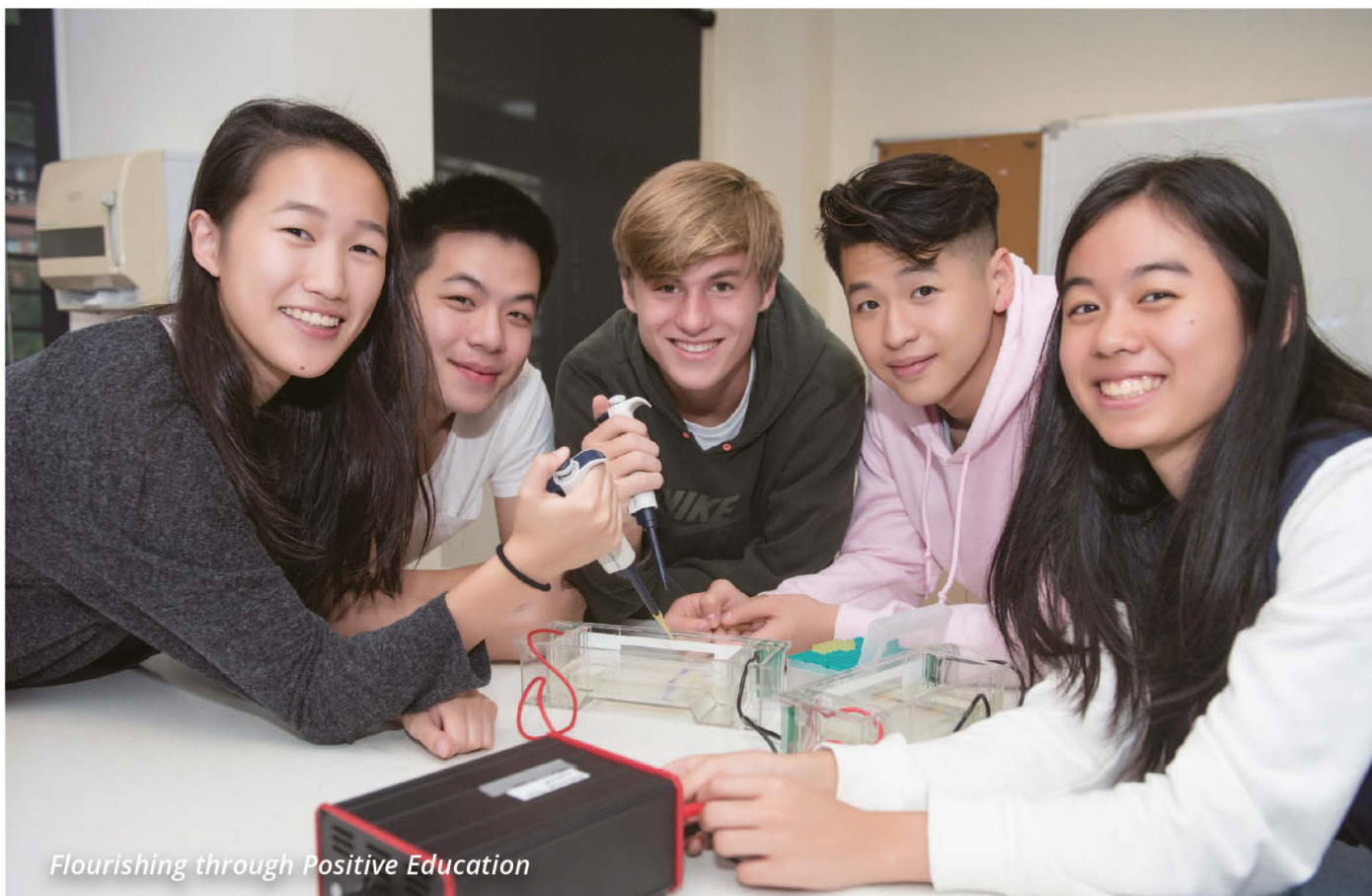


C NNECT

2018 SUMMER



Flourishing through Positive Education



Great Ideas STEM from Inspiration



A Celebration of Diversity

CEO Greetings

It's the time of the year again when we break up for the summer. A few thoughts as you set off on your long-awaited holidays.

An average child spends 25% of their waking time in school. This statistic often shocks a lot of people who seem to believe that a growing child spends most of their time at school. This fact means that learning should be happening all the time and not just in the classroom. You will have a long period now without school, but it shouldn't be without learning. There is so much to learn outside the classroom and often holidays are great opportunities for learning about a whole range of new things that we come across in everyday life.

To maximise that learning, I would recommend pointing out unusual things to your children and asking probing questions about their understanding and concepts. Answer all those 'why' questions that you will inevitably get. If you don't know the answer, then look it up together with your children.

Another piece of advice relates to my next topic: use the home language to ask the questions and not just the language of the classroom. It is very beneficial for children growing up in a multilingual environment to develop concepts and 'mother tongue' and then work in translation in the classroom until they become truly bilingual, at which point they can think in two or more languages. If you are unsure about the 'mother tongue' of your children, then a quick test is to offer reading in two (or more) languages and see which language your children choose. It tends to be the mother tongue, also known as the first language.





Another common difficulty is that when children come back to school after a long break they might have gone quite a way back in the language of instruction. From a school perspective, teachers see this every year. I would certainly not recommend extra classes, because language is not as effectively learned there as when language is met in context and there is a real motivation to understand. Get reading materials (magazines and books) that your children have a passion for. Whether it be horse riding, golf, nuclear physics, it doesn't matter. Reading will enrich your children's vocabulary in the target language.

Watch TV or films in the target language, hopefully with subtitles in the mother tongue. There is a strong correlation between language abilities of nations and the simple question of whether a country 'dubs' programmes and films, whether they do not watch foreign language programmes, or whether subtitles are used. Switzerland, Scandinavia, and The Netherlands (to name a few) have a highly developed linguistic capacity because they do not dub. In Switzerland an English-language film would be shown with subtitles in four languages. The material has to be of interest to your child though and not use language (or content) above the child's reading age. Children's programmes in the target language on TV are a good start.

The biggest motivator for learning language has been shown to be 'having a partner who speaks a different language'. You do not have to go so far, but I can suggest getting your children to converse with target language children. It needs to be a two-way learning experience if it is to be truly successful and so find someone who wants to learn your language as well.

And so, as we head off on our holidays, have great time, learn a lot, and come back refreshed in August!

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

Flourishing through Positive Education

Content: Sonya Papps, Head of the BSHS
James Woodall, Assistant Head of the BSHS
Writer: Helen Gamble, Freelance Writer

"We cannot always build the future for our youth, but we can build our youth for the future."

- Roosevelt D. Roosevelt

Positive Education is a growing movement amongst educators that looks at education in a holistic sense, recognising that academics, mental and physical health, and general well-being are all inextricably linked. In other words, its premise is that improved student wellbeing leads to better results, more life satisfaction and improved health. The Positive Education movement has emerged from the science of Positive Psychology, which uses empirical evidence to show the constructive effects of a more optimistic outlook.

Recent studies have shown that only 20% of the population can be considered to be 'flourishing'. Flourishing is a state of being in which a person is considered to be developing rapidly and successfully, or thriving. It is a state of being that we all strive for, but few of us attain. As levels of anxiety, stress and depression have increased in adolescents in particular, the notion of reaching adulthood in a flourishing state can seem like an unattainable dream.



It was in recognition of this fact, and having become aware of the growth in anxiety disorders and stress among young people in recent years, that the Senior Leadership Team of the British Secondary and High School Section (BSHS) decided to embark on a long-term programme to introduce a wellbeing model to the entire school community that could be easily implemented and measured. We asked Sonya Papps, Head of the British Secondary and High School Section and James Woodall, Assistant Head responsible for Student Wellbeing, to tell us more.

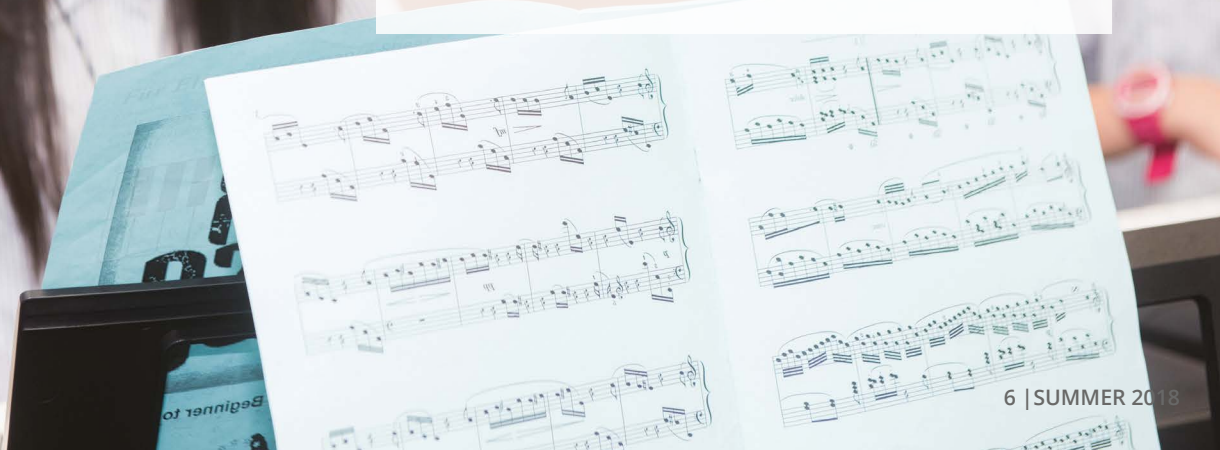
How long has the BSHS been focussing on Positive Education?

We first began exploring Positive Education and the compelling research coming out of the field in 2015. The BSHS Senior Leadership Team quickly got on board and we spent months reading everything we could and learning about the emerging Positive Education movement. Our focus in 2016 was taking the science of Positive Education to the teachers and exploring themes of wellbeing with them to ensure everyone understood our intentions and purpose in introducing Positive Education to our students and parents. 2017 was focused on introducing Positive Education to our students and this August our first ever Head of Positive Education, Rowena Bracken, will take the lead in growing our provision and further educating our community.



How did it all begin?

In order to successfully implement the programme, the school engaged the expertise of acclaimed international organisational coach, Clive Leach. Clive has worked with organisations and schools across Europe, Australia, and Asia, and he uses a five-step model, PERMA, which stands for Positive Emotions-Engagement-Relationships-Meaning & Purpose-Accomplishment, to lead individuals to improved wellbeing. He first visited us in early 2016 to work with the Senior Leadership Team and Pastoral Team to plan our Positive Education roll-out. For the past two years, Clive Leach has visited our school to work with students and teachers across all year groups.



Why is Positive Education important for our school?

It is well documented that mental health issues among young people are on the rise and we do see this in our own community. There is a wealth of research that can teach us about how to cultivate wellbeing in ourselves and we have a duty to share this information with our students. We teach them Science and Languages and Physical Education – why not also teach them how to actively develop their wellbeing and happiness too? The impact of doing so can be significant.

What do students get out of it?

Students learn about their Character Strengths, how to build on their existing strengths, and how to acknowledge and address their lesser strengths too. Students learn about the '5 Ways to Wellbeing' and PERMAH and what the research is teaching us about mental toughness, resilience, and building a happy life.

Can you give us some examples of Positive Education initiatives that have already been implemented?

We have already introduced Core planning based around the '5 Ways to Wellbeing', Mindful Mocks, Values Day themes related to wellbeing, and themed and motivational assemblies. We have also been teaching our students about character strengths, coaching, mindfulness, grit and growth mindset, mental toughness and resilience, gratitude, optimal functioning and flourishing, healthy relationships and the science of happiness.

Have these initiatives been well received by our students?

Students love thinking about their own lives and sharing their experience with others. They appreciate having the space and time to explore issues around their overall wellbeing; ultimately most of us are striving to lead lives where we feel good about who we are and what we contribute.



What other initiatives does the school have planned for the short- and long-term?

From August 2018, we will have a Head of Positive Education (Rowena Bracken), whose role will be to build on the Positive Education measures already introduced. Both James Woodall and Rowena Bracken will soon be travelling to Australia to further undertake training at Geelong Grammar School, the birthplace of the Positive Education movement. The plan is to then introduce a comprehensive programme across the whole of the BSHS for 2018/2019.

There can be no doubt that the pressures on young people are escalating. There is increased pressure to do well academically and increased competition to gain entry to the world's higher education institutions. The jobs market is shrinking, whilst social pressures, fuelled by the increased use of social media, are mounting. The World Health Organisation, in a report published in 2016, uncovered falling rates of both mental and physical wellbeing amongst adolescents, as well as an underinvestment of both research and money on this demographic. Thankfully, both NGOs and education institutions have committed to addressing these issues and, with the introduction of Positive Education, Taipei European School aims to place itself at the forefront of change for the better.





Great Ideas STEM from Inspiration

By Helen Gamble, Freelance Writer

The Increasing Need for STEM

STEM, an acronym that stands for Science-Technology-Engineering-Mathematics, is increasingly relevant in today's changing world. Not only is there increased competition in the jobs market, not just from other well-qualified candidates but also from automation, there is also a huge shortage of people who are qualified to take up jobs in the STEM fields. The website STEMconnector.org estimates the need for 8.65 million workers in STEM-related jobs within the next few years. The manufacturing sector faces an alarmingly large shortage of employees with the necessary skills — nearly 600,000. The skills shortage in STEM fields is a global problem. In the United Kingdom, the Royal Academy of Engineering reports that Britain will have to produce 100,000 STEM graduates every year until 2020 just to meet demand. Germany faces a similar need, with a shortage of 210,000 workers in the Mathematics, Computer Science, Natural Science and Technology disciplines. Alarmed by these statistics, educators have recognised the need to focus on these important subjects and try to inspire the next generation to consider careers in these fields.



Inspiring students to embrace STEM subjects goes beyond the classroom and the regular curriculum. Rather, it is a much broader, holistic approach. STEM education aims to educate students in the four specific disciplines using an interdisciplinary and applied approach that demonstrates to students how the scientific method can be applied to everyday life. It teaches students computational thinking and focuses on the real world applications of problem solving. Rather than teach the four disciplines as separate and discrete subjects, STEM education integrates them into a cohesive learning pattern based on real-world applications.

Much of the STEM curriculum is aimed towards attracting underrepresented populations. Female students, for example, are significantly less likely to pursue a degree or career in STEM fields. Though this is nothing new, the gap is increasing at a significant rate. Though women comprise nearly half of the US workforce, they hold less than 25% of STEM jobs. While 12% of women in undergraduate programmes will get a degree in STEM each year, only 3% continue to work within the STEM field 10 years after graduation. Within the STEM fields, male students are also more likely to pursue Engineering and Technology, whilst female students prefer sciences like Biology, Chemistry, and Marine Biology. Overall, male students are three times more likely to be interested in pursuing a STEM career, according to a report published by STEM connect.



STEM at TES

TES provides a very strong and flourishing STEM education, with many students pursuing these fields in higher education and beyond. However, the school recognises the need to inspire more students and to show the relevance of these subjects to everyday life for all students, not just those who are already enthused and engaged. With this in mind, the Science and Mathematics departments at the British Secondary and High School decided to host STEM Week, with the main aim of raising awareness of what STEM encompasses and providing inspiration. During the week, the school was privileged to welcome a number of experts in their fields and happy to host many exciting events.



Guest Speakers

The week commenced with Dr Leroy Chiao talking to the students via live video feed. Dr Chiao completed four successful space missions and was commander of the International Space Station during his time with NASA. He is now CEO of the STEM education company One Orbit, who provided four of the five STEM-based talks during the week.

The next speaker of the week was Ms Amber Gell. Ms Gell is an American Engineer, Scientist, and STEM education advocate who specializes in human performance in extreme environments. She holds a degree in Aerospace Engineering and Business, and Physiology. She currently works for Lockheed Martin, as a Space Systems Engineer. She also teaches Spaceflight and Operations Training and has won many awards for her accomplishments in space systems and educational outreach. Ms Gell inspired her mostly-female TES audience with her passion for her work.

The film-producer, Michael Starobin, talked to students about how being concise is key to keeping an audience enthralled and Roland Nedelkovich examined the key role of collaboration between space agencies and private companies in exploring space.

Mr Giuseppe Izzo introduced some of the latest technology in space exploration, including Elon Musk's famous SpaceX programme and the incredible plans to create commercial space flights – soon we may be able to simply book a ticket to space, like we do now for a holiday flight. This, he said, would open up many possibilities, such as travelling between major European cities in just 20 minutes!

Ms Angela Hsiao talked about Galileo, a navigation system that is more accurate than the GPS that we are used to. Galileo was created by the EU and is now being used by major companies (Apple, Samsung, Huawei and more) in coordination with the older GPS satellites. When fully developed, the Galileo system will be able to tell us where we are within a range of twenty centimetres.



What we learned from Dr Chiao

"You can grow 3 cm taller whilst in space"
Margaret Hsu, B7 Student

"Unite to succeed: internationally we can and we will"
Mary Shih, B7 Student

"Knowledge, experiences, facts: all fulfilled in this special talk"
Vincent Huang, B7 Student

"The journey to being an astronaut is pretty tough"
Ethan Ho, B7 Student

"Perseverance is important. Persevere and you will never regret it"
Nathan Han, B7 Student

STEM Week Activities

As well as listening to inspiring talks, students from Year 7 right up to High School had the opportunity during STEM week to take part in many creative and innovative projects.

The Year 7s created a stop-motion film about a journey to Mars and solved problems as part of 'Red Rock Maze'.

The Year 8s 'journeyed to Mars' by becoming engineers and overcoming the challenges of landing a rover on Mars. This encompassed the difficult challenge of prototyping and testing both a powered car (the Mars Rover) and a parachute (the Mars Lander) on a limited budget. The project introduced the students to negotiating materials and budgets and managing their time to get the testing done. The students thoroughly enjoyed the task and came up with some innovative solutions.

Year 9 were involved in producing 'Stomp Rockets' and an 'On Target' investigation. The students had great fun designing, making and testing their rockets. When they took their rockets outside to test them using the launchers, some actually cleared the height of the school building, which was very impressive! During the 'On Target' investigation, students were given a limited number of specific items that they could use to build a zip line in order to drop small ball bearings onto a target from a height.

The super-enthusiastic H1s competed against each other in a Maths Relay Race, in which they practised their mathematical agility and got plenty of exercise in the process! A runner from each team runs a lap from their team base to collect a question and then runs back to solve it with their teammates. It was a very high-energy session and, by our estimates, some students would have run approximately two to four kilometres during the hour long event!

High School students designed and built rockets out of bottles. They then created hydrogen and oxygen gas to fill the rockets and ignited this explosive mixture to launch the rockets through the atmosphere! They also competed in a Space Race challenge to test their problem solving skills.

"Throughout STEM Week, we've realised that we are the generation that is going to guide the future of space exploration. What we're used to thinking of as science fiction is now coming vividly alive before our eyes."

Noa Shmueli, H1 Student

Building on the Success of STEM Week

It is safe to say that STEM week fulfilled its goal in inspiring and enthusing our students. However, their education in the STEM subjects doesn't end there. It continues throughout the year, both inside and outside the classroom. It is hoped that with their continued and renewed enthusiasm for the STEM subjects, our students will be able to reach new heights in their learning – maybe even taking them to the far reaches of space one day.



A Celebration of Diversity

By Karen Rowe, BPS Assistant Head

Taipei European School has long been recognised as a hub of cultural and linguistic diversity and International Day at the Primary Campus has, for many years, been the perfect way to celebrate this fact.

“Why is celebrating this diversity so important?” you may ask. School accreditation and governing bodies worldwide believe that a school’s open recognition, acknowledgement, and appreciation of its variety of cultures, ethnicities, and languages, is linked to better outcomes for the students, families, and the school overall.

The European Primary Campus (EPC) houses close to 1,100 children (aged 3-12), in 56 classes across the three Sections. The four main languages are English, French, German and Mandarin; however, a medley of staff and students mean that many more languages can be heard on a daily basis.

The 2018 International Day kicked off with a rousing speech by Mr Roland Heinmüller, Head of the German Section and a photo opportunity for EPC students and staff. Dressed in traditional national dress or colours, the crowd smiled and cheered whilst the flags of 49 countries, alongside those of the European Union and TES, were waved with energy, pride, and love.



Asked about their feelings, these flag-bearers shared:

“Yo he me sentido muy bien en llevar la bandera de mi pais.”
Isabella, KL4, Colombia

“आज मुझे अपने देश के ध्वज को पकड़ने और प्रतिनिधित्व करने पर बहुत गर्व महसूस हो रहा है.”
Keneel, Y6, India

“Jag är verkligen glad att bära på flaggan för att jag har väntat på det sen årsgrupp 3 för innan har min bror eller någon annan burrit den. också för att jag älskar Sverige och är glad att vara med!”
Axel, Y6, Sweden

“I like being English because England is a friendly country where, when you take one breath, it makes you feel free. I also like England because everywhere you look there are large, green trees. England is a very safe and friendly country; most people that you talk to, if you need some help, will try to help you with your problem.”
Cameron, Y6, England

“Es hat mir Spaß gemacht die Flagge zu tragen.”
Enja, KL4, Germany

“Es hat sich gut angefühlt Deutschland zu vertreten.”
Samuel, KL4, Germany

“Merhaba, ny adı Timur. Yesterday I felt proud to represent Turkey. I tried to hold my flag the highest because I felt proud to be holding it. One of my favourite things about Turkey is the food. Another cool thing is that there is a city called Batman. I haven't been there yet.”
Timur, CE2, Turkey

“私は自分の国を代表することをうれしく思います。なぜなら、私の国は豊かで気持ちいい風”
Kokoro, Y6, Japan

“I felt special representing Morocco yesterday. I liked wearing my costume. I was the only boy in these clothes. ”
Ryan, CE2, Morocco

“我很高興能夠持掌台灣的國旗” Elsa, KL4, Taiwan

“Sono orgoglioso di aver rappresentato l'Italia all'International day. Mi è anche piaciuto portare la bandiera Italiana. Viva l'Italia ! Non vedo l'ora di andarci questa estate.”
Andrea, CM2, Italy

“Je suis content et fier d'avoir représenté la France. La meilleure chose de France est les pains aux chocolat.”
Lucas, CM2, France



From left to right the students quoted are: Isabella, Keneel, Axel, Cameron, Enja, Samuel, Timur, Ryan, Kokoro, Elsa. Additional flag bearer: Betse. Not in photo: Andrea.



The Food Festival was eagerly anticipated and thoroughly enjoyed, thanks to a tireless and generous team of parents who baked, cooked, and bought the most delicious selection of treats and titbits from 32 countries around the world and presented them so temptingly: imagine bamboo rice, bulgogi beef, sausage roll, Thai green curry, Belgian chocolate and chorizo... what a way to start a feast!

Huge thanks to everyone connected to planning, preparing, executing and participating in this fabulous celebration.

When you reflect on diversity in culture and language, think appreciatively of TES, a global community where each and every individual adds to the mix and how that, in turn, makes belonging to the TES family a very special experience.



A Month of C0ding at TES

By Andria Spring, FS Primary Assitant Head



May was the month of c0ding at Taipei European School, with world-class coding events taking place on our Primary and Secondary campuses.

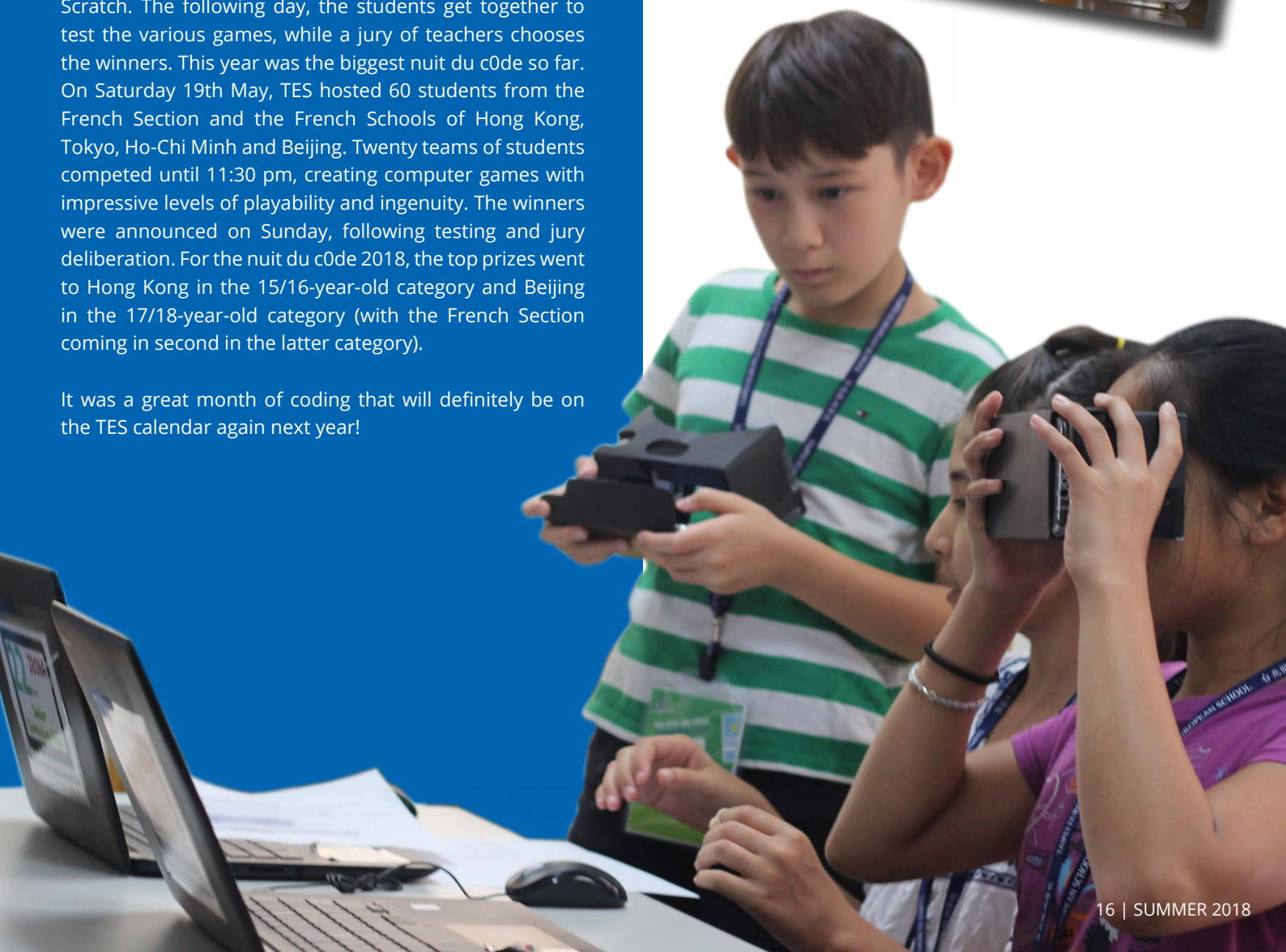
The first event of the month was the Aprèm du c0de/C0ding afternoon/Programmier-Nachmittag, a tri-Section coding event for Primary school students aged 8 to 10. The event was dreamed up last year by the French Section, as a sister event to its c0ding night. The British Section quickly got on board – and the first event took place in May for 48 students from the two sections. The French and British Sections were joined this year by the German Section, allowing the event to grow so that, on Saturday 5th May, 60 children could spend four intense hours participating in a variety of coding workshops proposed by teachers from TES' Primary and Secondary campuses. French Section Secondary students were responsible for ferrying the children from one workshop to the next every 40 minutes, making sure the students got their coding passports stamped and that they had time for a quick snack before moving on to the next activity. The workshops on offer featured programming with Scratch, Hopscotch and Blockly, using VR masks, dash and dot robots – and sometimes just plain and simple bread and jam! One of the workshops even featured an app especially designed by William Faure, Director of IT. At the end of the four hours, the teachers were exhausted, but the kids hadn't seen the time pass at all.





The same could be said of the second c0ding event of the month, the aforementioned French Section coding night – la nuit du c0de. The nuit du c0de is in its third year now and is going from strength to strength. The idea behind the event is for teams of high school students to spend six hours competing – designing a computer game with Scratch. The following day, the students get together to test the various games, while a jury of teachers chooses the winners. This year was the biggest nuit du c0de so far. On Saturday 19th May, TES hosted 60 students from the French Section and the French Schools of Hong Kong, Tokyo, Ho-Chi Minh and Beijing. Twenty teams of students competed until 11:30 pm, creating computer games with impressive levels of playability and ingenuity. The winners were announced on Sunday, following testing and jury deliberation. For the nuit du c0de 2018, the top prizes went to Hong Kong in the 15/16-year-old category and Beijing in the 17/18-year-old category (with the French Section coming in second in the latter category).

It was a great month of coding that will definitely be on the TES calendar again next year!



Sportsmanship - It's what makes a good athlete great!

By Duncan Millward, Acting Head of BPS

On Friday 27th April, our 7 to 11 year-old students, from Year 3 to Year 6, Klasse 1 to Klasse 4, and CE1 to CM2, travelled to the Taipei Municipal Stadium for a magnificent Sports Day. This was the first time that the Sports Day was held off-campus and provided a unique experience for the children in world-class facilities. In the preceding months, after booking the site, Mr Milner worked hard to make sure that no stone (or should that be no stadium seat), was left unturned in terms of the organisation, which led to an extremely successful event for not only the students but parents and staff too.

The day began with the excitement of the bus journey from school to the stadium. A grand total of 16 buses were filled with students' nervous enthusiasm and anticipation of the big day ahead. It was wonderful to hear the students' gasps of amazement as they entered the stadium. The field was all laid out following Mr Milner and his team's early morning work. In such a big arena, the activities were spread across the central field and around the running track, providing a real sense of occasion.



A rotation of activities took place throughout the day, with Mr Robinson keeping tired spirits going over the loudspeaker and Ms Beddoes providing the entertainment with music and cheerleading. The activities on the field were a range of traditional events, like the sack race and long jump, to more inventive games, such as the obstacle course and fan race. It was wonderful to see the students living the school values through participation, perseverance and respect for each other by supporting each other to try their best.



On the track, running races allowed all of the children to take part on the professional track, and this became a real highlight for many of the children. The next Usain Bolt may just have run their sprint race on that day! Each running race and shuttle run was watched by other year groups in the stands as they enjoyed a well-earned rest.

The finale of the day was the 4x100m relay races and the opportunity for the fastest runners from the senior age group to utilise all of the 400m track. These last two races created great excitement and tension for those watching in the stands, as the leading tribe often changed as the race progressed round to the finish line! These relays were a great group effort and led to the final points tally, which celebrated the winning tribe, and the presentation of the largest sports trophy possible to the RUKAI Tribe.

A big thank you to all of the parents that came to share the experience with the students. It was great to see so many friends and family sitting in the stands, cheering the children on. Having more space meant that parents could also walk around the various events and get some close-up action shots. A special mention here to the PTA volunteers who worked tirelessly before and during the event in setting up the drink and fruit station. The children benefited from the apples and bananas during a well-earned refreshment stop. The parent volunteers were absolute stars to make this possible.

The Junior Sports Day was definitely a real highlight for everyone involved and has provided some awesome memories for our children. Thank you for the anonymous parent donation that made this event possible.

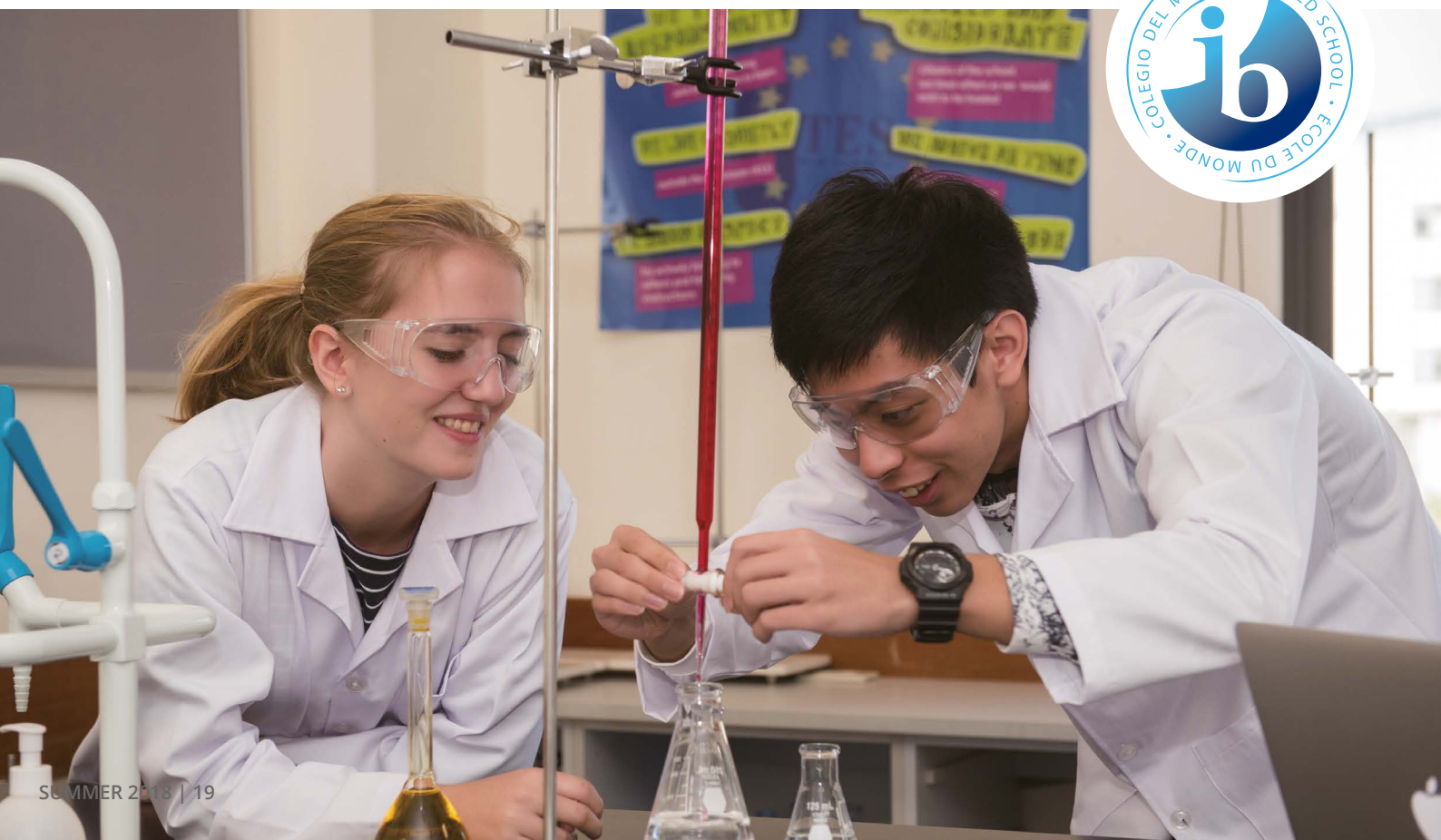


Building on our Success as an IB World School

By Helen Gamble, Freelance Writer

We have been offering the International Baccalaureate Diploma Programme (IBDP) to our students since 2002, when we first opened our High School Section. In many ways, the IBDP was the perfect fit for our school, as we wanted to bring together students from the three sections and offer them a secondary school qualification that would be recognised by universities worldwide. Since then, our IB programme has gone from strength to strength, with students consistently scoring above the world average number of points.

Internationally recognised, the IBDP is a rigorous and demanding two-year academic programme aimed at creating well-rounded and resilient young adults. The programme aims to instil in the students an exceptional breadth and depth of knowledge in their chosen subjects and to encourage them to flourish physically, intellectually, emotionally, and ethically. This aim is enshrined in the IB Mission Statement, which states: “The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”



The IB Diploma was started in 1968 by teachers at the International School of Geneva, who wanted to create a curriculum for students who moved internationally yet didn't want to be disadvantaged in university admissions. The programme initially concentrated on developing a set of exams that students needed to pass in order to go on to higher education. Over time, the International Baccalaureate Organization has developed a more holistic approach to nurturing future generations, making it one of the most well-regarded education programmes in the world. Today, there are over 900,000 students studying in IB programmes in 140 countries.



The requirements to earn an IB Diploma are certainly stringent. IBDP students study six subjects, as well as completing the Diploma Programme Core, comprising Theory of Knowledge (TOK); Creativity, Activity, Service (CAS); and a formal piece of academic writing, the Extended Essay. The DP Core encourages students to become engaged in critical thinking and reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service. The ability to think critically is something that distinguishes students who have been through the IBDP from others. Being able to reflect is also an integral part of being an IB student, as is developing the essential skills of communication, social awareness, self-management and research. In addition, an IB education creates learning communities in which students can increase their understanding of language and culture, developing as successful communicators with the skills needed for intercultural dialogue and global engagement.





Most university admissions officers agree that the IBDP is the best preparation and the most recognised qualification for university entrance. According to the UK's Higher Education Statistics Agency, IB students are more likely to be enrolled at top universities. The same is true in the US, where IB students are 21% more likely to gain admittance to the most prestigious colleges. Once they start their undergraduate programmes, IB students are able to hit the ground running, with essential cognitive, research, writing and communications skills already mastered. TES students who have been awarded the Diploma are now attending some of the best universities in the USA, the UK, Canada, Japan, Hong Kong, Australia, France, Germany and elsewhere. When former students are asked if the IBDP was good preparation for university, the answer is always a resounding 'yes'.

The success of TES in delivering the IBDP is not just reflected in its university admissions statistics, however. The commitment of both students and staff has ensured that the school has improved results year on year and students have scored higher than the world average points total ever since the programme was first introduced. Taipei European School is now regarded as a frontrunner in delivering the IB Diploma Programme in Taiwan.

In order to continue to build on its success, all students, parents and teachers at TES are considered participants in the IB. From the moment students set foot on the TES Secondary Campus at Yangmingshan, they are members of the IB family. This is what makes TES not just a school with an IB programme, but truly an IB World School.



A Wonderful Decade

By Kerry Nockolds, Director of Educational Services

When a milestone is reached, it is amazing to think of the road travelled or, as in this case, danced! This year's Dance Recital was a celebration of the tenth year of recitals and each year seems to be more amazing than the last. Even though this probably has to do with the immediacy of the experience and not the quality of the dancing, the audience will always say it was the best performance yet.

This year really was a 'Best of' compilation, with favourite routines picked out from the previous ten years of dance recitals. The dance teachers cast their minds back to past routines, choreography, and costumes. Thankfully their memories were fresh enough to recreate and improve upon these magical routines from years gone by.

This year's two-Act show included an amazing 26 performance groups, comprising eleven Ballet, ten Jazz, and five Hip-Hop dance troupes. That in and of itself is impressive, but when you consider that over 240 dancers took part in the show, the sheer scale and majesty of the event starts to come into perspective.



As proud parents we not only enjoyed the performances of our own children, but also performances from the youngest (Reception), to the oldest (Secondary) students. Picking a favourite is hard for any audience member and, as such, is not something we would dare to do, as we loved every bit of the show!

We would like to thank all the dance teachers, Miss Grace Wong, Mrs Jill Kennedy, and Miss Janet Lin for a year of hard work and amazing commitment. Also big thanks to Ms Joyce Chen, the Dance ECA Coordinator and her team of assistants including staff and parents.

The children, of course, were amazing and their passion, concentration, joy, and energy is really what led to these perfect Friday evening and Saturday afternoon (matinee) performances.



FOBISIA Short Story Competition

By Matthew Green, BSHS Assistant Head of English

Taipei European School secondary students took part in this year's official FOBISIA Short Story Competition. To enter the competition, students were asked to compose an original piece of creative writing based on the theme of 'Watch'. Entries were to be under 1000 words and without any illustrations or identifying marks, thus allowing students' words to speak for themselves.

TES participates in this competition every year, but this year's talent was so remarkable that our judges had great difficulty selecting the best stories from each class and grade level. However, in the end, only one winning story could be selected to be sent to Bangkok Patana School to compete against other finalists from around the world. Class and year winners received vouchers for Caves Books and all year winners will have their story published in our own TES Anthology.

This year's class winners were:

- ☆ Summer Cheng, Year 7
- ☆ Chante Yeung, Year 8
- ☆ Nathan Ho, Year 9
- ☆ Noa Shmueli, H1 (finalist)

Noa's story, which you can read here, was submitted to Bangkok for consideration. As usual, competition was fierce and unfortunately her piece didn't win this time, but we would like to commend her on her outstanding effort, which we were very proud to submit to the competition. In addition, all staff involved in the reading and selection process would like to thank all participants for their hard work and commitment, which proved what talented writers we have here at TES.



'WATCH'

'Short Story Competition 2018' Open to all students from Year 3 up in FOBISIA affiliated schools. 3 categories - Year 3 & 4, Year 5 & 6 and Secondary. Only 3 entries per school; 1 in each category.



Entries Must:

- Have an original title
- Be original and unpublished elsewhere
- Have a Cover Page listing the student's name, school's name and the name and email address of the organising teacher
- Be typed in Times New Roman font size 12 with numbered pages
 - Be 500 words or less for Year 3&4
 - Be 600 words or less for Year 5&6
 - Be 1000 words or less for Secondary
- Be free of any illustrations or identifying marks.

Winning Entries:
5 stories will be short listed by a panel at Bangkok Patana School. The short listed stories will be judged by writer, poet and recording artist, Donovan Christopher AKA RAPPAMAN. The winner and 2 runners up in each section will receive certificates and have their stories published on the FOBISIA Website.

Closing Date: Thursday 1st March

Winners' Announcement: Friday 30th March

Contact: Mr Rich Bebbington (ribe@patana.ac.th)



Bangkok Patana School
The British International School in Thailand
Established 1975

Hosted by Bangkok Patana School, Bangkok, Thailand



Donovan Christopher AKA RAPPAMAN is a writer, poet and performing artist, who is currently touring schools with his *RAP (Respect All People)* Poetry Educational Projects.

Artwork by Karoline Petersen (9R)
Design by Mr Ross Corker

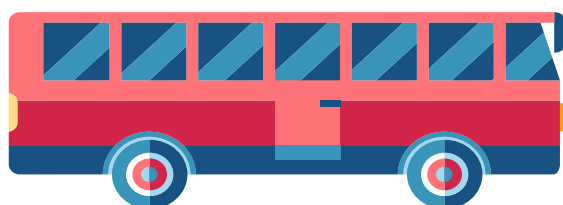
From The Bus

By Noa Shmueli, H1 Student

I always think he looks sort of like Superman. With clunky black-rimmed Clark Kent glasses, like any moment now he'll let go of his son's hand and shoot upwards in dizzying blue-red. But then I look at his eyes, how they reach hopefully at his younger copy, how his fingers always shiver out and—as if accidentally!—grasp at the small hand, a tender struggle before the two interlock. I know I'm the only one who sees them; or if not sees them, the only one who watches.

They aren't always here waiting, but whether they're here or not doesn't really seem to depend on anything. Not the weather—sometimes they're here when the sun's out, tendrils of gold reaching out across foggy mountains; sometimes here in those rare days when winter's just melted into summer like sugar in steaming cocoa.

Today it rains, an obnoxious drizzle that leaves droplets on bus windows and asphalt and clunky black-rimmed glasses. The father holds an umbrella above the two, but the rain's blowing at a slant and the umbrella's mostly just there because it seems ridiculous to leave empty-handed when it's raining. The father's hand detaches from the boy's. It hovers near his glasses for a moment, but he can't clean them on his ironed suit jacket and so he lowers it back down, but they don't hold hands anymore because suddenly the boy sees The Bus belching its way up the road. The boy knows he can't hold hands with his father because he's in seventh grade now and besides his hands are cold and besides (he reminds himself), he's mad because his father wouldn't stay home, of course he had to wait with him for The Bus and “make sure you're a'ight” even though it's halfway through the damn school year. And so the boy shoves his hands in his wet pocket and crinkles around the four-day-old Hershey's wrapper until he realizes some of the chocolate is still in there all melted and peanutty and it's on his finger and on his hand and Goddamnit This Was Not How The Day Was Supposed To Go.



From The Bus, it's hard for me to see their parting murmurs like I usually do. The raindrops blot out parts of my vision. I wipe the freezing window, but there's still silver morning frost on the other side of the thick pane that blurs the two into stretched silhouettes. I press my hands onto the glass and as The Bus screams its way to a torturous stop, their warmth melts a ten-fingered cavity in the frost through which I can see the father's eyes tailing after his son. The boy steps into The Bus and then I don't need the cavity anymore to see his flash of panic (“No seats?!”) followed by relief (“There's a seat!”) to irritation (“..but I have to sit with him?!”) until the coat-swaddled bus lady pushes him onto the nyloned bench and sways her way back to the front. The doors of The Bus haven't shut: I can just see the father's face and wet white shirt from the cavity—it's starting to close up—and his shoes, and dark grey slacks, through The Bus's entrance.

Though the bus windows are all fogged up, grey and opaque, the father's eyes are tunneling straight to where his son is sitting. He holds the umbrella with one miserable hand and hoists the strap of his messenger bag higher up his shoulder. There's a stripe of lighter grey where the strap has pressed down into his jacket, galvanized it against the rusty rain. Now that he's moved the bag, the stripe is being painted with dots of dark rain, dotted and dotted, until the bus doors scream closed and the cavity closes up some more and now all I can see is the father's hands, one fidgeting against his hip and the other still tight round the umbrella. I swivel back to look at the son; I think I see him steal a furtive glance outside, or maybe he's just making sure his bag doesn't slide away because The Bus is suddenly yowling back to life and the engine is humming a lonely tune to warn us of the impending leap forward.

And now I look back out and for some reason I think I see them holding hands again, even though the boy's clearly in The Bus and the father's clearly not, and what's happened is that the father's clasping his own two hands together. His fingers are tangled together and they look raw and blue and white all at the same time, and the umbrella is hanging round his wrist and knocking against his leather watch and wetting his dark grey ironed suit slacks. He's closed his umbrella though it's still drizzling obnoxiously on his glasses, and as his glasses get foggier and foggier, The Bus lets out a final fragrant belch: and the father's hand—just one, lonely hand—twitches from where it's locked to the other. Twitches, to say goodbye; and have a good day; and don't get into any trouble, son; and you don't want to hear it, I know—I know!, but I love you, so much...

I saw it twitch; I watched it break my goddamn heart.

French Section Exchange Programme

By Andria Spring, FS Primary Assitant Head

The French Section Exchange Programme (EXEAT) is now in its fifth year. Having started with group exchanges with the International School of Los Angeles (LILA), the focus has now turned to individual study exchanges. Students from French Schools in the United States, Europe and France are paired with students from the French Section. Students from other schools come here to study at TES for one to two months, and then it's their French Section exchange partner's turn to travel overseas, stay with their partner's family, and study at their school. More and more French Section students are choosing to take part in the exchange programme; we asked some of them to tell us more about their experiences.



Exchange with Lycée Charles le Brun in Countances, France

Sophie Dubois (1ère)

"I've been at TES since Petite Section (Nursery) and I've always wondered what life is like in other French schools. This year, I had a chance to find out during a two-month exchange at the Lycée Charles le Brun, a school in Normandy, France.

Thanks to this exchange, I got to spend my days just like any student in France, and I loved it! I was warmly welcomed in a class of thirty or so students, my host family was lovely, and we spent some really great moments together. The atmosphere at school was different; I made new friends, met new teachers, and heard jokes that I had never heard in Taiwan!

After this experience, I can say that even though the French Section isn't in France, there are still plenty of similarities between the two schools that enabled me to integrate quickly into my new environment. I realise that I am lucky to have been a student in the French Section since I was three years old; I have been able to make the most of its rigorous pedagogy and well-equipped classes. I would like to sincerely thank the French Section for offering me such a marvellous and unforgettable experience."



Exchange with the Lycée Français in Florence, Italy.

Sacha Cheng-Marcout (2nde)

"This exchange was an exceptional opportunity for me. My stay in Florence was one of the most exciting periods of my life. A big part of it was thanks to the wonderful host family and exchange student (Antoine Foucher), who made my trip as fun as it could be. The fact that I was visiting Italy, a beautiful and entirely new country to me, was amazing. I learned about a new culture, history, and surprising/interesting facts about things such as secret passages hidden in the palazzi. I also got to see with my own eyes the works of legendary artists such as Botticelli and Michelangelo. Other than visiting other cities like San Gimignano, Bologna, Venice, Colle di Val d'Elsa and exploring them, I also got to interact with all sorts of people who had no ties to Asia, and I got to make new friends, some of whom I am still in touch with. I think going there was the best thing I could have done at the time. If there's one thing I regret, it's not having had more ice cream when I was there!"



Exchange with Dallas International School, United States

Vincent Divisia (2nde)

“During the second half of the first semester of this school year, I had the opportunity to go to Dallas for six weeks on a school exchange programme. I took part in a number of festivals and events, like the Texas State Fair and Thanksgiving, and I also got to attend school events like a college football game and Homecoming. Classes in DIS (Dallas International School) are really short; they only last 55 minutes. But, on the other hand, there are seven classes to attend a day! It was hard to adapt – having twice as many classes to prepare for as in Taipei, but in the end I got used to it. I made lots of friends over there, my host family was really nice to me, and I will never forget the experience.”



Exchange with Lycée Charles le Brun in Countances, France

Anna Bella Sula (1ère)

“It was truly an amazing experience and definitely one of the best ones. Spending two months in a small town really was a lot different from living in a big city. There were thirty-six students in my class and everyone was so welcoming and nice. At the start, I wanted to come back to Taipei so badly, but once I started getting used to everything, two months really weren't enough!”



Exchange with Dallas International School, United States

Irène Dubois (2nde)

“My exchange in Dallas was quite unique for me; it was absolutely the right time to experience American traditions between October and November. During the five weeks of my stay, the Olson family and I went to the State Fair of Texas and then we enjoyed Halloween together. At school, with my exchange partner Abby, we attended Thanksgiving Potluck and the famous Homecoming that we often see in American films.

Life in Dallas was exceptionally different from our school in Taipei. The most challenging particularity was the timetable: they have five to six courses of 40 minutes a day; therefore, we have to be really focused and pay attention in order to learn in such a short period of time. The toughest course was the Spanish class; everyone seems to have a higher level of Spanish since Texas isn't far away from Mexico. However other differences gave a whole new taste to high school life. For example, we had to wear uniform (which isn't required in the French Section) and the fact that we had a form classroom and it's the teachers not the students who move from one class to another.

Having the opportunity to explore another culture and to make acquaintances with people with a different vision of the world is something I couldn't get anywhere else other than from a school-organised exchange programme. So personally, I would like to thank the LFT (TES French Section), Abby, the Olson family, and my friends in Dallas for making my five-week stay an unforgettable journey.”

Connecting in Chinese

By Flora Sung, Head of Chinese Language and Culture

Authentic Contexts as Learning Resources

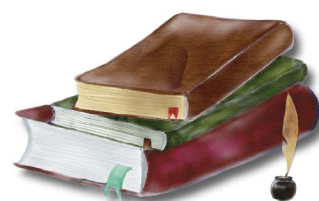
Making links for children to their learning in their community and environment provides purposeful learning in Chinese Language and Culture. Here are some examples that have occurred this year.

Beetles and Tea: The Chinese Panda Club and Beetle Study Club led by Ms Julia Kao have been working in collaboration with Pinglin Elementary School, a small local school located on the outskirts of Taipei, surrounded by tea farms. Students from Pinglin visited the EPC in November and May respectively, to share their knowledge and first-hand experiences about beetles and the tea customs acquired from the eco-systems. Our students successfully hosted these events and enjoyed the exchange of learning with each other.

Firecrackers: A highlight of the Chinese New Year celebrations! In February, Ms Julia Kao invited German Section K1 parent, Mr Lin, to demonstrate a variety of child-friendly firecrackers and help students learn how they can be used happily and safely. Students really enjoyed this special lesson and were amazed at the sight of such magical beauty.



Graphic Poems and Eco-warriors: To welcome the author Mr Lin Shi-Ren to our school in March, all the students worked on a graphic poetry production during their CLC lessons, with Earth Protection, Spring, and Taiwan as the selected themes. The Y5/CM1/K3 students employed newly-acquired apps on the iPads to conduct their eco exploration on campus. Lovely surprises such as various bugs, birds and nests were found and were portrayed in their poetry productions. Recycling has been another important concept for students to develop and put into practice in their daily life. After the class discussion, Year 1 student, Cory Tsang, took the initiative to bring in many recycled materials, which inspired many of her peers to take notice of the environment and start recycling.



Year 1 student Iain Yu's father was invited to share his knowledge of recycling and what recycled plastic bottles can be turned into. Young eco warriors from Infant and Reception classes also keenly participated in this meaningful project, masterminded by Ms Julia Kao.

Spring and Bunan Tribe: Spring connected the Bunan tribe and TES! When Year 2 students portrayed the Spring through images captured on iPads, the Bunan students of Renhe Elementary School in Nantou shared with TES students the plums they harvested. Ethan Chiao composed the lovely line: "Spring is a seed, we plant it." Year 2 students planted the plum seeds in the campus yard with the hope of harvesting plums when the next Spring arrives.

Workshops Bridging the School Communities

Literacy development is key to the successful mastery of a target language. We can further support students' Chinese literacy progression outside school by establishing a reading programme at home. It was a great honour and pleasure to have Professor Hsin-Hsi Chen (陳欣希 教授) to lead a workshop on 'Literacy Development through Parenting' in September. Professor Chen is highly-regarded within the local community, due to her expertise in child literacy development, cognitive psychology, as well as the innovative reading and questioning strategies she has developed.

Taiwan offers unique and authentic learning experiences for students of Chinese language. Many parents want to know how to make the most of this context to support their child's Chinese language acquisition outside of school hours. Professor Jinhuei Enya Dai, Ph.D. (戴金惠 教授), Professor & Coordinator of the Chinese Studies Program, Graduate School of Translation, Interpretation and Language Education, Middlebury Institute of International Studies at Monterey, visited TES in December to share her expertise with parents on 'Authentic Contexts in Taiwan as Resources for Chinese Learning'.



It was also a great honour and pleasure to have Mr Lin Shih-Ren (林世仁 老師) working with students, parents and teachers at both campuses in March. Mr Lin is an internationally-celebrated Chinese author and poet who has won numerous prestigious literary awards worldwide. Recently his works were chosen for the second time by the Munich Writers' Association and were printed as its annual calendar. During his workshops, he not only shared with students effective and creative writing strategies, but also let parents know why literacy matters and how to develop this competence in early childhood. The feedback from students and parents was extremely positive and we look forward to more collaboration with him in the future.

These workshops, collaboratively organised by the CLC Department and the Library, not only enriched students' Chinese learning experiences, but also connected parents and the school community.



EPC & ESC Celebrated Festivals Together

It has been a lovely convention for ESC students to play the role of 'Chinese Secret Santa' for their young peers at the Primary Campus. Students from Year 3 to Year 6 produced Christmas cards in Chinese to talk about their Christmas wishes, and the ESC students had to answer all the queries and to satisfy diverse requests creatively. It was heart-warming to witness how students apply their knowledge and skills in Chinese to communicate with each other in such an innovative way. When it came to the Chinese New Year celebrations, Ms Fenny Chen, Ms Florence Lee and Ms Maggie Hsu helped the H1 students employ their knowledge and skills in Chinese to adapt the legacy of the 'Nien Monster' to perform for Year 4 and Year 5 students. The Chinese New Year assemblies in February and March were also collaboratively organised and performed by students from both campuses.

Contributions to Wider School Communities

Various professional collaborations with prominent local universities have taken place throughout the year. The National Taiwan Normal University (NTNU, 台灣師範大學), the National Taipei University of Education (台北教育大學), the National Kaoshiung Normal University (NCKU, 高雄師範大學) and the National Tsing Hua University (清華大學) all visited TES to observe how Chinese lessons are conducted. These universities also provided graduate students to be voluntary Learning Assistants for Chinese lessons at our Primary campus.



We hosted visits from local schools like Pinglin Elementary 坪林國小 and Jing Zhong Primary School 嘉義精忠國小 for cultural exchanges. Students from both campuses also met virtually with their peers at Lu Ming Junior High School 鹿鳴國中 in April and with the American International School of Guangzhou (AISG, 廣州美國學校) in April and May through SKYPE to introduce their respective school features, local tourist attractions, and shared perspectives about specific language issues as part of the students' oral assessments. In February, two IB students, Mason Lee and Jasmine Smith, led by the BSHS Head, Ms Sonya Papps, successfully hosted the Community Center's morning meeting by presenting the conventions for Chinese New Year celebrations accompanied by Ms Nancy Liu's Chinese paper cutting art. The Community Center all spoke highly of Jasmine and Mason's impressive performance and appreciated their in-depth sharing about Chinese New Year conventions.

Finally, the CLC faculty at both campuses, including Mr Duncan Millward, have all been actively contributing their personal expertise in the local education communities. For example, Mr Millward delivered a keynote speech at National Taiwan Normal University in March that addressed the unique international education programmes provided at TES. Ms Yun-Yeh Tsai conducted teacher-training workshops at Shih-Chien University, the Overseas Community Affairs Council, Chinese Culture University, and National Taiwan Normal University throughout the year. Ms Julia Kao and Ms Sherry Sung were both invited to present at the Chinese Literacy Symposium at Taipei American School in April. Ms Sherry Sung also proudly presented at the annual Chinese Articulation Workshop at Hong Kong International School in April.

It has been widely believed since ancient China that “百工居肆，以成其事，君子學以致其道。”《論語·子張》(Confucius Analect), which was a theory echoed by Dewey that “language is a logical instrument, but it is fundamentally and primarily a social instrument” (Dewey, 1897). Students at TES are pursuing Chinese in the right direction.



NURSERY GARDEN PROJECT

By Jennie Bonnalie, BPS Nursery Curriculum Leader

Over the past school year, the Nursery children in the British Section have developed a small community garden. Under the expert guidance of Nursery Teaching Assistant Ms Su-Long Ho, the children have learnt about the whole gardening process. Plants were grown from seeds or small cuttings. The children learnt how to support and maintain the growth of the plants through the specific stages. They learnt how to water, not to overwater, and protect the plants from small insects by covering them. They also learnt to resist picking the fruit too early before it was ripe.

The opportunity for the students to take care of something living has been rewarding. As they learnt more about the plants' needs, they could be seen taking care of the plants independently or in small groups. They often shared their observations with others, demonstrating their shared understanding of responsibility.

When the plants were ready to be harvested, the children helped to cut, wash, and prepare the food for eating. It was incredibly satisfying for them to eat something that they had helped to grow. They all said that the food tasted very 'fresh' and 'yummy'. On more than one occasion, the children were all able to eat the food from their garden that they had all helped to grow. To quote Jamie Oliver, UK chef and healthy school food advocate: "Greater knowledge of gardening increases the number of servings of fruit and vegetables that children eat."



Later on in the year, we planted a few fruit trees and flowering plants together with the French and the German Sections. It is hoped that in the future the children will be able to eat fruit from these trees and pick flowers and that it will provide an aesthetically-pleasing shared garden space.

Teaching and learning opportunities that encourage young children to grow their own food, eat together, and work as a community will endeavor to help them and others to build a sustainable future, and learn the importance of eating local, home grown food. The Nursery Gardening Project has been a learning experience which complements the schools eco focus, as the school works towards becoming a certified Eco School.

When we reflect upon this project, the Nursery team has observed many long-term benefits and, as a result, plan to continue to foster it over the coming year.



Becoming an Eco School

By Andria Spring, FS Primary Assitant Head

During the second term, the children from our Primary campus continued with their project to acquire the Green Flag Eco School status for TES. The aim is for TES to join 51,000 other Eco Schools spread over 67 countries worldwide by following the seven steps set out by the international Eco School programme. The initiative is student-led and, as reported in Issue 1 of Connect, the children from the French, German and British Primary Sections took the first step to becoming an Eco School in Term 1, by setting up student eco committees to lead the process.



The second step followed in Term 2; the entire Primary School came together and worked throughout March and April on an ambitious environmental audit, or review, of the current state of environmental affairs at TES. Classes from all three sections signed up to lead investigations into areas such as Waste, Water, Food, Energy, Transport, Global Citizenship and Marine & Coast. They conducted surveys of how many children take public transport to come to school, they weighed food that was thrown out daily in the canteen, they counted how much litter was found in the playground after playtime. Each and every year group participated in the environmental review in one way or another. As for the tri-section eco committees, they interviewed the CEO and various Directors of TES to find the answers to the tougher questions. Questions like: what happens to the rubbish that is collected from the school? How much do we pay for electricity every month? The eco committees are now working on a video presenting the findings to their schoolmates so that the students can move on to the next step and put together an action plan for how to make TES a more environmentally friendly Eco School.

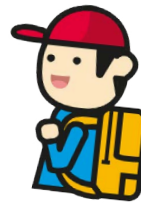


At the same time as the primary students were focussed on the environmental review, work was being carried out on the infant and junior playgrounds based on plans put together by the tri-section eco committees to transform little used areas of the playgrounds into spaces for peaceful reflection and creativity. These 'nature areas' were made possible thanks to a generous donation from the Parent Support Council. They feature the students' own designs for stepping stones, wooden seats and benches, more natural materials, and more plants. It is up to the students to water the plants every week and to maintain them. The students will also be asked to brainstorm more ideas and make suggestions for how to develop the areas further for the next school year.

The Eco School project requires a lot of time, energy, and dedication from the students and the teachers who coordinate it. Achieving Green Flag Status is not an easy process, but it is an important project that will yield great rewards for TES now and in the future, so it is definitely worth all of the effort.



Launching the BPS Learner Profile



By Alysha Adams, BPS Teacher

Preparing students for their future is the ultimate goal of every educator. Whether you are teaching nursery, primary, secondary, or adults, how you educate and the learning that your students take away is the legacy you are tasked with. In the past, academic achievement was the focus and this could set someone on the path to great schools, great jobs, and a prosperous future. In today's society we are all aware that academic intelligence is only part of the key to a successful future; how someone behaves and contributes to society is equally important for future generations.

Our British Primary Section Learner Profile details the attributes that our community believe contribute to becoming a life-long learner. It was co-constructed by the students, staff, and community at the heart of the British Primary Section during the 2016/17 academic year, and has become part of our curriculum and culture across the Section. Children are learning to apply these characteristics in different situations in school learning, day to day life, and in their future. A person's attitude, behaviour, ability to cope, adapt, strategise, connect and behave in ways that are respected worldwide, are essential tools for a successful future. It is with this in mind that our Learner Profile will become the link between all school learning and a child's future.

The characteristics convey our students as thinkers, adventurers, communicators, global citizens, and people who are healthy in mind, body and spirit and are future focused. The TES values of respect, responsibility, perseverance, participation, and creativity are an integral part of our Learner Profile. Accompanying these values, empathy and integrity are also emphasised as key characteristics of our learners.

Throughout the year, the British Primary has celebrated with many events to launch our Learner Profile in school. The Big Snack and The Big Bounce were held to raise the profile of health, communication, thinking, and global citizenship. By focusing on reducing plastic waste and recycling plastic bags into skipping ropes, the children were able to have fun while learning about their social responsibility to our environment.



Adventurers' trips have taken place, where children have experienced a variety of risk-taking activities outside the classroom that have encouraged the 'can do' attitude necessary for classroom learning.

The British Primary Student Council helped to prepare friendship benches for the playground, as a way of enabling students to support and show empathy to others. In addition, Buddy Classes were established as a way of connecting pupils across the school. Children each have a 'buddy' in a different year group who they see regularly to share and celebrate their learning journey.

An 'inventioneers' competition was held to highlight future-focused thinking and creativity among our junior students. The winner and their class enjoyed an engineering afternoon with SkyRock Projects, designing futuristic products and expanding technological and design ideas.

Finally, a celebration of World Ocean Day with a screening of the film *A Plastic Ocean* for junior students and participating in the Ocean Protection Story programme for Year 2 students, showed our commitment to environmental awareness through global citizenship.

The Learner Profile is an exciting development in our traditional focus on the unique child. Our whole school community will become very familiar with the characteristics, their meaning, and the images that represent them in the years to come. We are committed to the exciting journey ahead, as the Learner Profile evolves and embeds in our British Primary curriculum. Small steps together can make a huge difference and this is just the beginning!



Save Our Planet

By Corentin Billioud, CM1.2 Student

A Speech performed on the French Section Talent Show.

My topic today is very ambitious: I want to discuss how we can save the planet.

The biggest problem we face is global warming. It will increase the frequency and power of hurricanes and typhoons. Temperatures will rise, the ice floes will melt, some animals will disappear, water levels will rise and a lot of countries will be flooded. Countries in Africa and other places will be too hot to live in and so their populations will migrate to other countries, which will in turn cause overpopulation in those countries. In the end, there will not be enough food for everybody to survive.

Now, do we have any options? There are two planets we could possibly colonise. The first one is Mars. However, there is no oxygen, nothing to eat, and I am not sure that there is any power source for me to plug my Nintendo Switch into. The second planet we could possibly colonise is Kepler425b. It has oxygen, water, and maybe life. Unfortunately, it is 1400 light-years away. Humans can't live that long, so going there is not feasible until we invent interstellar light-speed travel. I hope Elon Musk is working on that.



Corentin being interviewed by Irène from 2nde for the video about the Harmony Homes collection.

Therefore, the only option we currently have is to save our planet. I can't figure out any ultimate solutions about how to save Earth, because I am just a normal student at TES. However, I can maybe imagine some changes that we can implement. Here are a few practical ideas:

- We can ask our parents to stop stupidly using their car for five-minute trips. We should walk, cycle or buy an electric car instead.
- We can use less electricity. For example, we can switch off the lights and unplug our electronic devices when they are recharged.
- We can use less water. For instance, we could take showers rather than baths and we can save water when we brush our teeth by turning off the tap. However, staying clean and brushing our teeth is important; otherwise we will all be stinky and toothless.
- We could also try to use less plastic bags. We can either reuse old ones, or make sure we always take a shopping bag wherever we go.
- Finally, let's try to eat less meat. If you absolutely have to eat a lot of meat, then why not try insect burgers or maggot pizzas? I think that cockroach burgers with chili sauce might be a cheap, delicious and an eco-friendly option in Taipei! Otherwise, there are plenty of vegetarian restaurants in the city.

Starting with some small daily actions like these, we can really make a difference in maintaining a beautiful world. We all love to see nature: animals, landscapes, trees, plants and flowers. So we should all work together to make sure we don't destroy what we hold valuable. This world is not just ours; it is also for the people of the future. It is not fair if we just leave them a rubbish bin. They deserve to see the beauty of our planet, so we must work hard to preserve it for our future generations. I hope you agree with me and will take a small step towards preserving our planet today.



TES students helped collect used clothes, toys and books to donate to the Harmony Home Foundation Taiwan.

Music Leaders at the Secondary School

By Ashley Yeow, H3 Student

As students of TES who have been actively involved in music ever since we set foot in this school, it has been a great privilege to represent the Music Department as Music Leaders.

The Music Leaders of 2017-2018, or more lovingly known as The Classix, were given the opportunity to become student leaders for the Music Department at the start of this academic year in August. The Music Leader programme was started back in 2013 with just two students and was designed to actively foster leadership with music. It has continued and grown ever since. This initiative was the brainchild of the Head of the Music Department, Mr Chris Papps, who has stuck with it through thick and thin, rain or shine, passionately championing the programme and the students involved in it. In my opinion, this is one of the main reasons it has been so successful and become so prominent in the TES community.

The main goals of the programme are:

- To raise the profile of Music at TES as ambassadors for the department
- To encourage wider student involvement in Music programmes and be role models for student musicians
- To help improve and develop areas, create opportunities for the Music Department and Music students within the school as well as its wider community
- To assist in the organisation and running of Music events



But what inspired us to join this programme, you may ask? Well, it was the passion that the previous Music Leaders had put in that inspired us to join. Our goal was to help aid and improve the Music Department in any way possible. In the end, however, the roles were reversed. It is safe to say that the teachers in the Music Department have guided us just as much as we have contributed, maybe even more so.

The Music Leader team is divided into five areas of responsibility: communication and awareness, celebration and connection, collaboration, development and recruitment, and technical. We work collaboratively and individually within these areas to develop Music at the ESC. We meet every week to discuss our achievements, plan future development, and to present our ideas for improvement, but also laugh a lot! We then establish what will be accomplished before the next meeting and task each person with what they will be accountable for.





Music Leaders 2017-2018

From left to right: Erik Litstrom, Samuel Kuo, Yuko Nogawa, Audrey Lam, Ashley Yeow, Anne Chang

But what do we actually do? One of the first events of the year was the Music Team Building Day, in which we led team building games and activities, prepared refreshments, and helped out with general organisation and logistics. Following this was an event created by previous Music Leaders, Disney Day, where we organised a Disney themed lunchtime concert on a non-uniform day where students and staff dressed up as their favourite Disney character. Through this event we helped to raise money for the Childhood Cancer Foundation, and later in the year got to go down to the organisation and deliver the donation personally to the charity. The event we are probably most proud of was the Music Leaders Lunchtime Concerts, where all students in the school were given the opportunity to showcase their musical talents over a series of lunchtimes, performing music in the Phase II Atrium.



Through being involved in this programme, I have developed many useful skills which I know I will be reaching for again in the future. One of the biggest things I have honed has been my speaking skills. This experience has allowed me to speak in front of crowds that are far bigger than I was comfortable with before. From year group peers to complete strangers, it has really boosted my public speaking skills. Time management has been another area I have improved on. Especially during Term 1, where the Music events were back to back, the team needed to be on the ball; getting every invitation out, every poster up, and the performances immaculate. However, in my opinion, the biggest takeaways have been perseverance and teamwork skills. Not only being able to work in a team, but being able to run a team. Managing a team of talented students is tough work and I think this really taught us about perseverance and interpersonal skills. It also taught us to be independent but, more importantly, that you can rely on each other.

As we approach the last few months of the school year, we find ourselves reminiscing about our meetings over lunch and laughing at how different we were before we became Music Leaders. No words can describe how grateful we are, but to say the least, we were fortunate to be chosen to become this year's Music Leaders.

A Decade of Dedication to TES

By Klaus Blütner, GS Teacher

Ian Stewart, Deputy IB Coordinator,BSHS

TES employs 430 people in a huge variety of different roles, from Secretary, to Security Guard, to CEO. It is in the nature of every international school for people to move on and new people to be constantly arriving. However, here at TES, we are very fortunate because many of our employees decide to stay beyond their initial contract period, and many of them have remained at the school for over ten years. What makes somebody, especially a foreigner who is a long way from home, want to stay at our school? We asked two of our long-standing employees to give us some insights into what brought them to Taiwan and, more importantly, what made them want to stay.



Klaus Blütner

Language Teacher
GS

I came to Taiwan in August 2008, enticed by the idea of living and working in a large city. I was initially employed as a fulltime Kindergarten Assistant at the TES Primary campus.

The work was radically different from my previous job in Germany, where I was a Secondary Grammar School teacher. It was a hard, but overall rewarding, first year as I got my 'foot in the door' so to speak. After a year, due to my previous teaching experience and certifications, I was given a contract that required me to work on both campuses, teaching Music, German and French in the German and British Sections. I still did basic musical training in the German Kindergarten for four more years and the most rewarding feedback I got from these lessons was the children's smiling faces!

Commuting between the two campuses was a challenge, as I had to get used to public transport in Taipei, which was quite different from my experience in Germany. These challenges have now been overcome, as I only teach French, German and English at the Secondary campus.

TES enabled me to get to know facets of school life I would never have been able to experience if I had stayed in Germany. Over the years, I have seen the German Section go from strength-to-strength, with student numbers in the Primary school now being higher than ever. It is a pleasure to work in a school that has invested heavily in modern technology and learning equipment and having the chance to work with so many colleagues from different parts of the world is truly unique. I consider myself a lucky person to have been given this opportunity and I look forward to more years at this amazing school.



Ian Stewart

Head of History
Deputy IB Coordinator
BSHS

I joined TES in 2008, having previously taught History and been Head of Department in London, UK. After teaching in the UK for six years, I wanted to realise my dream of living and working overseas in international education. So when I got the job here at TES and the opportunity to move from London to Taipei, I was overjoyed! I also had a University friend working in banking in Taipei and he told me about the city, school, and living in Taiwan.

I am passionate about teaching History and the study of History here at TES. One of the wonderful things about working at TES is that we have a large number of students who share an interest in learning about the recorded past. I am also very fortunate and grateful to have worked with some fantastic colleagues, who have been a pleasure to work with. Over the years, I have been honoured to have overseen a large number of IGCSE and IB History students and have been delighted that a number of my students went on to study History or International Relations at University.

In 2015, I branched out to also take on the additional roles of Deputy IB Coordinator, Year Dean, and EE (IB Extended Essay) Coordinator. These roles have enabled me to gain experience in leading the pastoral wellbeing of senior school students and helping students and staff overcome the challenge that is the Extended Essay as part of the IB Diploma.

During my time at TES, I also co-founded the Key Stage 3 Model United Nations CCA and organised the first overseas conference for Key Stage 3 students.

More recently I have enjoyed coaching Key Stage 3 sports. Outside of school, I really enjoy discovering and exploring! Whether it's enjoying Taipei, with its plethora of restaurants and cafes, or visiting a different part of the world. As a lover of sports, I still manage to hike most weekends and play golf regularly.

Working with our students in the classroom is still the most rewarding element of my job, though in my current leadership role it is inevitable that planning, organising, and IB administration supersede such experiences. I enjoy connecting with students and staff – on the playground, in the classroom, or in the staffroom – to support and sustain a positive school climate and culture. I get a great sense of satisfaction in doing the simple things well and seeing students grow in character and competence. I enjoy seeing a student persist and succeed in something they have tried hard at. Witnessing this moment of genuine pride in their achievement gives me such a sense of satisfaction.

I can't believe I've been here a decade already; I have never stopped long enough to think about it! Change is a constant and that is certainly true here at TES, where I have witnessed colleagues come and go, student enrolment double, and now the opportunity to work in a refurbished campus is an exciting prospect for staff and students alike. I certainly wouldn't want to work anywhere else in Taiwan outside of TES.

There can be no doubt that the unique nature of our school, and the opportunities afforded to our employees, make many want to remain long-term. Add to that the ease of living in a beautiful, friendly country, and it comes as no surprise that so many of our staff are proud to call our school – and this island – home.



The King and I



Dance Recital



Tri-Section Concert



Graduation



CNY
Celebration



TES FOBISIA 2018
Sports Team

A New Form of Cultural Expression at Lin Liu-Hsin Puppet Theatre Museum

By Petra Hoeve, Dutch Language & Learning Support Teacher

Mother tongue is important, but cultural transfer is also of great importance for every child. Anyone who is acquainted with art, heritage and media, and who is actively engaged in these, participates in society and develops an understanding of other norms, values and cultures. Moreover, cultural education encourages children to speak other 'languages', so that hidden talents may emerge. By structurally embedding cultural education in our curricula, the creative capacity of pupils is developed more strongly. At the same time, education is lively, concrete, and clear. It inspires, stimulates, motivates and gives children unforgettable experiences. By working with culture, children learn to look deeper and ask better questions, but it also contributes to language development, social development, and emotional development.

Last month, Dutch students in Taipei experienced a combination of active, receptive and reflective forms of theatre art; 'do, watch, listen and view' the heritage of the puppet theatre, appropriate to the various age groups. Attention was paid to the traditions, stories, rituals and customs of playing with puppets to keep cultural heritage alive. Puppetry also offers a counterweight to the computer era, because it encompasses old-fashioned fun and magical elements. Puppetry combines creating art with technique, as it involves designing decors, puppets and plays, but also matching light and sound effects. To this day, puppeteers work with a companion 'puppet master' to grow in their profession.

The Dutchman, Dr Robin Ruizendaal, has been involved in research into puppet theatre for twenty years. He is also the Artistic Director of the Taiyuan Puppet Theatre Company and the director of the Taiyuan Asian Puppet Theatre Museum. The museum has the most complete collection of theatre puppets in the world. The aim is to preserve, restore, and promote this heritage through traditional as well as modern exhibitions, performances, workshops, a travelling museum, and special courses.

The Dutch students were fortunate to enjoy one of these events at the museum. It was an honour that Robin himself led the guided tour through the three-storey museum and introduced the children, in an interactive way, to various forms of puppet theatre and showed them the various puppets. A traditional Dutch 'Jan Klaassen' show with the famous puppeteer Massimo Godoli Peli ended the visit and made a big impression on young and old. It's no surprise that forgotten puppet cases have been conjured out of corners at home and primitive theatres have been assembled out of cardboard boxes and curtains.



If you want to start puppetry, it is important that you find a puppet that you feel comfortable with. This has to do with the character of the puppet. Do you have a voice that fits well with the character and appearance of the puppet? Can you do something with the character of the puppet? Do you want a boy or a girl, or are you going for an animal?

Tip 1: It is important that you can bring the puppet to life. Sit in front of a mirror and let the puppet move. Small movements are often more lifelike than very large movements. Eye contact with the puppet is also crucial. Which way does the puppet look up? What are the eyes looking at? How can you ensure that your puppet makes eye contact with the audience? For example, watch TV with your puppet or put it on your lap when you have a conversation with a familiar person.

Tip 2: Discover the character that is hidden in your puppet. Some puppets appear plain naughty, surly, stupid, or just very sweet. Unconsciously you have already chosen this puppet. It is important not to give the puppet a name too quickly. First build a character and then look for a name that fits this character. The voice is of course very important. It must be a voice that differs from your own voice, but that does not require too much of your vocal cords. Otherwise you will be hoarse within a few minutes.

Finally: Practice, practice, practice!



Coaches Corner Volume 5:

Leadership

A column devoted to talking about character and sport

By Jared Duxfield, BSHS PE Teacher and Coach

As a coach here at TES, I've had the opportunity to work with some great student leaders, both in sports and in the classroom. Leadership is a great attribute to develop and can be so valuable in sport and life. I recently spoke to an investment banker who talked about the value of leadership in the corporate world. He said, "after your first few years of work, no one cares what school you went to or what grades you got, but how you lead and work with others" (my paraphrased account of the conversation). Leadership can take a team from average to excellent. Leadership can make the difference between an unproductive training session and a great one. Coaches can't do it alone and we rely on students to take leadership roles in teams. Leadership can come from so many places and in so many ways, some of which I will discuss here.

The most obvious form of student leadership is verbal; students taking the initiative to speak to each other about what needs to be done. This can be a challenge for young athletes, as they are just developing confidence in themselves. Good student leaders are naturally very confident in speaking to their teams. If I call a team in to talk and someone isn't paying attention, they will help the group to focus. If players aren't giving 100% commitment to training, they are likely to push them verbally to work harder. This kind of leadership can be effective and valuable in any team. It can really ease the load of the coach and a player with this kind of ability can reach the team in ways a coach can't. Draymond Green, LeBron James, Chris Paul... these are all known to be great verbal communicators on the court in the NBA. In the case of Draymond Green, he isn't one of the team captains (that's Steph Curry and Andre Iguodala), but he still has an important role and is known as the 'emotional leader' of the team.

Verbal Leadership is not the only kind of leadership, however. Great leaders do more than just talk. They lead by their actions. Steph Curry is captain of the Golden State Warriors and is one of the most popular and sought after athletes in the world today. Despite being a quiet, laid back person by nature, he's also a great leader. Last year the team's other biggest star, Kevin Durant, was injured and out of the team for an extended period of time. Steph knew that the team would need to put in extra effort during this time, but he knew that speaking to the team in a different way could come across as inauthentic. So instead he raised the intensity of what he did. When teammates showed up for practice, he would already be there, dripping with sweat. When they ran drills, he would do it at 100% intensity.



Great Student Coaches, Mason Lee and Curtis Chen with the Year 7 Basketball team, 2017.

Other players noticed their superstar doing this and realised he was serious and they needed to follow suit. Teammates commented that the difference in Steph, and the team, was noticeable. The team weathered the storm of missing their other superstar and went on to win a championship.

Servant leadership is a concept which has been around at least since the time it was recorded that Jesus washed his disciples' feet. The All Blacks mirror this by getting the senior players to sweep the locker room after their senior leadership debriefing meetings. It's an act designed to send the message 'we remain humble'. No matter how great our level of success, we are not too big to do the little things that help others. It sets an atmosphere in the team that everyone is there to look after each other. I try to do this as a teacher and coach. Whilst recognising the need to teach players responsibility (and I do attempt to do this), I like to set the example by physically helping out.

Contrary to what many believe, you don't need to have a leadership title to display leadership. In fact, every member of a team has a role in leadership. The best coaches utilise this and let everyone be involved in leading the team. A key part of effective leadership is having team members 'buy-in' and execute what their leader has set them to do. A coach will have no success if players are not showing up to practises or not giving full effort, regardless of how good the direction set for the team is. Part of making leadership work therefore, is having great followers.

Leadership comes in many forms, from making courageous statements to simply supporting others in their leadership; and no group can be great without leaders. Think about this in your class, teams and friendship groups. Ask yourself; 'what does this group need right now and how can I help make that happen?' Also, how can I move towards developing those leadership skills in myself?

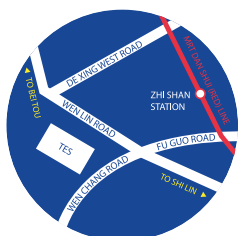


Harry Stokes was a great student leader in Touch Rugby (2015).



Nicholas Lee, a great communicator on and off the court.

Taipei European School



太古歐洲學園小學部
TES Swire European Primary Campus
11158 台北市士林區福國路99號
99 FuGuo Road, ShiLin District,
Taipei 11158, Taiwan, ROC
Tel: +886-2-8145-9007



太古歐洲學園中學部
TES Swire European Secondary Campus
11193 台北市士林區建業路31號
31 JianYe Road, ShiLin District
Taipei 11193, Taiwan, ROC
Tel: +886-2-8145-9007

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