

**Yuko:** The most challenging thing for us was that none of us had prior experience about leading such a big team. We didn't really have any training to direct people or what the most effective way of communicating with our group members or with the school community was. But towards the end of the year, we became more used to it.





### What was the most memorable part of the trip?

**Anne:** Our most memorable part of the trip was actually building the house, because we were the only group with five people; it was difficult but we got the hang of it and it made us feel really proud of ourselves.

**Eliza:** Seeing the moment when the people moved in and just seeing their transition from living in between stilts underneath houses and using hammocks as beds is really rewarding.

### What were some of the things you didn't expect?

**Eliza:** Even though we all learned about the Khmer Rouge prior to going to Cambodia, we didn't understand the full impact until we got there and saw the killing fields and people living near the borderline of poverty with no running water or clean shelter.

**Anne:** Actually going there changed a lot of people's mindset. The prison area was really shocking, because we could actually see the blood stains on the floor. After seeing that and understanding the past, everyone wanted to help as much as possible.

### Any long-term takeaway from the whole trip?

**Yuko:** That we are really privileged. It's like we often hear that we are really privileged, but it's more than that. On a bigger level, Taiwan is a really safe country. Even though we have a history of violence, Taiwan has developed and we are not held back by our history. But Cambodia is still recovering from that mass genocide.

**Eliza:** Once we got there, we realised how a small bit of money, just from selling breakfast or hosting the concert, can make a huge difference in someone else's life. It taught us that even doing little things do matter and it can improve someone else's life.

### Did you meet the families? What were they like? How did you feel about working with them and seeing where they live?

**Yuko:** We did meet the families at the end. Even when we were building, because we were in the village, we were surrounded by the people who live there.

**Anne:** We had some time to get to know the family and got to play with the children there. They were really excited. It was an amazing experience how we were able to communicate with them even though we don't share the same language. I played tag with them and it made me really happy that I got to help them. Also, seeing their happiness because they got their houses built was just very touching.

### Did you learn anything new about yourselves?

**Eliza:** We are really privileged. We can't stress it enough; it's really hard for people who haven't been there to understand the idea of privilege.

**Yuko:** The gravity of that message (privilege) doesn't really sink in until you are actually there and interact with people who, compared to us, have so little. Especially if you take into account Cambodia's history. It puts things into perspective.






Speaking to the leaders who were part of last year's Tabitha team provided me with a whole new perspective on the project that I don't think I had fully grasped. I hope to go to Cambodia with an open mind and heart, and I definitely look forward to soaking up the Cambodia culture and atmosphere. The stories and lives of the families who live so differently to me can be told to us, and perhaps we will be able to bridge our differences: to learn how to become a closer knit community. One thing I can say with certainty though, is that I am extremely grateful to be given this opportunity and be involved in Tabitha Cambodia.

# Fostering Multilingualism at TES

By David Gatley, CEO of Taipei European School

**Language** acquisition has been a hot topic at our school this year. Language acquisition and development is one of the most important aspects of a child's education, both at home and at school. As a school that teaches in multiple languages within a Chinese language setting, it is important for TES to think strategically about how to improve and foster language acquisition for all of our students. This year, we have welcomed active debate and learning on this important issue, and hope that these discussions will help to direct the future education of our ever-changing demographic of students, who come from many varied language backgrounds. If we as a community get the teaching and learning of languages right, it will be of immense benefit to all of the pupils within our unique school.

With this in mind, we are delighted to be working with Eowyn Crisfield, a well-regarded specialist in multilingualism, who has already visited the school a number of times. Ms Crisfield has shared her expertise of language acquisition and has stressed the following key points, based on years of research, which are now driving best practice around the world:

-  Too many people believe urban myths around language acquisition, rather than authenticated research.
-  First language development is the key to all learning. If we ignore it, we risk hampering all learning.
-  The time at which a child is exposed to a language is extremely important, but more important still is the quality of the exposure to language.
-  Motivation has a huge effect on learning.
-  The perceived status of the languages in school and at home has a huge effect on motivation and hence learning.



Many people believe that children are 'sponges' and pick up language quickly. However, research has shown that only a very small minority of children and adults actually have this ability. Young children appear to pick up language quickly because their vocabulary needs are limited. They may be able to communicate at a very basic level, but are far from being able to learn in that language. The myth is perpetuated by observations of exceptional children that are then applied to all.

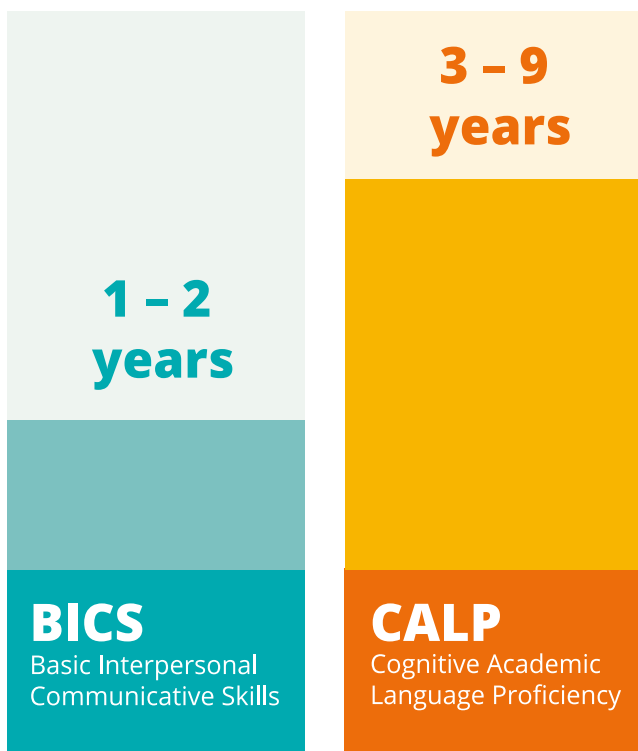
Children need quite a rich vocabulary to learn, in any given language. If they have a good understanding in a language that they use frequently, they can learn content in additional languages (in translation). It is very difficult for someone to learn language and content simultaneously. Learning in a foreign language that is rarely used at home will delay concept development until a good level of language is attained. According to research, this learning curve can take up to nine years. During the time when the language proficiency is not sufficient to access content, the child falls behind their first language peers in cognitive learning.

## What does it take? \*



## How long does it take? \*

Conversational versus Academic Proficiency



Research has shown that, to achieve the best outcomes in language acquisition, at least 20% of the child's waking time should be spent in the target language and at least 50% in the home language if the two are different. Let's use simple maths to illustrate the case of a child learning in a target language different from his or her first/home language. If a child sleeps for 10 hours a day, he or she has 5,110 waking hours in a year. Of the 5,110 hours, less than 900 hours are spent in class. This means that, in order to develop the target language well, much more quality time needs to be spent outside the classroom in the upkeep or improvement of the specific language.

The work of eminent linguist, Stephen Krashen, has shown that the use of language among children when speaking to each other is at a surprisingly lower level than you might expect. When the conversations of 14 year-olds were transcribed, their language equated to a reading age of eight. This isn't very useful for developing the academic language that our children need for learning. Reading or listening to language at an appropriate level is far more beneficial. Krashen proposes the 'i+1 model', which is a level of difficulty beyond the current level to ensure effective and quality input. In this endeavour, the parents' role in language acquisition is crucial. It is far more complex than many people think, and goes beyond simply choosing a school or language of instruction.

It is hugely important that our students receive consistent and quality input in both the home and the target language and we need to work together as a community to achieve this. In supporting all TES students' learning we, as a school, are committed to providing quality language input and we will continue to improve the way we teach language in school. At the same time, we invite everyone to take the time to review both the quantity and the quality of the language inputs provided to our children outside of school. As a tri-Section school in a Chinese-language setting, we are uniquely placed to achieve excellence in language acquisition. With commitment and dedication from staff, parents, and the wider community, as well as the expertise provided by professionals in the field, we are confident that we can realise this goal.



### Top Tips for Parents \*

- 1 Continue to use your own language, as much as you can. **Read, read, read!**
- 2 **Less is more!** Better development in fewer languages is preferable to weak development in more languages.
- 3 **Be patient!** It takes time and effort to become bilingual, even for children.

\*Reference for infographics

Eowyn Crisfield (2019). "Parents as Language Partners" Information Session [PowerPoint slides].

# How Language Learning Leads to Academic and Personal Success

By Christopher Bellamy, Assistant Head Curriculum Leadership, BSHS

**We** have started a journey in the British Secondary and High School this year—that will continue over many years—working with Eowyn Crisfield, an expert in language learning, who supports multilingual learners and multilingual schools.

English is the language of instruction in our Section; however, the majority of our students speak other languages at home. Many of them speak a variety of languages in different contexts (home, school, with other family members, friends, etc.) and so the linguistic profiles of our students could potentially be viewed as a challenge for teachers. However, our work with Eowyn is about developing teachers so that we all know and understand how to use the rich tapestry of languages spoken by our students as a valuable resource, rather than seeing it as a barrier to learning. We are also learning what we can do to provide even better support for our students to develop and improve their academic literacy in English (essential for success in the IB Diploma), whilst at the same time paying attention to the development of their home languages.

There is already a lot of knowledge and experience of language learning in our Section. This article has been co-written by Ryan De Lange (Head of EAL), Flora Sung (Head of Chinese Language and Culture) and Fabrice Laureti (Head of Modern Foreign Languages). Flora and Fabrice are the longest-serving members of staff, each of them teaching at TES for 16 years. Ryan is not far behind and has been a teacher here for 11 years. This means that, between them, they have a staggering 43 years of service to TES. In any school this is unusual, but particularly in an international school.

The purpose of this article is for Ryan, Flora, and Fabrice to share with you their knowledge and advice, as well as something of their experience working at TES.



## Learning English as an International Language

Ryan De Lange,  
Head of English as an Additional Language (EAL)

An international school education delivered in English provides many benefits. However, it can be a challenging prospect, especially for students whose first language is not English. There are also some risks. For this reason, the Senior Leadership Team of the British Secondary and High School has concluded that not only is English proficiency the key to improving attainment, but it is so important to get right, we should enlist specialist help.

Enter Eowyn, a much sought-after expert in supporting teachers of multilingual learners. During her time with us, she has also given two inspiring parents seminars, *Parents as Language Partners*. The first time, I witnessed quite a few parents having personal 'aha' moments! In my role, it is important for me to be able to discuss these ideas with parents and so, in my section of this article, I'll do my best to encapsulate her advice, adding my own twist.



### *The bilingual ladder*

Since the goal is English proficiency, it seems sensible for a child to use English as much as possible. Some parents might even discourage the use of the first language and completely 'switch' to English at home. Actually, this is quite risky. Here's why.

Eowyn uses the metaphor of a student climbing a ladder. Bilingual learners can be broadly categorised into three categories: 'Top Floor' bilinguals have achieved age-appropriate proficiency in two languages (i.e. relative to their monolingual peers); 'Middle Floor' bilinguals have achieved age-appropriate proficiency in one language; and 'Ground Floor' bilinguals have achieved age-appropriate proficiency in no language.

Becoming a 'Top Floor' bilingual is an admirable goal, but being a 'Middle Floor' bilingual is great too. These students are able to flourish in an academic or professional environment. They are also able to communicate and develop at an age-appropriate cognitive level (again, relative to their peers)... more on that in a minute! At the same time, they can continue to develop their 'second' language.

The real risk is for students on the 'Ground Floor'. Unfortunately, these students have trouble communicating or developing at an age-appropriate cognitive level in any language, which is a barrier to their learning. So, how do we avoid staying on the ground floor?

### *Cognitive development can't wait*

Let's start with this concept: it's mostly impossible to separate cognitive development from language development. Right? How can you develop your cognition without the language to be able to read, write, and talk about more complex ideas? And it goes the other way too. How can you develop more complex language without the underlying cognitive understanding?

So, let's imagine a Year 7 student with a low level of English who enters an English-medium international school. His family want him to improve his English as quickly as possible, so they focus on English to the exclusion of their home language. Things seem to be going well: he develops conversational skills, he works hard and, although his understanding is basic, he performs better day-by-day in his classes. However, consider his classmates who have age-appropriate English proficiency. On a daily basis, they are reading, writing, and talking at an age-appropriate level, simultaneously developing cognitive and linguistic understanding.

When our hypothetical student gets to H1 (BSHS equivalent to Year 10 or ninth grade), has he achieved an age-appropriate level in English? Probably not. Has he achieved an age-appropriate level in his first language? No. Remember, he has 'switched' almost completely to English. And here is the tough one. Has he reached an age-appropriate cognitive level in either language? No.



You might say I'm being overly-dramatic. After all, kids are 'language sponges'. In fact, kids are not language sponges (which I'll get to in a minute), but they often respond to pressure with ingenuity and hard work! I have seen some students successfully 'switch' to English and develop academic proficiency fairly quickly without falling too far behind cognitively in the process. However, the fact is that for most students, it doesn't happen that way. Eowyn reminds us that the average student can develop basic interpersonal and conversational skills (BICS) in one to two years, but cognitive academic language proficiency (CALPS)—the language needed for academic success—takes three to nine years to acquire.

How long this takes for any given child depends on factors too numerous to discuss here, but let's consider a few. Linguistic distance plays a huge role. A student whose first language is a Germanic language (such as Dutch or Danish) may acquire English quicker than a student whose first language is a Sino-Tibetan language (such as Chinese). There are also affective factors, i.e. a child's attitude towards English and their new cultural environment.

Finally, and this is where parents come in, a child's proficiency in their first (home) language is a huge predictor of their success in English!

#### *Children use their first language skills to acquire English*

Learning English is more than just figuring out what the words mean (decoding). When approaching any task in English, a child uses all the prior knowledge and skills that they have developed through the use of their first language. This includes knowledge of how languages and texts work. It also includes cognitive and conceptual understanding.

If we limit first language use, then we gradually take away this important tool. Instead of speeding up development in English, we ironically slow it down. Conversely, if we continue first language development, we sharpen the tools the child can use to learn English.

#### *Parents can promote first language development*

The clear implication is that not only should parents encourage the use of first language at home with family and friends, but they should also seek out ways to involve their children in a variety of cognitively challenging first-language contexts. Later in this article, Flora and Fabrice will offer some helpful tips in this regard.

Parents can also help by supporting classroom content in the child's first language. For example, if a child is studying World War II in History or Settlements in Geography, it would be a good idea for students to read, watch videos, and converse about these topics in their first language simultaneously.

There's no way around it. Acquiring English to an age-appropriate academic standard is a mammoth task for any child, and it is true that children should be using English a lot and in many contexts! However, having the best intentions, many parents make the mistake of limiting first language use in favour of English. Now, we can see that there is a sturdier, less risky way to climb towards 'middle' or 'top floor' bilingualism.

## Chinese as a Mother Tongue Matters

Flora Sung, Head of Chinese Language and Culture

As Ryan mentions, there are many benefits of an international education in English—not least the possibility of going to an elite university in the UK or USA. This is why many Chinese-speaking parents opt to send their children to TES. However, it's important for parents to do their own research, so they have a better understanding of the full picture and so they can identify for themselves what is realistic for their children.

### *First language as a predictor of success in second language proficiency*

Various studies have demonstrated that second language reading ability relies on first language reading ability. Researchers also suggest that students with higher Chinese first language reading ability tend to acquire better English second language reading ability. There are also studies which show that some reading processes might be universal and that reading ability is transferable, despite incomparable orthographic systems for languages like Chinese and English (Chuang, Joshi and Dixon, 2012).

For this reason, if we want our Chinese-speaking students to succeed academically in English, we need to provide them with learning opportunities to develop a solid Chinese first language foundation as the starting point.

Some parents may consider it “good enough” if their children are able to communicate orally in Chinese since their Chinese seems to function well in daily life. However, as Ryan has discussed, there are two language domains: BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). The daily conversations that our Taiwanese students have with other Chinese-speaking friends and to respond to their parents' routine questions involve only BICS.

Cognitive Academic Language Proficiency in Chinese will not grow automatically without deliberate planning and cultivation, especially when Chinese is not the language of instruction at school. It requires a tremendous amount of time and effort to develop students' Chinese reading and writing skills as the foundation for academic success in either Chinese or English as an additional language. Considering the structure at TES, with only 40 minutes of Chinese per day in the British Primary Section (where the foundations are laid), parents' support at home is exceptionally important. If parents can effectively utilise opportunities for maintaining the home language, students may not only excel in their English acquisition, but also perform better across the curriculum.



### *Parents as students' Chinese partners*

Reading is the key to developing students' cognitive academic language proficiency in Chinese. Reading is a habit; it is not inherited. Instead, it takes a lot of time and continued effort to develop from early childhood. A positive reading habit is the best gift that a child can ever receive from their parents.

Here are some other strategies that you might like to consider at home:

- Always communicate with children in Chinese.
- Engage in detailed discussion with children about their school life.
- Encourage children to reflect upon their learning at school, talking to you about this in Chinese.
- Provide timely support when children can't find appropriate expressions in Chinese.
- Read Chinese story books with your children and discuss these with them.
- Encourage children to watch or read the local and global news and talk in Chinese about what they see and think.
- Make the best use of the authentic contexts by visiting local museums and exhibitions and invite their feedback in Chinese.
- Collaborate with school teachers in order to have a clear picture of students' language profile.

## Linguistic Excellence: My TES Experience

Fabrice Laureti, Head of Modern Foreign Languages

Over the years, the Taipei European School has offered the widest choice of language classes in Taiwan. There is no other secondary school on the island which has as many languages taught in its curriculum. Of course, parents should expect nothing less. Our mission is to provide educational excellence and European culture and values within the context of Taiwanese society.

In the British Secondary and High School, we focus on developing the whole child. We are committed to not only caring for the wellbeing of our students, but actively educating our community about how to live a happy and fulfilled life. Our renewed focus on languages is obviously a key part of this. Let me explain how.

### *Every language matters*

In Europe, there are 24 official languages and hundreds of regional languages. Multilingualism is not seen as a barrier to economic trade and communication between countries, but as an asset. Diversity creates cultural wealth and it increases our appetite for discovery. It is, therefore, entirely becoming for any school which calls itself European to reflect such linguistic diversity.

This being said, English and Mandarin have naturally occupied front row seats in the British Section. They are both global languages, competing for dominance in the Asia Pacific region. They are also the most used languages by the student body in the British Section. However, it is important to state that many of our students use neither of these languages at home.

Many years ago, I had an interesting conversation with a TES family. They were from Finland and so everyone assumed they spoke Finnish at home. It turned out that they spoke Swedish, because it is the native language of the place they were from on the west coast of Finland. Before going home, they wanted their daughter to catch up on her Swedish, which would be the main language in her school, as well as her Finnish, the language used in the media.

This is just one example of how complex linguistic profiles can be. What happens when a student has parents who speak different languages? Imagine speaking Spanish to your Mum and German to your Dad. Then you go to school and you use English and Mandarin. This, and many similar scenarios, are a reality for many of our students.

Many students come to us straight from their home country. They have been educated in their national system and so arriving at TES can be a little like watching a foreign movie without subtitles. It is also a life-changing experience.







Even though we promote European values, we value the languages spoken on any continent. This is why our language provision offers a wide range of choices for students whose home language is neither English, Mandarin, French, nor German. Of course, there are limits to this provision. However, affordable solutions have been implemented to allow the study of many home languages. First of all, we have been able to offer first language education to Korean and Japanese speakers in the IB programme. Our current Japanese teacher runs her IB Literature course from Bangkok via Skype. In addition, some students have been able to follow the IB School Supported Self-Taught programme. Students choosing this option have a native tutor and they are supervised by a TES literature teacher, preparing for the IB Literature exams in their home language. This could be Swedish, Danish, Arabic, Swahili, Afrikaans, or most other languages. There are also self-study options for students in H1 and H2.

### *Connect and belong*

The options described above are often crucial for some students. Being able to study the language they master the most alleviates some of the pressure in their secondary studies. In addition, it helps students referred to as 'third culture kids' to reconnect with their parents' culture. We define third culture kids as being citizens of everywhere and nowhere because they were brought up in cultures different from their parents'. I have taught French Literature classes to some of these kids. I remember their amazement when discovering texts that their parents had also read in their teenage years. They were excited to tell me about the conversations they had around the dinner table. They suddenly realised that they were from somewhere after all; they just needed to make the connection!

Supporting mother tongue education is essential. It allows individuals to connect and to belong.



# ESC Languages Week 2019 : Found in Translation

By Christopher Bellamy, Assistant Head Curriculum Leadership, BSHS

**This** year's Languages Week at the European Secondary Campus (29th April – 3rd May) was a wonderful opportunity to celebrate our school community being a hub of linguistic excellence in Taiwan. The theme of the week was 'Found in Translation!' and the various activities encouraged students to consider the things that we can learn about one another through language. There was a particular emphasis on the European languages that are spoken and taught at ESC.

The week presented many great opportunities for students and teachers from all three sections to work together and to learn from one another. Students from the French and German sections assisted the teachers of British Section students, sharing their culture and linguistic expertise. In Year 8 French lessons, for example, the talks and activities were focused on the organisation of schools and timetables in France, which led to some surprises and inevitable comparisons with the students' experience at TES. In EAL lessons, students made videos about idioms, thinking about some of those tricky phrases that really do get lost in translation. For example, playing a harp to a cow... 對牛彈琴!





We were also very pleased to be joined by two professional interpreters from Taiwan—Mr Wu Kunyong (President of the Taiwanese Association of French Translators) and Mr Joey Chao. Both of them had a lot of experience to share and it was fascinating for our students to learn about the demands of their role. Not only does interpreting require a high level of proficiency in the source and the target language, interpreters must also have a good understanding of the topics being discussed and be highly knowledgeable about the cultural differences between countries. The final guest speaker was the award-winning Taiwanese photographer Mr Yang Wen-Yi. He spoke about his determination to make a positive contribution to Taiwanese society by making graduation albums for less privileged tribal students. He was interviewed by our students in Mandarin, which was then translated into English to go on the BSHS blog.

Finally, we had a number of special events that were organised at lunchtimes, with opportunities for students to perform, including a Poetry Slam and the final of our own version of the Eurovision Song Contest. The highlight, however, was undoubtedly the debate about Brexit, organised by Dr Matthews and the Debating Society (again, part of our drive to improve students' public speaking and oracy skills). The motion was: "This House believes that Brexit should be reversed". Dr Matthews explains: "Running for the last five years or so, the Brexit debate within the UK has hardly been a showcase of fine rhetoric and argument. Characterised by prejudice, bad temper and a wilful disregard for facts, it has not been a great advert for the UK." The vote was put to the audience, who were asked to vote for which team they believed had made the best case, and the debate was won overwhelmingly by the team who proposed the motion, proving that we are most definitely better off together! Perhaps the politicians in the UK and Europe could learn something from our school community.



# CAN WE BUILD IT... YES WE CAN!



## Introducing Woodwork into Nursery

By Jennie Bonnalie and Julie-Anne Varney, BPS Nursery Teachers

An opportunity to purchase a woodwork table in the British Primary Section Nursery seemed too good a chance to miss. We spent a couple of weeks planning, sorting out equipment, and working out where to source wood and other essential materials. Luckily, Mr Colin Dawes had spare tools to share, and members of our team quickly worked out where to get supplies from. We were all set to go!

As expected, the children were intrigued and curious from the very start; we even had to create waiting lists so that they could all have a turn. The challenge and responsibility of being trusted to use real tools and build purposeful things was one which the children took to with great energy and enthusiasm.

At the outset, the children were satisfied with learning how to use the tools, and joining pieces of wood or recycled materials together. Once they were comfortable with that, they then started thinking about their design. They became more absorbed in their creations and spent longer periods working on their ideas. It was fascinating to observe and be part of their learning process and to witness the construction of mobile phones, boats, and planes, among other things.



Woodwork is a great continuous activity for both girls and boys. Benefits include developing hand-eye coordination, improving spatial thinking abilities, building confidence and self-esteem, encouraging creativity, and enhancing communication skills. As the project has evolved, we have all noticed how these skills are being fostered and developed through the medium of woodwork. As suggested by Pete Moorhouse in *Learning Through Woodwork*, "The secret to children remaining really engaged in woodwork is that they are following their own interests and solving their own problems to create their work. All exploration becomes more meaningful when it has been initiated and is led by children."

An important part of child development is that children have opportunities to experience risk and challenge in a controlled environment. This helps young children to learn how to make decisions and judgments to protect themselves.

Fortunately our school and parent community have fully supported the project and the Nursery team are truly grateful. There were a couple of initial questions, but once the children started sharing their work and experiences, we received really positive feedback.

So if you are around the school and hear a tap, tap, tapping, come on in and observe the children in action; it's a pleasure to see!

# INSPIRING YOUNG CODERS AT APREM DU CODE

By Andria Spring,  
Primary Assistant Head of French Section

The third annual primary coding afternoon took place at the EPC on Saturday 4th May. 60 enthusiastic young coders from the French and British Sections showed up for an afternoon of coding workshops of varying difficulty—some for complete beginners and others for students more familiar with the wonderful world of programming. As well as the dedicated team of French and British Section teachers leading coding activities, this year we also had workshops led by a professional STEAM company set up by former TES teachers. They led Harry Potter coding workshops with magic coding wands and a particularly popular (maybe because he is so cute) Cozmo coding workshop too.



Among the other workshops on offer were Star Wars themed BB8 programming (it was May the 4th—Star Wars Day—after all), piloting drones, Dashbot challenges, computational thinking, Hopscotch, Blockly, Kano, and Scratch activities. It is safe to say that the kids and teachers who joined us for the afternoon came away from four hours of coding inspired and challenged with a new love for programming. Thanks to all of those involved in the organisation, especially to the French Section Secondary student volunteers who photographed and chaperoned the event – steering groups of excited coders from activity to activity all afternoon is not an easy task and they managed it impressively.



# A NIGHT AT THE LIBRARY

By Anthony Belin, FS CM1 Teacher and Philosopher

The first ever Reading Night took place in the French Section in January. Primary school students from CE1 to CM2 (7 to 11 year-olds) had the opportunity to discover the library and its books in a new and interesting way.

Students took part in different workshops, all designed to make reading a fun and enjoyable experience. They played games like '1,2,3 Read', worked together on a literary treasure hunt, got the shivers inside the curiosity cabinet, relaxed to the sound of whispered stories, and read by torchlight in tents especially set up for the occasion.



The students were also able to listen to texts read and acted out by students from the Secondary school, who wanted to share their love of books with the younger students. There was even a presentation of the Japanese traditional story-telling technique *Kamishibai* by lamplight, adding to the atmosphere of the event.

However, the real highlight for the students was spending the night in the library, snug in their cosiest pyjamas, rolled up in sleeping bags, reading their favourite books with a pocket lamp. Memories were created that night that will never be forgotten. When the children woke up in the morning, the first thing they did was reach for the nearest book and delve back into the magic of reading.

# Staying Alive

By Jeni Wong, BPS Year 5 Teacher

**This** year, the British Primary Section implemented a new PSHE (Personal, Social, and Health Education) curriculum, specifically tailored to meet the needs of the children in this continually evolving world. It aims to prepare them with lifelong skills in three main areas: Health & Safety, Relationships and Citizenship, and The Wider World. All these changes coincide with the revision of the PSHE curriculum in the United Kingdom, which from September 2020, requires all local authority maintained primary schools to teach Relationships Education with Health Education. As part of the changes, First Aid has been added to the curriculum.



*“The government’s proposals to teach first aid skills and CPR training—as part of compulsory health education in all schools in England from 2020—could save thousands of lives, charities say... And primary school children are set to learn basic first aid alongside the steps they can take to protect and support the health and wellbeing of others, according to draft guidelines.”*  
Eleanor Busby, *The Independent*, Thursday 19 July 2018



In implementing our new PSHE curriculum this year, Basic First Aid and Life Saving Skills have been introduced to our curriculum in Year 5, marking a significant step forward in understanding and empowering our children with the knowledge and confidence they need to understand their own health, and how to help others in need.

*“Lives will be saved, and young people will benefit from developing skills that will build their character and strengthen community resilience. This historic move will transform cardiac arrest survival rates in the years to come.”*  
Eleanor Busby, *The Independent*, Thursday 19 July 2018







In February, Year 5 children had their first hands-on opportunity to practice basic first aid and life saving skills, such as CPR (Cardiac Pulmonary Resuscitation) and using an AED (Automated External Defibrillator), guided by professionals and volunteers from the Red Cross Society, Taiwan. The first afternoon of training started with a basic understanding of the human body and its relationship with CPR presentation. Children were introduced to the tell-tale signs of cardiac arrest and consequently, to the important steps involved before administering CPR and using an AED. Learning the chain of events is crucial to ensuring the correct help is given for the safety of all those involved. Equipped with 'Little Annie' dolls, the children set into action, following the important sequence of events to pumping the dolls with chest compressions (to the beat of *Staying Alive*) and listening carefully to the instructions given by the AED, before placing the pads in specific positions for practice whilst waiting for help to arrive.

For the second part of the session, children were trained in First Aid. This started with checking the contents of a first aid kit and understanding each item's relevance. They then learned basic first aid skills, such as stopping bleeds, cleaning wounds, and how to deal with common ailments: nose bleeds, stings, and excessive sun exposure. A very informative yet action packed afternoon was had by all and we would like to express our thanks to those who made our afternoon a success, especially The Red Cross Society, Taiwan. In an evolving society, where humanistic skills are becoming more and more desirable, PSHE lessons that focus on skills such as first aid have become an important part of our world. Our BPS PSHE programme certainly reflects the needs of our time and also aims to equip pupils with a sound understanding of risk, how to make safe and informed decisions, and preparing them for the future.

# Discovering Philosophy with Philoménales

By Pierre Boutet, FS Philosophy Teacher

The *Philoménales* (a play on words in French that combines the words philosophy and phenomenal) project started in the Lycée français of Madagascar in 2016. The idea behind it is to spread the teaching and learning of philosophy to as many different year groups as possible. Traditionally in French schools, philosophy is only taught in the final year of high school, but there is nothing to stop philosophical discussion from taking place in other classes and other age groups. The *Philoménales* project actively encourages teachers and students in all year groups and subjects to hold philosophical discussions around a common theme. This year, the French Section started its own *Philoménales* project, involving students from infant classes right through to the end of high school—from 4 to 18 years old. The theme they chose was 'Time'.

In Primary school, children held discussions with their English and/or French classroom teacher that yielded fascinating insights into how young (and not so young) children think of the concept of time. Each class worked with their teacher to produce an art work, installation, video, or presentation, summarising the conversations they had had during the year.



In Secondary, they went a step further. On the 30th of January, all regular classes were cancelled and the day was given over to interdisciplinary workshops led by all of the French Section teachers. Each workshop touched on the notion of time: how time is divided up in history, how it is measured in maths, how time is viewed in literature, how it features in the laws of physics, and so on. It was both a laidback and an exciting day for students and teachers alike.

In May, the Primary and Secondary French Section classes came together to share their experiences, what they had learned, and what they had talked about. There were philosophical debates between students from both campuses, live performances, short films, and an exhibition in the junior building bringing together elements from the *Philoménales* project from each class. It was a surprising, informative, and interesting exhibition. We are already looking forward to next year's edition. We wonder what the theme will be...





## Set Sail Taiwan

By Eamonn O'Callaghan, BPS Art Specialist Teacher

**This** Chinese New Year, some of our Primary school students participated in the annual Lantern Festival to celebrate Taiwanese culture and make a contribution to the local community.

With support and guidance, TES students created a lantern in the form of a European explorer's ship to evoke our adventurous spirit and celebrate the journey we have made so far. We felt that this theme resonated with our international community. The theme of the explorer's ship came out of discussions among the students about how they feel about their school and how it could be represented. The students liked the idea of the school as a ship and themselves as explorers on board. They can discover Taiwan now, and then be ready to set sail again in the future.

As our school is a fusion of cultures, we blended a traditional Chinese inspired fabric lantern with stained glass paintings that reflect our European heritage. The students used an outliner to trace designs of European symbols, famous landmarks, and flags onto acrylic panels. When the outliner was dry, they painted the shapes with colourful transparent paint to create a stained glass effect.

The lantern was created by a tri-Section group of students during an after school ECA, but many students contributed to the project. The Year 5 art students created friendly dolphins to follow our ship on its journey. The students twisted wire into rings of various sizes and then connected them to long lengths of wire using cable ties.

This project was a great educational opportunity for all the children who took part. Through it they developed their skills of generating ideas, research, and evaluation. They practiced art making processes like tracing, painting, and constructing. They experienced working both individually and collaboratively. And most importantly they had a lot of fun!

Congratulations to our tri-Section lantern makers:

Tisha Agarwal, Charmine Yip, Alisa Chang, Angel Huang, Avika Sabherwal, Lily Okubo, Mimi Corne, Anita Murgulch, Melodie Adenot, Chloe Adenot, Melody Lee, April Lin, Lucas Wang, and Laura Schmidt.



# Tuning In to Radio Reflet

By Andria Spring,  
Primary Assistant Head of French Section

**Radio Reflet**, the French Section's Webradio Station, has been on the air for five years now, and it has never been more vibrant and dynamic than it is today.

Historically, students interested in broadcasting and media join the Webradio extra-curricular activity run by Mr Robla and produce regular broadcasts based on current affairs at TES, interviews with visitors to the French Section, and so on. In that vein, this year for example, you could listen to broadcasts from the TES Christmas Bazaar, interviews with visiting students from the Taiwanese school in Lesotho, a review of the class representative elections, and an interview with DJ Kola, a Spanish DJ who dropped in to the Secondary campus for languages week. You could also hear an interview with a bubble tea shop owner in Salamanca, who a group of French Section exchange students met when they went on their Spring break study programme to Spain.



From time to time in the past, subject teachers took advantage of the Webradio resources to produce radio shows with their students as an end-of-unit project. Never have there been as many fascinating project-based broadcasts as this year. You could hear students from the 1ère class sharing what they learned about the Vietnam War in an excellent show based around a soundtrack of anti-war protest songs from the time, featuring music by Jimi Hendrix, The Doors, The Rolling Stones and Crosby, Stills, Nash and Young. If you tuned in, you would also have learned about the 6ème class's travel guide to Taipei and the 24 words that the 2nde class believe define Taiwan in an episode that was recorded live during the 6ème and 2nde book launch. You could even learn Latin on Radio Reflet and travel into the future—all of this thanks to the work of French Section students in class and the webradio team who helped record and put the shows on air. Why not have a listen on [www.radioreflet.com](http://www.radioreflet.com)? We promise it'll be a fun and educational experience.



# Oxford Plays Host to TES's Brightest

By Thomas Mowbray, Head of Computing, BSHS



**Talented** Year 7 students, Jessie Chiang and Man Hin Barren Wong, were invited to the Department of Computer Science at the University of Oxford on Sunday 17 February as finalists in a UK-wide competition—the UK Bebras Computational Thinking Challenge.

Reaching the final of the Juniors age group is an impressive achievement, as 59,804 students entered the first round for the age group (10–12). Jessie and Barren were among the top 60 highest achieving students invited to the final round in their age group, and were presented with their finalist's certificates at a prize-giving ceremony at Hertford College.

The UK Bebras Computational Thinking Challenge, supported by Google, is designed to get students excited about computing and computational thinking. It is a problem-solving contest with questions inspired by topics in computer science. In the first round, held in their own schools, students have to try and solve as many problems as possible in the allotted time. There are six age categories. The highest scoring students from the four oldest age groups (Elite, Seniors, Intermediate, and Juniors) were then invited to the Department of Computer Science at Oxford for the finals over two weekends in February.

## Reflection on the Competition

Barren Wong,  
Y7 Student

The day was very fun and exciting. There were about 60 people in our 10-12 age group and there were about 200 people who got into the finals (from all age groups). There were four age groups: 6-8, 8-10, 10-12, 12-14, 14-16, and 16-18. The day was split into seven parts: Bebras test/lesson, break, lesson/Bebras test, lunch/tour, tour/lunch, another lesson, and awards ceremony.

The first part was the Bebras test. All the questions were really hard and it took me a long time to do it, but it was a fun experience. There was also a lesson about a program—Elizabeth—that we could play with at home. The program is just like Siri, except for the fact that you can change the programming so that it will give you different responses. After that, we went on a tour of Hertford College.

We visited the big dorm, the library, and the chapel. Last but not least, there was the awards ceremony. Only the first three got a medal and the others got a participation award. The marks were very close and the first two places even tied!

So there were two 1<sup>st</sup> place awards and one 3<sup>rd</sup> place. The first place got 206 marks while the third place got 198 marks. Full marks would have been 252. I got 166 marks, which was a pretty good score because, according to my mum, less than 2% of all students in the second round got higher than 140 marks. I was very satisfied with my score.

## Reflection on My Trip to Oxford

Jessie Chiang,  
Y7 Student

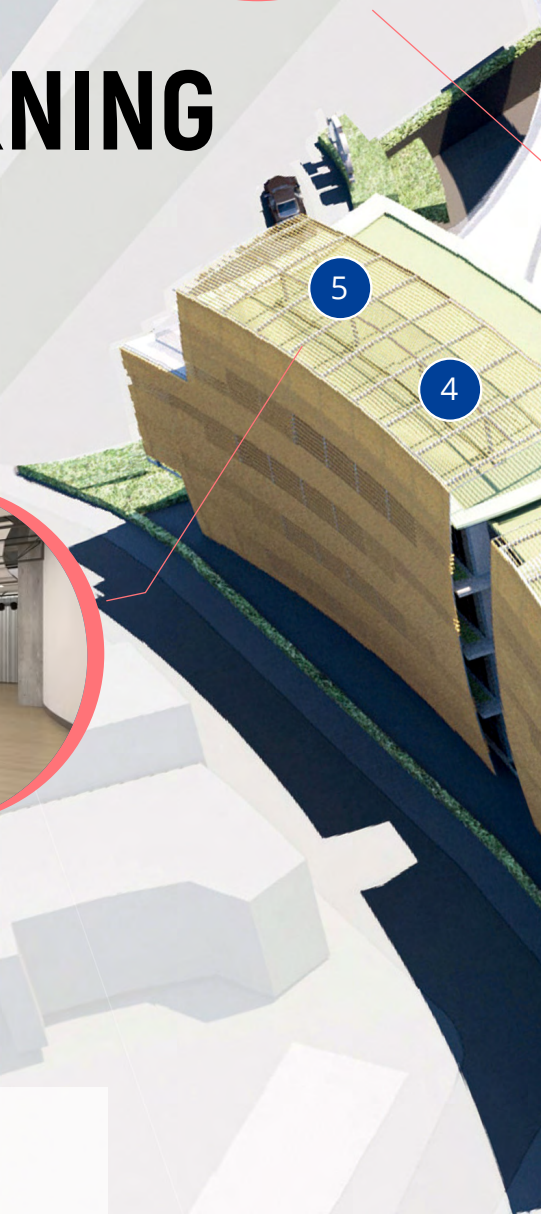
Oxford is known as the 'City of Spires' because of its beautiful skyline of Gothic towers and steeples. As most of us know, the most famous thing in Oxford is Oxford University. Oxford University is known for being the second oldest university in the English-speaking world; most of its buildings were built in the 15<sup>th</sup> to 17<sup>th</sup> centuries. As you walk around Oxford University and visit its colleges, each with their own view and styles, you will soon see the beauty of this university and the history of each college.

Hertford College, where the Bebras Computational Thinking Competition is held, is also a college where you can enjoy your day under the sunlight and light breeze. Apart from the University of Oxford, the most iconic sight in Oxford is Radcliffe Camera. This is an extraordinary building in the middle of a square surrounded by impressive colleges and any trip to Oxford is incomplete without at least popping by to see it. I was really amazed by the Bridge of Sighs that connects the colleges, so named because students sigh as they pass when they have an exam coming up. I was honoured to have the chance to walk through the Bridge of Sighs like a normal Oxford student would. The Bodleian Library was absolutely jaw-dropping. Its stunning interior made it seem like a royal library. The amount of books it owns was beyond belief and the silence in the library gave it a sense of mystery and elegance. The trip to Oxford was extremely enjoyable and I really suggest visiting there if you get the chance.

# A PURPOSE-BUILT TEACHING BLOCK FOR TOP-NOTCH LEARNING

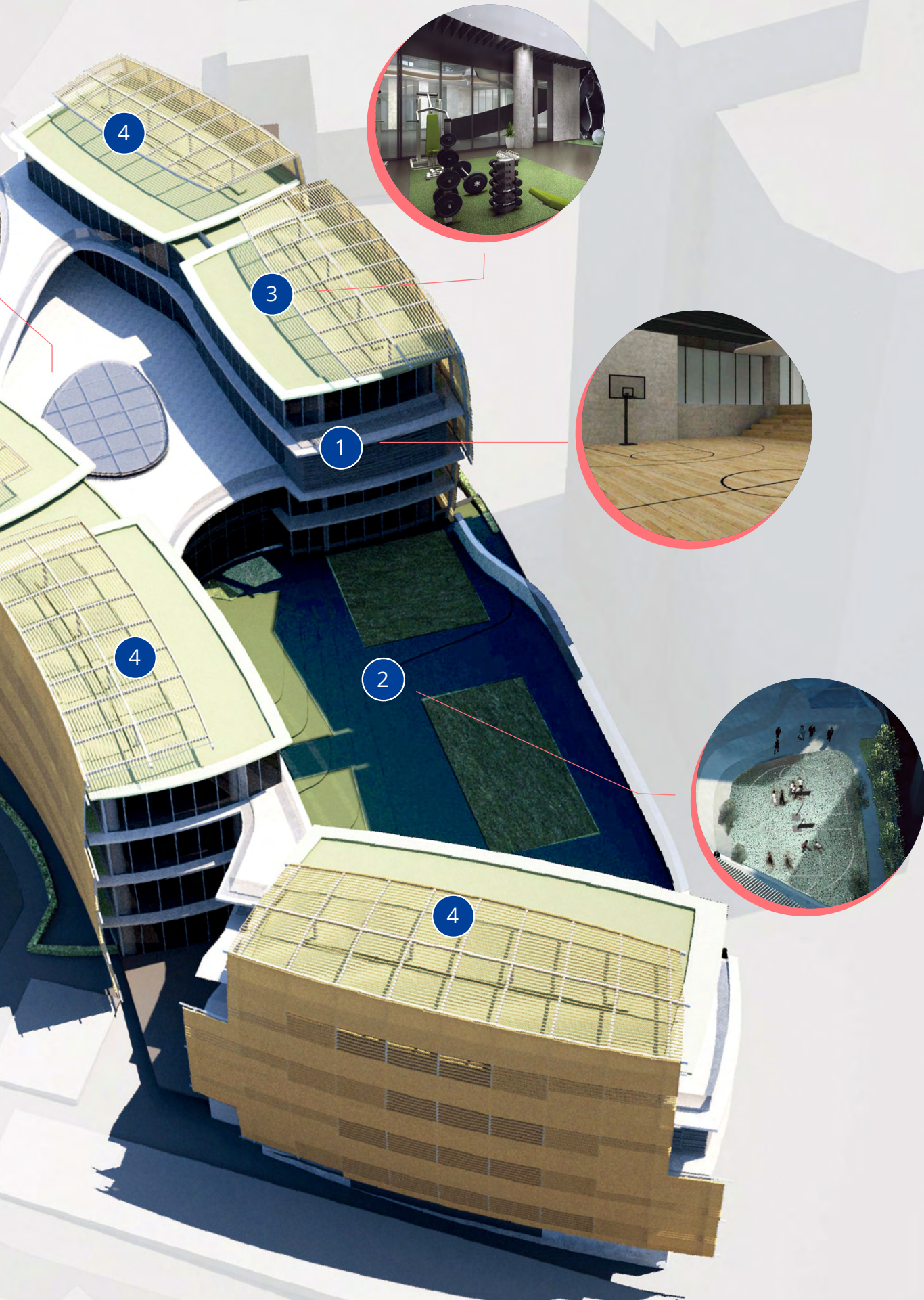
YANG MING SHAN CAMPUS

- 1 Indoor Basketball Court
- 2 Outdoor Recreational Area
- 3 Fitness Centre
- 4 General Classrooms
- 5 Martial Arts and Dance Studio



## New Campus Building Coming Soon!

After almost 18 months of construction, our new building at the Secondary campus is due to be completed towards the end of the year and we are hoping to start occupancy in 2020! The new space will offer modern classrooms and sports facilities, as well as great indoor and outdoor spaces for students. Stay tuned for more updates as we begin to work on the interior.

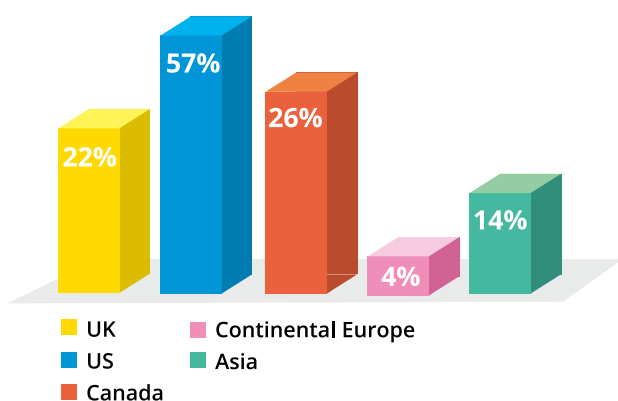


# Input, Process, Outcome: The Keys to Success in UCC

By Nancy Chien, Head of UCC, BSHS

As the school year comes to an end, it's time to reflect on some of the developments in University and Careers Counselling (UCC), and the success of our students. The students are what makes TES great, along with supportive parents, teachers, staff, and the Senior Leadership Team. However, in UCC, the priority is of course the students and what they want for themselves in their careers and future. Our students apply to universities all over the world. For the Class of 2019, 22% of the student body applied to the UK, 57% applied to the US, 26% to Canada, 4% applied to Continental Europe, and 14% applied to Asian universities (Hong Kong, Japan, China, Singapore, and Taiwan).

## Class of 2019: Applications by Region



When we talk about success, we do not just think about students who have been accepted to highly selective universities. In the UCC department, the definition of success is threefold: input, process, and outcome. 'Input' refers to the structure and opportunities that UCC has put in place to support the students. Have students been given all the resources necessary for them to make informed decisions? This year the UCC curriculum has expanded to encompass all High School students, from H1 through H4. H1 is when we begin to introduce students to life skills, such as writing a formal email to a company, conducting mock interviews, and learning to dress appropriately in a professional setting. We also explore areas around students' character strengths, interests, work values, personality traits, and career choices. In H2, we start talking about universities and course options as students make choices about their upcoming IB subjects.



H3 and H4 is when the bulk of the university search, parent meetings, individual meetings, and university applications happen. This is the 'process' component, where we ask: Do the students feel supported throughout the UCC process? Do they feel that they can talk to their counsellor and are they heard in those meetings? Can they share their personal stories, ideas, and thoughts with their UCC? University Counsellors do not see themselves as mere guidance counsellors, advising students on the best career or university for them. A huge part of the job is the social-emotional aspect, where we can be a trustworthy adult figure in their lives with whom they can be honest. Many universities worldwide ask students to write a 'Personal Statement' or a 'College Essay' as a requirement for their applications. This is the part where universities want to get to know the students, and for some students the stories they write are going to be quite personal and reflect their identity. This is when UCC comes in to help them answer questions, to challenge their aspirations, to process how they see themselves.





It is a self-reflective and self-growth process for our students, and it is an avenue that opens up discussions between parents and students as well. Sometimes parents may think they know what their child wants but their child may have something else in mind, and we try to be the communicator and mediator in those dialogues.

This year, I started a Creative Writing Workshop to help USA-bound students write their college essays, and I have been so impressed with the students who have been willing to share a part of their lives that we don't normally hear about or notice in the busy day-to-day. It is not always easy to share personal stories because for teenagers, and even adults, it may reveal a level of vulnerability, but the students have worked together to share parts of their lives, and helped each other to write their best story for their essay.

The final essential part of success is the 'outcome'. Some people, including parents, may define a successful outcome as 'my child was accepted to an Ivy League, Oxbridge, or Imperial.' However, UCCs view things slightly differently. A UCC might ask: 'Did the student get accepted to the best fit university for them? Are they happy with their options? Do they have options?' Some of the most excited students are the ones who have applied to some of the lesser known universities because they found a course that best fit their needs. Outcome should also not be defined by just the immediate result, but rather by what happens afterwards, when a student matriculates. Can they adjust to university life? Do they feel connected to the community? Are they thriving academically, socially, and in their personal wellbeing at university?

Some may not be familiar with the work of the UCC Department. To improve communications, the department has hosted a number of Evening Presentations for parents of H1-H4 students, Parent Coffee Meetings, and University Evening Presentations, so that the community can understand what they do and how they help our students. An example of this is the successful and well-attended visits of representatives from Imperial College London and New York University (NYU). Not only does the department run presentations such as these, but they also host many university visits to the school, and organise three to four University Fairs throughout the year. All UCC events can be found on the TES UCC website. Any interested parents are welcome to attend UCC events to meet the team and learn more about the work they do and the support they offer students and parents. We have a great team of experienced counsellors at TES, and we all work very well together to provide guidance and support for our students. I feel very fortunate to work with my colleagues as we collaborate and learn from each other's varied backgrounds and experiences. We enjoy working together and of course with our fantastic TES students and community.



Look out  
for more  
UCC events!



# Introducing the Parent Support Council

By Sunny Foehr-Huang, Chair of TES Parent Support Council



As the Chair of the Parent Support Council (PSC) this academic year, I have really enjoyed meeting parents, organising several annual school/community events, and working across different sections and campuses to benefit Taipei European School.

People often asked me why I am so involved in volunteering at the school and the answer is actually very simple. Along with many other parents who volunteer their time and offer to help out in numerous ways, I appreciate and cherish the chance to get involved in the children's school life. I am also grateful to meet different groups of parents from many different countries, cultures, and backgrounds. Being a part of a parents' association is certainly a great way to make new friends from all over the world!





The TES PSC is a unique cross-Sectional Parents Association, which embraces the four TES Parents Associations: British Primary, French, German, and British Secondary & High School. This facilitates organisational and social interaction between the four school sections. All the PSC and PA members are volunteer parents, whose main objective is to support and empower all TES parents to be active in the best interests of their children's educational lives.

The most obvious way that PSC supports the school is by working together with staff and school leaders to ensure children get the most out of school, both academically and socially. In addition to supporting the children academically, PSC are also active in working across Sections to foster community spirit, organise social events, engage in fundraising, and provide support to parents and students at the school.

PSC proudly organises the major TES annual fundraiser, the Christmas Bazaar, aimed at bringing a European Christmas flair and atmosphere to Taipei. The major projects benefitting from this PSC event were the construction of the playground at the Primary campus and the sport pitches at our Yangmingshan campus. Furthermore, the PSC also holds two annual social events: the Autumn Festival and TES Gala Evening, both a chance for parents, teachers, and TES friends to meet and get to know each other in an informal social setting.

Please remember that participation in the Parents' Association is open to all TES parents. We are here to listen to you and serve as a liaison between the TES parent body and the school. Join us in our events and enrich our activities with your expertise and experience for the betterment of our children's growth and development.

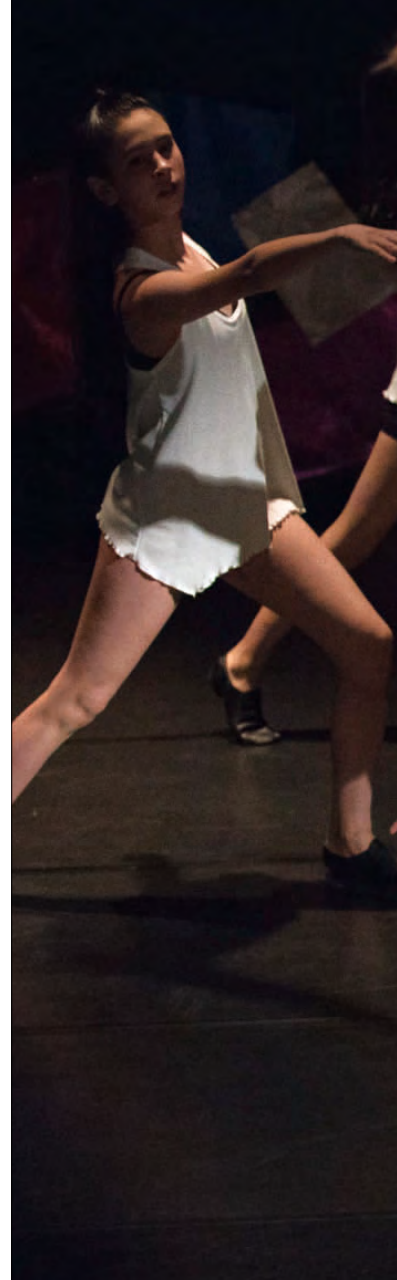
Finally, on behalf of the PSC, I would like to take this opportunity to thank all our parent volunteers. We look forward to seeing you all at our upcoming events.

# Dance Recital 2019: *The Magic Box*

By Kerry Nockolds, Director of Admissions and Marketing

At the end of May, our annual dance recital once again drew a huge crowd. This event has become one of the highlights of the school calendar over the years, attracting not just parents and family members, but many staff and others who are part of the wider TES community. This year's recital did not disappoint, and the 750-strong audience went home with the feeling that they had once again experienced a truly magical event.

Not only was it a joy to watch, but the show was a joy to participate in as well. This joy exuded from all the girls and boys involved, and beaming smiles lit up the Primary Amphitheatre, starting from the dance floor and spreading to every member of the audience, from proud parents to proud teachers and staff. At this school we are constantly amazed by the wonderful energy of our students and staff and it is through events like these that we really experience this to the full.



This year, the theme of the dance recital was *The Magic Box*, which thoughtfully highlighted the powerful influence that smart phones have on our world. Apart from the many 'selfie' opportunities demonstrated in the dance routines, there were elements of the positive and negative effects that we face in our lives stemming from 'the magic box'.

However, the real power of the recital was in the wonderful energy, elegance, and emotion that was demonstrated across the three forms of dance: Jazz, Ballet, and Hip Hop. Every child, from Reception to High School, has the opportunity, through the extra-curricular dance programme, to participate, grow, and enjoy the dance of their choice. It is clear when watching the recital each year that young dancers who have been in the programme for several years are continuously gaining in confidence, skill, and passion.



There were no less than 27 dances in this year's recital and the level of professionalism shown by the 240 dancers was phenomenal. In addition, an army of teachers, staff, and volunteers are willing to work tirelessly behind the scenes to get everything set up and running without a hitch. The invaluable help of 60 volunteer parents, 18 TES staff, and 13 outsourced staff is another reason why we are able to undertake a show of this scale.

Pictures can never do justice to the children's beautiful dancing, and whilst video rekindles the atmosphere of the night, it can only offer a small sense of the energy of actually being there. The children really love the dressing up, the colourful costumes, and the make-up that goes with performing. All the routines were incredible and a pleasure to watch, including *The Rocking School*, which was awarded second place in the Taiwan National Dance Competition, and the beautiful performances by Katharina Whittome and Fiona Chen, who were individual winners in the same competition.

The show ended with all of the dancers revisiting the stage for an energetic finale—the audience felt like they were in a pop concert; clapping, screaming, and whistling along to the music and the last-minute moves of the dancers.

The Dance Recital is truly an inspiring show that the whole community looks forward to every year. It would not be possible without the dedication of our dance coaching team and so our thanks and gratitude go to Ms Grace Wong (Ballet), Ms Jill Lin (Jazz), and our newest dance team member, Ms. Rory Liu (Hip Hop). We are also grateful to Ms Joyce Chen, the coordinator of this spectacular event.

# Joseph and the Amazing Technicolor Dreamcoat

By Sonya Papps, Head of British Secondary and High School Section

Once again, students at the Secondary school wowed audiences across four nights with an amazingly colourful and upbeat musical: *Joseph and the Amazing Technicolor Dreamcoat*. This year's production involved over 90 students across the cast, band, and stage crew. Students from all three Sections were involved in the months-long process of staging this spectacular show.

The story of *Joseph and the Amazing Technicolour Dreamcoat* is rooted in the Biblical account of the 'coat of many colours'. The show is almost entirely sung and takes the audience on a spectacular journey through Canaan and Egypt, alongside the central character, Joseph, the dreamer.

In the story, the audience follows Joseph's journey from the loving embrace of his father, Jacob, and the clutches of his eleven jealous brothers, to slavery in Egypt, and eventually the Pharaoh's gilded palace. All the while, the audience gets an insight into Joseph's hopes and dreams through numerous energetic and sometimes heart-warming songs.

This Andrew Lloyd Weber and Tim Rice musical has enchanted audiences ever since it was first staged in 1967. The original production was written as a 15-minute pop cantata for Colet Court School's (an independent school in London) end of year concert. It was so successful, that it was expanded; first for a slightly longer performance, and then as a full-length professional musical. The musical opened on Broadway in 1982 and received many Tony Award nominations, including Best Musical and Best Original Score. It has been staged numerous times in the decades since, including a new production that recently toured the United States, directed and choreographed by *Hamilton* Tony Award winner, Andy Blankenbuehler.



## Joseph at TES

Taking part in a school stage production is truly special. Students, teachers, and crew collaborate over many months to create a theatrical experience to share with audiences. Throughout it all, each individual must show commitment, strive for excellence, and work to be at their best. Then, when everyone comes together—actors, musicians, and crew—the magic happens.





"Performing the role of Joseph is like a dream come true. All the things I have experienced and learned are as amazing as the dream coat itself." **Amos Pai, H3**

At TES we are lucky to have so many talented and committed students and teachers, as well as amazing volunteers, who give up so much of their time for what has become one of the highlights on the school calendar.

"I wasn't really sure what to expect of Joseph and the Amazing Technicolor Dreamcoat, as I had never seen this musical production before and didn't know the story although, like most people, I was very familiar with some of the songs, like 'Any Dream Will Do' and 'Close Every Door'. At the back of my mind, I was also wondering if this production could come close in colour and quality to last year's show. Well, I needn't have worried. From the opening scene—in which we experienced a chorus of colourful tie-dye clad students, amazingly talented narrators (who told the story through song throughout), the gifted student who bravely took on the role of Joseph, and a whole host of other characters that transported us to ancient Canaan—right through to the palace of the Egyptian Pharaoh at the end (where we were treated to a vocal performance reminiscent of Elvis), the audience was swept along on a truly technicolor ride! The acting and singing talent on display was amazing, the music sounded like it was being produced by professional musicians, the costumes were vibrant and glittering, and the set was fabulous. What a great way to wrap up the school year!" **TES Parent and Audience Member**



Our deepest congratulations and gratitude to the students, teachers, and parents who worked so hard to share with us the story of *Joseph and the Amazing Technicolor Dreamcoat* and who delighted audiences throughout the four-night run.



**Sports Day**  
Photo credit:  
FS Student Media Team



**Graduation**



**Dance Recital**





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