

# C NNECT

2018 WINTER



*Innovative Learning Spaces*



*Positive Education: Everyone at their Best*



*The Creative Curriculum in Year 1*



# CEO Greetings

In this issue of Connect, you will notice a general theme of school improvement. School improvement is, of course, something that we all have a vested interest in and it is something that our leadership teams are very passionate about. The theme is very broad and can encompass many things. We are always keen to make improvements that will benefit our staff, parents, and local business associates. However, our most important stakeholders are our students. Making improvements to our school that will benefit this group is our top priority.

Some of the things that can elevate a school are the academic curriculum and how it is delivered, the non-academic curriculum, the school's facilities, and the safety aspects of the school. Any good school will continuously review and assess all of these areas and this year we have embarked on a rigorous review of all of these aspects at both of our campuses.

In terms of the academic curriculum, we are constantly looking at ways to improve our offerings and we regularly bring in experts to assist us in this task and help us to enhance our provisions. Our non-academic curriculum has been broadened and strengthened through the focus at both the Secondary and Primary schools on student wellbeing and mental health. We also continue to upgrade and improve our facilities. The play areas at the Secondary campus were improved significantly during the summer break and additions were made to the sports centre on Yangmingshan.

I was recently able to visit the ESC Phase 3 construction site to look at the new spaces that will be available to us in January 2020. The good news is that the building is ahead of schedule and likely to remain that way. The builders are currently erecting the walls of the third floor, with just one more floor to go and a roof to follow. We are not looking to move in early, rather we hope to fully equip and test the new spaces before opening. The sports facilities at our Secondary campus will be significantly enhanced by the new building, with two large gyms, a fitness room, and a dance studio in the basement. The new classrooms above will allow us to develop the innovative learning spaces that we strive for. We are now also considering how to redevelop the Phase 2 building (the large building) with an architect who is also developing plans for the EPC.

Safety in all its aspects has also been high on our agenda this year. We have welcomed two specialist visitors who have looked at all aspects of child safety and campus safety. There is much work to be done in this area and we have already implemented many of their recommendations. One of the areas that still needs improvement is the procedure around campus access. I hope that you will regard a tightening up of procedures as a necessary safety improvement, even if it inconveniences us to some extent.

Our focus on school improvement in all areas will continue for the remainder of the academic year and beyond, as we strive to deliver the best possible education and opportunities for our students. I am sure you will all agree with me that this is something that they most definitely deserve.

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)

# Innovative Learning Spaces

By Duncan Millward, Head of British Primary Section and Jean-Yves Vesseau, Head of French Section

**Visitors** to the Taipei European School Primary Campus this school year all comment on one thing – the dramatic transformation of the French Section CP and British Primary Section Year 3 to Year 5 learning spaces. Gone are the traditional one-size fits all classrooms fitted out with rows of blue chairs and wooden topped rectangular tables; they have been replaced by vibrant learning spaces equipped with colourful, comfortable, flexible, modular furniture of differing heights and sizes, designed specifically for students and modern learning practices.

The classrooms are now easy-on-the-eye, welcoming and fun spaces, but there is a lot more to the transformation than mere aesthetics; research in the last five years has shown that furniture can have a major impact on learning experiences and student outcomes. Traditional classroom furniture can often prevent children from learning optimally, as they can frequently feel restless, constrained, uncomfortable, inclined to fidget, and desperate to get up. The new custom-made furniture at the TES Primary Campus allows for greater student comfort and facilitates collaborative and cooperative classwork, all of which has an impressive impact on children's learning, with noticeably increased student engagement, focus, and wellbeing.



When passing the French CP and the British Year 3 to Year 5 classrooms, visitors no longer see teachers at the front of the room addressing rows of children slouched over their desks learning passively. What they now see is teachers moving freely around bright, light-filled learning spaces, observing children as they take control of their own learning: working individually, with a partner, or in groups, sitting upright on curved chairs, crouched up on ergonomic high stools, standing at collaborative tables, lying on comfortable classroom couches, sitting cross-legged in cushioned cubby holes, rotating on wobbly stools, and lightly bouncing on yoga balls. The new furniture has not simply transformed how the classrooms look, everything has been overhauled – how students learn within the classroom walls and how teachers teach there. The teachers now accompany children through their activities, guiding them from one learning area to another. Teachers have more room to move around, to check in with each and every student, and give them individual feedback on their work.

Teachers and students are overwhelmingly positive about the changes in furniture and in teaching and learning styles that the changes have entailed. It is a project that we would like to extend to the remaining TES primary classrooms and also to secondary, where the construction of Phase 3 of the European Secondary Campus will allow us to rethink classroom spaces for older students too. Now that the learning space revolution has started at TES, there is no stopping it!

*Scan the QR codes to continue the conversation with the British and French Heads on their blogs.*



BPS Blog



FS Blog





# Positive Education: Everyone at their Best

By Sonya Papps, Head of British Secondary and High School & Helen Gamble, Freelance Writer

***Knowing yourself is the beginning of all wisdom***

- Aristotle

For several years now, the British Secondary and High School has recognised the importance of Positive Education and placed it at the forefront of their practice. Positive Education has, in recent years, proven to be more than just a passing trend and has become a growing movement among educational institutions around the world. As the world moves towards a knowledge economy, the recognition that certain human skills will be essential for the future has taken hold globally. Positive Education, which developed out of the science of Positive Psychology, has provided empirical evidence to show that a positive outlook and a growth mindset can lead to a more successful and fulfilled life. Understanding and recognition of character strengths is just one aspect of positive education – one that the BSHS chose to focus on during World Character Day to tie in with their theme this year of ‘Everyone at their Best.’



## Why Character Matters

The *VIA Classification of Character Strengths and Virtues* emerged in 2000 as a result of three years of research by over 53 leading scientists. These character strengths were identified as the core characteristics valued by moral philosophers and religious thinkers across time and world cultures.

Knowing and understanding our character strengths can help us manage situations, enhance our health and wellbeing, and improve our relationships on a day-to-day basis. Research shows that harnessing our strengths can buffer us from the vulnerabilities that lead to anxiety.

Introducing character strengths early in life has been shown to be especially beneficial; in a study of 319 students aged 12 to 14, scientists found that adolescents who participated in exercises based on character strengths experienced significantly increased life satisfaction compared to adolescents who did not participate in the exercises.

## World Character Day

World Character Day is a global initiative that focuses on the science of character development from different perspectives. It hopes to stimulate global conversations around the importance of developing character strengths such as resilience, grit, empathy, courage, and kindness. The initiative enables people to be part of a global conversation around the importance of developing character strengths.

On Wednesday, September 26<sup>th</sup>, the fifth annual World Character Day took place in schools, universities, and organisations around the globe. Character Day has grown from 1500 events its first year, to over 133,000 events in 125 countries last year. This year, the event attracted 200,000 groups, of which 15,000 were schools. A total of four million people took part and TES was the largest participating school in Taiwan, with 600 students registered for the event.

## Building Character at TES

In the British Secondary and High School many aspects of school life are driven and informed by the VIA Character Strengths and World Character Day was seen as a perfect opportunity to focus on these strengths. This year marked the first time our school has been part of this initiative and it proved to be a very successful day. Students took time out from their regular classes to engage in activities based on character, focusing in particular on their individual character strengths.

The event was organised and run by the Senior Leadership Team and the Year Deans, with input and assistance from Mr Clive Leach, a reputable life coach and positive education expert with many years' experience of student wellbeing. Throughout the day, students were able to focus on their Signature Strengths, reflect on their Lesser Strengths, and learn more about Empathy and Agency.

## A Day of Inspiration

The day began with a character-building hike up the Tianmu Trail. The hike allowed our students to show 'appreciation of beauty,' an important character strength, and also engage in one of the PERMAH ways to wellbeing, namely Health. Furthermore, as it was also a charity walk, students could demonstrate strengths of gratitude and empathy by actively helping those less fortunate than themselves – more than NT\$230,000 was raised on the day.

Once at school, students participated in workshops and talks that centred on Signature Strengths, Lesser Strengths, Agency, and Developing Empathy.

Mr Clive Leach, in his workshop on Signature Strengths, explained that a person's top character strengths can be described as the 3 E's: Essential, Effortless, and Energising. However, students also need to be mindful of overplaying them. He stressed that strengths can be overused, overplayed, undermine a person, or even turn into a weakness. He asked students to review their top strengths and examine how these could be over-emphasised or viewed as negative by others. Students were challenged to use their strengths in the most positive way possible.

In a workshop led by Mr James Woodall, humorously titled *26 Days, Underdogs & A Pair of Trousers*, students were asked to revisit their lesser strengths and see them not as weaknesses, but rather as areas that are more difficult to employ in daily life. Mr Woodall gave a brilliant example of how a lesser strength could be developed to help achieve a goal when he talked about his own desire to fit into a pair of trousers within 26 days using his lesser strength of perseverance. Students were asked to reflect on what they would like to achieve this year and which strength they would need to embrace to achieve their goal. Students were challenged to "Pick out your trousers and do all you can to fit in them."

An engaging workshop on 'Purpose' provided students the opportunity to reflect on the meaning of life and one's purpose on Earth. With the average person having 30,000 days on Earth, students were asked to think about what they were going to do with those 30,000 days and how they could make a difference. What did they want to do that they haven't yet done? What is the world asking of them? These are questions that have engaged philosophers, religious leaders, and most of human-kind for centuries. Our students were helped by the knowledge that character strengths can be used to both achieve one's individual goals, as well as to improve the world we live in. Furthermore, having a sense of purpose can reduce stress and lead to a longer, happier life. As a final reflection, every student in the school will create a 'dashboard' to both inspire them and give them a sense of purpose.

The workshop on Empathy used role-play and real world examples to demonstrate how we sometime lack empathy in our daily lives. This was a timely reminder, as studies have recently shown that levels of empathy are declining in society as a whole. Students reflected on the many reasons why we sometimes lack empathy, but were also given clear guidance on how they could be more empathetic. Like all life skills and character strengths, empathy is definitely something that can be practiced and improved upon over time.

*"I can see that I need to use my lesser strengths of teamwork and leadership as an IB student. I definitely need to collaborate with others. Although I think my bottom strength of 'leadership' is not so important, as it is not stopping me doing what I want to do."*

- H3 student



Finally, a talk on Agency had students learning about, and reflecting on, what it means to have an 'adaptable mind'. They learned that this incorporates curiosity, creativity, initiative, multi-disciplinary thinking, and empathy. It was explained that 'initiative', in particular, was a characteristic that often seems to be lacking amongst today's students. The tendency for well-meaning adults to step in and iron out any potential problems that young people may encounter has led to adolescents feeling that they have no control of their lives and has also reduced the levels of independence that are necessary for life after school. With that being said, students were asked to come up with one area in which they could show more independence and initiative and to list the three character strengths they could harness in order to have greater levels of independence.

## Fast Forward to Flourishing

The successful World Character Day at the BSHS was just one example of how the school is trying to improve student wellbeing. The school is fully committed to helping each and every child in its care to thrive and prosper – not only at our school, but throughout their adult lives.



## Our Strengths Are Our Greatest Assets



**BORA**

Love

Forgiveness

Teamwork



**MARIN**

Appreciation  
of Beauty

Love

Teamwork



**MISTRAL**

Creativity

Love

Teamwork



**SIROCCO**

Gratitude

Teamwork

Love



**TES**

Love

Teamwork

Forgiveness

Humour

# The Creative Curriculum in Year 1

By Jess Gosling, BPS Year 1 Teacher

**This** year, the Year 1 team have been devising a developmentally appropriate curriculum, reflecting the motivations and interests of our children and building upon the excellent foundation embedded in the Early Years Foundation Stage (EYFS). As the majority of our learners in Year 1 are English as Additional Language (EAL) speakers, there is also the need for the curriculum to be accessible for all to support language development. As Year 1 teachers, we work hard to support children's first steps toward Primary pedagogy and style of learning through a creative curriculum.

## Reflecting the Needs of Young Learners

To reflect the development level of the children, we aim to keep whole class teaching times shorter, gradually increasing the time over the course of the year. What will not change however, is the style of teaching – which is creative, motivational, and hands on, often involving activities with the Interactive Whiteboard, as well as concrete resources and games. This is not only developmentally appropriate, but children learning English are able to understand the concepts being discussed. Time spent listening to the teacher is reduced through the use of 'talk partners', where ideas are shared with peers, which also stimulates new questions and ideas.

Within Year 1, table top activities are often supported by an adult, which offers children a smaller group situation where they can speak more often and maintain focus. Many children have greater confidence to speak in this situation compared to whole class discussion, and their ideas can be easily extended by the adult. They also have the opportunity to clarify any misconceptions or ask further questions. This speaking time is vital for all our children, including those learning English as an Additional Language, as only through practicing sentences verbally can they commit them to memory and later to paper.



## Child-led Independent Learning

Creative Maths activities often take the form of concrete problem solving activities or pictorial representations. For example, when comparing more/less, the children shared fruits amongst soft toys for a picnic. In addition, when ordering numbers, the children created a number line by ordering themselves, which was both active and enjoyable. Engaging songs are frequently used to help remember key facts.

Often children return to these resources when the lesson has finished during child-led independent learning. This is a period of time specifically set aside for children to explore their own directions with resources, which can also involve consolidating skills they have developed during classroom activities. For example, within the 'Toy' topic, the children were challenged to make their own toy as both a classroom activity and during child-led independent learning. Many children rose to this challenge; often a toy involved several children collaborating to make an intricate model. They presented their toys proudly, discussing the design process and the components of the model.

Within Year 1, the children do not experience as much child-led independent learning as they had in Reception. However, it is clear to see how these foundation years continue to support them in their creativity, problem solving, and ability to work together. Recently, during child-led independent learning, several children asked for key words to create birthday cards. A large group were sharing words and ideas, collaborating to create written text. The children were using name labels to write cards to one another, something they had previously done when writing recounts about their Erzeping trip.

They were discussing their designs and, when highly motivated in a task such as this, it was clear that the children were speaking more freely than they would in an adult-designed task.

## ICT Within a Creative Curriculum

A significant part of our creative curriculum involves ICT, which supports the children in understanding how we can use technology creatively and resourcefully in a different way than they may have experienced in other environments. The children confidently take pictures and record discussions of their work in addition to producing videos. These skills are taught and, as the children become more competent, are available during 'free play' time also. The children are learning to scan QR codes to access work independently, such as following instructions on a video to create a cartoon (which is related to learning about instructions). As a team, we continue to embrace how the children can creatively use iPads and technology in our classrooms.

## Resources that Support Creativity

To prepare for the new 'Animals' topic, a vet/animal doctor role-play area has been set up in the classroom. This role-play area includes doctor and nurse outfits, puppets, a puppet show stand, and some boxes and is designed to foster speaking and listening. Questions about the animal hospital, such as 'Where will the animals sleep? What can we construct to make them comfortable? How will others know how to care for the animals?' will develop the children's collaborations and ideas and it is likely that many discussions will naturally follow from this resource.



# Visiting Authors Inspire Creativity at TES

By Emma Crofts, EPC Librarian

**The** TES Library is pleased to be able to host a variety of authors and storytellers every year. This year is particularly special as we have four visits planned from October through to June.

On the 22<sup>nd</sup> and 23<sup>rd</sup> of October, students at the EPC and ESC were treated to an incredible performance by Mr Tatekawa Shinoharu, a Rakugo storyteller. Rakugo is a 400 year old comedic verbal art form, literally meaning 'a story with a punchline'.

At the EPC, Mr Tatekawa began by talking about the history of Rakugo, how the stories are told, what props are used, and then a little bit about how he became a Rakugo-ka. Students and teachers were left with smiles all round as they heard four traditional stories including *The Zoo* and *Tenshiki*. The Library was rocked with laughter from start to finish. At the ESC, Year 9, H3 and H4 Drama students were fortunate enough to enjoy both humorous and sentimental Rakugo stories, including *Tenshiki*, *The Liquor Gate*, and *Yabuiiri*. Students also had the chance to ask questions about Rakugo, including the comparison between Rakugo and Shakespeare's comedy, apprenticeship of Rakugo, and how Rakugo serves as a form of Japanese oral history. We were very privileged to have Mr Tatekawa visit, and we look forward to hosting him again in the future.

In November and December, Mr Liu Hsu Kung, author of *The Orange Horse* and *The Flyaway Tickets* visited the EPC and ESC to present to students in English and Chinese. Throughout November, books by Mr Liu were on display in the EPC Library for students and parents to read, and his books were also offered for sale through AOS.



In April, the EPC library will be celebrating 'Drop Everything and Read' month, and also World Book Day on the 23<sup>rd</sup> of April. We will be running lots of activities during this month to get our students excited about books and reading. Finally, to wrap up the year, the Library will be offering another chance for parents and students to participate in our online Scholastic Book Club. This will be a great opportunity to buy quality books at low prices. It will be held towards the end of the school year so that students can have new books for the summer holidays.

It is our hope that through these events and by bringing these authors to our school, students will be able to connect more to books, writing, creation, and imagination and that this will develop into a real passion for reading and perhaps writing. Whilst this in itself is reason enough to undertake these events, the academic benefits of reading widely can be witnessed as children move through the school and into the examination years. There are clear links between higher grades and reading widely. As an international school where English, French, and German are the languages of the curriculum but not necessarily first languages for students, the pleasure derived from reading widely and often is also a key to future success, and hence all TES Primary and Secondary Sections place such an emphasis on this area.



## The TES Library Team

The team that puts these events together and of course ensures that our libraries are in great running order for the students to use, both at EPC and ESC, are: Angela Chang (Chief Librarian), Emma Crofts (Primary Librarian), Claudine Rouhard and Julia Yu (ESC Library Assistants), Marina Guedmadingar, Maggie Chen, and Shih-Yen Lee (EPC Library Assistants).

The team love to work with all the students and see them enjoying reading and learning about the world in the library. They all have a love for their job and reading is their passion, so giving students the opportunity to develop a love of reading is part of the joy of being a librarian.



# Our Commitment to Child Protection and Safeguarding

By Kerry Nockolds, Director of Admissions and Student Services

**Whilst** the school is always working hard to ensure that processes, procedures, and policies for a safe school and safe community are in place and effective, this semester has been notable for efforts to raise these standards. The ever changing landscape in which we and our children live means that continuous education and training is needed to make sure we provide the students, parents, and staff the information they need to avoid and manage unexpected and sometimes dangerous situations.

In October, TES invited Mr Tim Gerrish to Taiwan to provide training sessions to Teachers, Learning Assistants, Administration and Support staff, as well as all outside ECA vendors, in the area of Child Protection and Safeguarding. This major training initiative was to ensure that the issues relating to Child Protection are fully outlined to all staff who enter our school campuses.

Mr Gerrish, an expert in the field of Child Protection, Safety, and Security, had over thirty years experience as a Detective with Scotland Yard, before moving into the specialist area of Child Protection, where he was Head of International Partnerships at the CEOP (Child Exploitation and Online Protection Centre). He was awarded an OBE by Her Majesty Queen Elizabeth II for services to International Child Protection.

## Tim Gerrish

A brief overview of Tim's background

- ▶ 30 years experience as a detective with Scotland Yard in London.
- ▶ Head of the UK National Criminal Intelligence Service Serious Sex Offender unit before working with the Child Exploitation and Online Protection centre (CEOP).
- ▶ June 2013: Awarded an OBE by Her Majesty Queen Elizabeth II for services to International Child Protection.




The categories of abuse were the starting point for the training sessions. They encompass physical, emotional (psychological), and sexual abuse, as well as neglect. Understanding what these are, as well as recognising their symptoms, is really the first step towards raising vigilance among staff, parents, and also children. Mr Gerrish highlighted that, disturbingly, the highest proportion of incidents of abuse are not from strangers, even though these are often the cases that are reported in the media.

Mr Gerrish elaborated to the parents in their information session that the present day dangers are not merely in the physical world, but also in the cyber world, through the internet and social media. This is an area where parents need to make sure they are aware of the dangers, but also that their children understand the issues and dangers so that they will let parents know if anything feels or seems odd about some kind of communication online. Parents watched an educational video on how an online predator (in this case a twenty year old man) can obtain information about a child and then manipulate the victim by pretending to be a friend. What was most disturbing was the fact that it is easy to envisage this being possible in our own children's lives. Therefore we need to make sure that we don't alienate children and young adults; we don't want them to feel unable or embarrassed to talk to us about any uncomfortable topics that they encounter online. Mr Gerrish also asked how many of the parents knew what security settings they use on Facebook, at which point the sheepish audience busily started checking their phones.

The point of this was to highlight how having inadequate security can be a dangerous thing when sharing personal photos or information, especially about our children.

In addition to training the staff on how to be vigilant of signs or symptoms of abuse among our students, Mr Gerrish was able to spend a day helping to evaluate the existing policies and procedures we have in place at TES and make recommendations on ways to bolster these for greater effectiveness. As the school implements these best practices, there will be continued training and efforts to educate us all.



A photograph of three children climbing a red rope structure on a playground. A girl in a blue and yellow school uniform is at the top, looking down. A boy in a blue school uniform is at the bottom right, smiling and pointing towards the camera. A girl in a pink shirt is in the middle, looking towards the camera. The background shows a school building and a clear blue sky.

One of the key issues is how we deal with a child that brings a problem to us. This can be difficult if they don't understand what is really going on and are scared that they won't be believed. The process for dealing with this situation is:

- ✓ Listen (don't interrupt)
- ✓ Believe (don't assume this could not have happened – but make the child understand that this can't be a secret, even if they ask for it to be)
- ✓ Support (tell them you believe them, but don't make promises you can't keep)
- ✓ Report (this is through the school reporting system)

Whilst the school has a Designated Lead on Child Protection on each campus that staff will report to, the initial disclosure could be to any member of staff that is trusted by the child. We need to remember how the child might be feeling: guilty, ashamed, confused, and scared (amongst other emotions).

As a staff, we acquired a great boost to our existing knowledge and this will help us to remain vigilant to any potential symptoms, but also how to follow up with a child and, most importantly, report these issues in order to get expert help. This was a welcome injection of expertise that will push our present policy and procedures to the best practice levels we strive for and, whilst we always hope that no issues will occur, only by taking such steps can we hope to achieve this.

Actions that will be implemented following the visit will include: continuing this type of staff training, regular new staff training, stricter on-campus security protocols, and of course student education about how to feel safe and speak up should they feel uncomfortable for any reason. With these measures, added to the present Child Protection ones, we trust that our children will be optimally safeguarded and all they need to worry about is enjoying their learning journey through the school.

# Developing Life Skills Through PSHE

By Jeni Wong, BPS Year 5 Teacher



Year 1's Friendship Tree

## What is PSHE?

Personal, Social, and Health Education (PSHE) is an important and necessary part of all pupils' education. It is, in the simplest terms, a programme for life. It's a school subject through which pupils develop the knowledge, skills, and attributes they need to keep themselves healthy and safe, and prepare them for life in an ever-changing society where personal and social skills are ever more important.

*"All schools should make provision for personal, social, and health education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education."*  
The National Curriculum in England

## Why PSHE?

Without a doubt, with the rapid expansion of technology, artificial intelligence, and living in a digital world, we need to prepare our learners to be as ready and as marketable as ever. However, no matter how hard humans try, we cannot compete with technology when it comes to accessing information knowledge, which is instantly available through search engines.

Thus all students have the resources to be able to gain the grades that prove their academic competence. Therefore it has become increasingly clear that we need to shift our learning away from 'just' academics towards a focus on the 'skills' that technology does not have. Our ability to use these 'skills' differentiates us from the next person. These so-called 'soft skills', which encompass the ability to effectively communicate, problem solve, collaborate, empathise, etc., are becoming more valued than technology.

*"People skills are more and more important in an era where we have powerful and pervasive technology."*  
Paul Roehrig, business and technology service provider.

PSHE underpins all learning. From the moment children join the Early Years Foundation Stage (EYFS), PSED (Personal, Social and Emotional Development) accounts for one seventh of the curriculum. Known as a PRIME area of the EYFS, along with Communication & Language and Physical Development, it is a fundamental part of learning before moving on to the specific areas of essential skills and knowledge. It recognises that children require the social skills of learning to be able to develop character and learn more new skills.

Interestingly, moving on to the National Curriculum in Year 1, PSHE then becomes a non-statutory subject that schools must have in place. The National Curriculum does not provide new standardised frameworks or programmes of study, but instead allows teachers the flexibility to deliver high-quality PSHE which can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.



## Our PSHE Curriculum

To meet with the times, and recognising the importance of PSHE in the British Primary Section, we have this year tailored our PSHE curriculum to meet the needs of our learners alongside the changes in society. Our PSHE programme aims to develop the TES values of Participation, Perseverance, Creativity, Responsibility, and Respect (human skills), working in collaboration with the Learner Profile (Thinkers, Healthy, Adventurers, Future Focused, Communicators, Empathy, Global Citizens, Integrity), to develop the personal skills and attributes that children need to navigate the current times. These are provided through learning opportunities under three core areas: Health & Wellbeing, Understanding Feelings and Relationships, and Living in the Wider World (citizenship).

In an evolving society, lessons such as mindset, building self-esteem, resilience, empathy, first aid, and teaching pupils to stay safe in digital spaces have become a crucial part of our world. Our British Primary PSHE programme certainly reflects the needs of our time and also aims to tackle barriers to learning, raise aspirations, equip pupils with a sound understanding of risk, and allow pupils to make safe and informed decisions, thus preparing them for the future.

## Year 4's Happy Wall



# Finding Inspiration Through Model United Nations

By Helen Gamble, MUN Coach

*Model United Nations, or MUN, is one of the most popular and enduring Co-Curricular Activities offered at the British Secondary and High School. Every year, more and more students seek to join the weekly sessions and international conferences, where they hone their diplomacy, oracy, and public speaking skills and discuss the challenges faced by the world today.*

## Educational Benefits

Model United Nations presents a unique opportunity for students to expand their knowledge of world affairs and improve their public speaking skills through research, discussion and debate with other international students who share the same passions. As such, MUN conferences give secondary school students the chance to debate following official UN procedures and learn how to become the leaders of tomorrow. MUN aims to encourage debate and the sharing of views between students from different backgrounds, thus promoting global awareness and an understanding of international relations.

Perhaps the most famous MUN alumnus was former UN Secretary General, Kofi Annan, who said when addressing delegates at an MUN conference in 2002: "Coming together and assuming the positions of different Member States by 'walking in their shoes' as it were, you will gain new insights and understand that a diversity of points of view is what we have to live with in this world. This is good preparation for leadership in the twenty-first century."

## MUN at TES

Students at TES have been participating in MUN for many years. The school is regularly invited to participate in local and international conferences and, over the past few years, the number of participating students has grown significantly. Students can start MUN as early as Year 7 in the Key Stage 3 programme that allows younger students to practice their skills at two local conferences, ST-MUN in Kaohsiung and TASMUN at the Taipei American School. IGCSE students also attend two major local conferences, TAIMUN in Taichung and STMUN. IB students end their TES MUN careers at THIMUN Singapore, which is one of the largest conferences in the world.



## What MUN Has Meant to Me

Reflection by James Pan,  
Student Council President

"Having had the privilege to start MUN back when I was in Key Stage 3, reflecting upon my encounters has not been an easy task. Looking back, what I see is an endless horizon of struggles, successes, grief, and joy. However, it is with pride that I can now say that I've truly come a long way.

Having been deeply involved in multiple other forms of debate, such as Public Forum or Policy, MUN had a unique attraction for me as a very different form of debate. This attraction soon became something much more during a conference in Beijing, representing the delegation of the United States of America. It's almost amusing to me how drastically different I viewed everything back then. Walking up to the podium, the only objective I had in mind was to pass my resolution, and with that, I gauged my personal success. In order to achieve the objective, I was willing to make any concessions and yet I fell short of my goal.

Fast forward a few years and it is surprising to me how much I have grown in every way, whether it be my objectives or my experiences. I have moved on from being a delegate, to being a mentor, and finally to being a chair of one the most prestigious conferences worldwide: THIMUN. The meaning of MUN to me has also changed from being a competition of passing resolutions, to so much more. To me, it's about the people, the perspectives, and the potential. It develops numerous qualities, starting from leadership and teamwork, to confidence and eloquence, and all the while teaching us more about the world.

Through discussion, MUN exposes us to multiple perspectives on the same issue, and helps foster understanding and tolerance between people, their take on world issues, and everything happening around them. When repeatedly put on the spot, intense critical thinking becomes second nature when required. By meeting people from all different ethnicities, races, and regions, it erodes any cultural barriers and prejudices one may hold. Without fail, fond memories and bonds will develop with every conference, even if not actively sought. Collectively, this is what gives MUN so much value.

It has been my goal and pleasure to see fellow students grow and develop, walking the same path that I once did many years back. Sometimes, it really feels as though meaning does not need to be sought with MUN, but rather, meaning seeks you."



## 30 Years of Being Inspired

Reflection by Helen Gamble,  
MUN Coach

"Model United Nations has played a major role in my life, inspiring me over the years and helping to shape the person I am today. It truly has been a lifelong inspiration.

I attended my first MUN conference in 1986, as a 15-year-old delegate of Albania. Little did I know then that many years later I would still be involved with MUN, watching the next generation of MUN delegates debate the pressing issues facing the world today. Model United Nations seems to be, for many of us, something that we never fully leave behind. It stimulates a desire to know the world and understand the problems that humanity faces. It encourages us to explore situations from different perspectives and realise that others' opinions are as valid as our own. It fosters multiculturalism and tolerance. We gain confidence and public speaking and listening skills that are essential for life after school and university. We make lifelong friends.

Thirty years after being that timid delegate of Albania, I have been drawn back into the world of Model United Nations as an MUN coach at TES. My contribution to fostering understanding between people may be small. The reach may be limited. But seeing the passion for Model United Nations grow in the hearts and minds of young students means that the values endorsed by Model United Nations have been passed on. And, with all the problems facing the world today, this can only be a good thing, providing much-needed hope for the future."

# Dick Moore Visit to BSHS

By Helen Gamble, Freelance Writer

*"Life is not about waiting for the storm to pass, it is about learning to dance in the rain"*

- Vivian Greene

In the first half of the school year, the British Secondary and High School hosted a number of distinguished guest speakers. These speakers were all carefully selected to compliment the secondary school's mission of improving the safety and wellbeing of its students. The school hopes that the expertise and experience that these speakers bring to our school will serve to further the important and timely discussion on student wellbeing.

One of the notable guests we were very fortunate to welcome in October was Mr Dick Moore, whose visit was co-hosted by the European Chamber of Commerce in Taiwan. During his visit, Mr Moore worked with students, staff, and parents to raise awareness of adolescent mental health issues and provide some insights and advice on how to spot problems and help those who may be struggling with mental health issues.

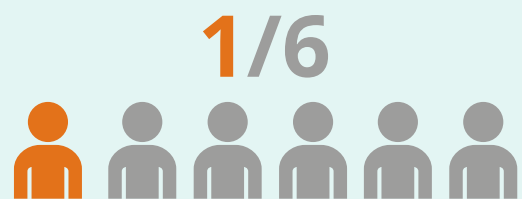
Dick Moore is a parent, educator, former Headmaster, Youth Mental Health First Aid Instructor, and Associate Trainer for the Charlie Waller Memorial Trust. With first-hand experience of the devastating effects that mental health issues can have on young people, families, and society as a whole, Dick has made it his mission to help alleviate the crisis we are facing in adolescent mental health.

As many as 10% of young people today are suffering from diagnosable mental health disorders. This means that a vast number of young people are unhappy, which in turn means that they are underperforming at school, university, and in the early stages of their careers. Furthermore, young people are under more pressure than ever before, with social media fuelling this pressure. The outcome for many young people is emotional turmoil. Between 10-20% resort to self-harm to alleviate the pressure and pain they are feeling. In the UK, there has been a 300% increase in the rates of self-harm in the last ten years and suicide is the greatest cause of death amongst young men aged 17-35. In Taiwan, it is believed that over 12% of adolescents are suffering from depression.

## | MENTAL HEALTH STATISTICS |



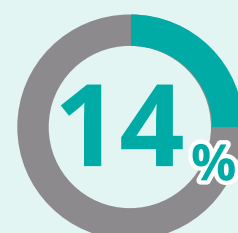
Are affected by a mental illness (UK)



Experience mental health problems each week (UK)



With mental health problems don't get help (global)



Don't know somebody with a mental illness (UK)

Unfortunately, despite the shocking rise in adolescent mental ill health, the problem goes largely unrecognised. Mr Moore believes that recognising and understanding the problem is the first step. Once we realise that the problem exists, we can work together as a school community to equip young people with the skills to cope with inevitable turmoil in life. Young people need to be able to understand and regulate their emotions, which in turn will help them to become more resilient adults who will be able to successfully interact with the world. Mr Moore believes that this is a task that has been sadly neglected.

Neuroscience has shown us that resilience is both teachable and learnable. Mr Moore argues that The Five Ways to Wellbeing alone is not enough. What is required is a fundamental change in attitude – a societal shift. Schools can lead the way by embedding social and emotional learning. Not only will this make young people more content, but studies have also shown that prioritising mental health will have a direct and positive impact on performance. Mr Moore passionately believes that we need to change education for the better so that young people will be happier and will achieve more – for themselves and the world at large.

Mr Moore's sometimes amusing, often sad, yet always insightful talks and workshops during his visit to TES had a marked impact on all who heard him speak. The British Secondary and High School is committed to continuing the discussion around adolescent mental health and will continue to provide opportunities for students, staff and parents to hear the views of guest speakers with expertise on this vital issue.



# Be Prepared – Not Just a Motto for the Boy Scouts

By Kerry Nockolds, Director of Admissions and Student Services



**The** boy scouts have a motto: 'Be Prepared'. It is a motto that is not only useful for boy scouts, however – it is a motto that we, as a school, also take to heart. In early November, the school invited a Security Consultant to Taiwan to give us a rigorous review of all of our safety and security procedures, following several years of efforts within the school to raise the levels of security. Mr Mike Johnson, President of Clearpath EPM and a security professional with 28 years of experience working for the US State Department as Regional Security Officer (securing embassies around the world), visited us for four days. As a Certified Protection Professional (CPP), he follows the guidelines and best practices established by ASIS International, the world's largest security association. His remit was to give TES an intensive review, to include both campuses.

As well as reviewing our physical facilities, Mr Johnson also met with every member of staff that has responsibility for the health, safety, and security of our children.



He was with us at 7:00 am each day, watching the children arriving at school, and at the end of the day, watching procedures as they were leaving school. In the time in between, as well as after school, he walked around the campuses and checked locks, trip hazards, emergency exits, access to the campus, how staff/parents/visitors get on to campus, and many other things that will go into his final report of recommendations on how we can improve.

As parents will have heard, we ran lockdown drills at both campuses during Mr Johnson's visit, so that he could observe the process and procedures followed in the event of such an emergency. We know that children found the disturbance from their normal routines worrying, frightening, and disruptive in varying measures across different age groups, but it is part of the training everyone needs to go through to understand their role in an emergency.



Emergency preparedness is always a key aspect of a school's training, and the efforts and the results can make the difference between a tragic or uplifting story read in the news the next day (we know which one we wish it to be). To highlight this, Mr Johnson shared some of his experiences; one being his role in the team reviewing the tragedy of the Parkland School shooting in Florida. He made it clear that a failure to do the basics, such as training staff to lock doors, failing to act quickly to set off the lockdown alarm, and even not having locks on all doors, was a contributing factor to the larger than necessary loss of life. He made it clear that when waiting for the emergency services to arrive, the goal of the Emergency Preparedness Plan is to buy two or three minutes of time, whether that be in a fire, blocking an intruder with a locked door, and so on until help arrives.



A feature of being prepared for a disaster is that you can never know when, what, or how severe the incident may be. Therefore we need to prepare for the worst, regardless of how low the likelihood, because if it did happen we need to be ready to ensure the least impact to our children's safety and security. Complacency is the enemy and often good security requires all people to be slightly inconvenienced. However, when we are talking about children's lives, convenience must be low on our list of priorities.

We probably all remember the days when airport security was in force but not as inconvenient as today, post-9/11. Now we have to remove all belts, shoes, liquids, electronic devices and spend a longer time getting through to the departure gate. Reports or a count of the incidents that are avoided due to these measures are not necessarily known, but the deterrent provided by the procedures being adhered to, regardless of the inconvenience, is worth it to prevent the disaster.

Whilst the likelihood of a Taiwan school being attacked by a terrorist is remote, there are considerations at a more local level. Two years ago an elementary school in Taipei suffered the death of child at the hands of a mentally ill man who had succeeded in gaining access to the campus. Our school's response to that incident was the present swipe in and out system, which has already become part of our school culture for all the correct reasons.

We are very happy to be continuing to work with Mr Johnson and Clearpath EPM in the process of updating our Emergency Preparedness Management. In future, we will be using a specifically designed online App that will ensure faster and clearer communication, and which will assist training and reporting – ultimately buying those extra minutes needed before the emergency services arrive if there were an emergency situation of any type.

'Being Prepared' is not always easy, but it is always the school's key responsibility.





# ECO SCHOOL DEVELOPMENTS AT THE PRIMARY CAMPUS

By Andria Spring, Primary Assistant Head of French Section



Last year, the three Sections of the Taipei European School Primary Campus signed up to the Eco Schools International Programme – joining over 51,000 schools in 67 countries who are already members. The eco school programme aims to empower students to be the change a sustainable world needs by engaging them in fun, action-orientated, and socially responsible learning. Each school enrolled in the programme follows a seven-step process to become a Green Flag School and entrusts their students to lead the actions.

The French, German, and British Primary Sections quickly got started with step 1: forming student eco committees. The eco school committees are the driving force behind the eco schools process and represent the ideas of the whole school. They are student-led and ensure that the entire school knows about eco schools and receives regular updates. The eco committees meet regularly to discuss environmental actions for the school. The French eco committee goes by the name The Green Thinkers, the German eco committee is called The Green Pandas, and the British eco committee is The Green Team. Senior members of the three individual Section eco committees form the tri-Section eco committee, which meets every month and plans whole school events.

The second step for TES was to carry out an environmental review of current practices at school. From January to May 2017, British, French and German classes investigated the environmental issues at TES, with almost all pupils participating in some way in the process. Carrying out an environmental review helped the eco committees to identify the school's current environmental impact and highlighted the good, the bad, and the ugly!

At the start of this school year, the tri-Section committee used the environmental review to identify the priority areas in the school and they drew up the action plan for 2018-2019 using the results of the environmental review to guide them. The TES action plan is the core of the school's eco school project and it is the third step towards becoming a Green Flag School. The students on the tri-Section eco committee decided on the following objectives for the action plan, promising that during the school year 2018-2019, all three Sections of TES Primary Campus will:

- 🍃 start a recycling program in school in every classroom
- 🍃 reduce food waste in the canteen by 20%
- 🍃 halve the amount of litter in the playground
- 🍃 reduce the monthly electricity bill by 20%
- 🍃 partner with schools around the world to work on global projects

On the 18<sup>th</sup> of October, the students of the tri-Section eco committee met the Heads of the three Primary Sections – Mme Capel, Mr Millward and Mr Hasse – to sign the tri-lingual action plan. Posters outlining the action plan in English, French, and German are now displayed throughout the Primary Campus. The eco committees then got to work planning and organising events for the Eco School Global Action Days that took place from Monday 5<sup>th</sup> to Friday 9<sup>th</sup> of November.



Global Action Days are coordinated annually by the Foundation for Environmental Education. This year's theme is sustainable consumption. The student members of the tri-Section eco committees came up with various activities that they hoped would raise student awareness of levels of consumption at school and empower students to do something positive about it. The first Global Action Day was on Monday 5<sup>th</sup> November. Each student was given a recycled paper bag and asked to collect their waste for the day in the bag. At the end of the day, each student examined the contents of their bag, worked out whether there was any excess or unnecessary waste inside it, and decided on ways they could reduce the amount of waste they were producing. On Wednesday 7<sup>th</sup> November, the first Green Transport Day took place at TES, with students being encouraged to take the school bus, public transport, cycle, or walk to school. All children who took green transport were presented with a reusable badge by eco committee students. The day was a resounding success, with half as many scooters and cars as usual arriving at school. There are plans to host more Green Transport Days during the school year. Finally, on Friday 9<sup>th</sup> November, the eco committee members organised a Reduce Food Waste Day in the TES canteen. Students were encouraged to finish all of the food on their tray rather than throw what they didn't eat the bin. Members of the eco committee weighed the food waste the day before and it came in at 37kg. On Reduce Food Waste day the amount of food wasted was down to 14kg – a vast improvement, which shows us that we can do it!

The next step towards becoming a Green Flag School is step 4 – monitoring and evaluating the action plan. Students will be asked to find out whether or not they are successfully achieving the targets set out in the action plan. In order to do so, they will have to monitor and measure the school's progress. It is hoped that by keeping students updated on the progress of the action plan and participating in events such as the Global Action Days that they will continue to work towards achieving the shared objectives set out in the TES Action Plan 2018-2019. Only by working together and supporting each other can we make a real and lasting difference and continue to work towards becoming a Green Flag School.



# Celebrating our Diversity on International Day

By Andria Spring, Primary Assistant Head of French Section



On the 23<sup>rd</sup> of October, the British, French and German Sections celebrated International Day at the TES Primary Campus, with students and staff coming to school in their country's traditional dress or colours and participating in a whole school outdoor assembly, a country-by-country roll-call, a diversity dance, and an international food festival run by TES parents.

The festivities began first thing in the morning, with all students and staff meeting for a special outdoor assembly in the junior playground. They were greeted by the CEO of TES, Mr Gatley, who announced that there were 53 different nationalities represented during this sixth annual International Day at the Taipei European School Primary Campus. The Heads of the three Sections then welcomed the children in French, English, and German and spoke to them of how the cultural and linguistic diversity of the TES student body makes it a unique school in the world and is something to be celebrated. The Head of the French Section, Mr Vesseau, couldn't resist cheekily pointing out that of the 53 nationalities represented at TES, only one became the world champions in football this summer!

The speeches then made way for a country-by-country roll-call, the children cheering and brandishing the flags they had made in class when they heard their country's name announced. The list finished with Taiwan, which got the loudest cheer of all! The assembly drew to a close with a group dance led by TES dance teachers, Jill and Sabrina, and their International Day student dancers. The children then returned to their classrooms to take part in different International Day activities and await their turn to visit the International Food Fair.



This year's International Food Fair featured stands run by parents from 35 countries. They prepared traditional food and drinks for children from the 50 Primary school classes to sample. Each class visited the fair for 20 minutes with their class teacher and had the opportunity to sample and discover a myriad of international delicacies. It was a real treat for the senses!

International Day at TES is a chance for our students, staff, and families to demonstrate what makes us a great and unique school. It is a wonderful opportunity for our families to show how proud they are of their different cultures and traditions and to share them with the whole school community. It is a day when everyone learns something new about the world around us and a day that fosters understanding and tolerance of difference, a day when diversity is celebrated and the celebration brings us all closer together.



# A Magical Musical Moment

By Marion Ehlers, GS Teacher

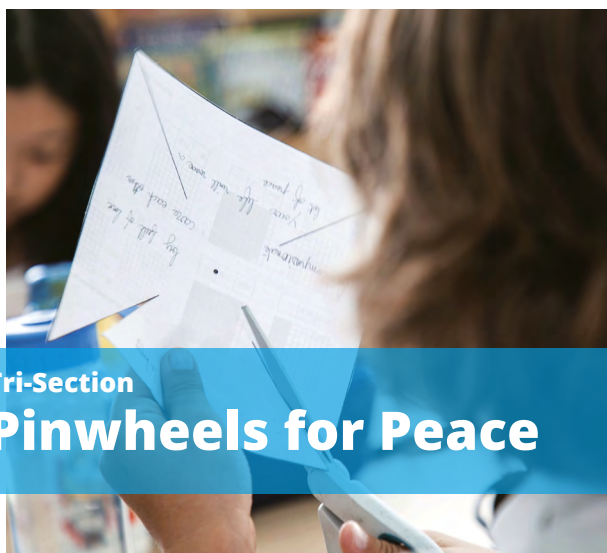
In October, we had the great pleasure and honour of welcoming the Academic Orchestra of Stuttgart University, led by Mrs Stoertzenbach, to our school. The German Section classes from Flex 0 to Klasse 4, as well as some invited classes from the French and British Sections, gathered in the Amphitheatre to listen to the famous piece *Peter and the Wolf* by Sergej Prokofiev. Two narrators led the audience through the musical programme, both in English and German, and made the audience laugh with their humorous way of telling the story.

Following the concert, all the musicians went to visit the classes with their respective group of instruments – brass, strings, woodwind, and percussion. This provided the pupils with the amazing opportunity of seeing the instruments up close. French horns were taken apart, drums were played, and ‘private concerts’ were given to the students in their classrooms. What a unique experience! Children and musicians alike were thrilled – musicians by the musical knowledge our students displayed in being able to identify and even play quite a few of the instruments; the children by the totally masterful presentation and the very child-orientated musicians who knew how to fuel enthusiasm.



The day ended with a big family concert at the Judges Academy. An orchestra of approximately seventy musicians presented pieces by Prokofiev and Mendelssohn, the famous overture from Bizet's *Carmen*, as well as energy-laden film music from *Pirates of the Caribbean*. Even the Taiwanese mountains came into light through the traditional piece *Mountain Green*. In addition to the well-known orchestral instruments that could be heard and seen in action were one soloist violin, one typewriter, and even the public. What an amazing musical day!





Tri-Section

## Pinwheels for Peace



Every year, children at the Primary Campus mark The International Day of Peace by wearing white and taking part in various activities. Class discussions and projects range from how we can live in peace at school to case studies of war-torn countries. Students from the three Sections also take part in a shared activity and this year, students designed pinwheels for peace – each decorated with a drawing or special message. All of the students then came together on the sports field and held their pinwheels aloft in silence. It was a powerful moment, symbolising the peace they would like to see all over the world.



French Section

## Semaine du goût

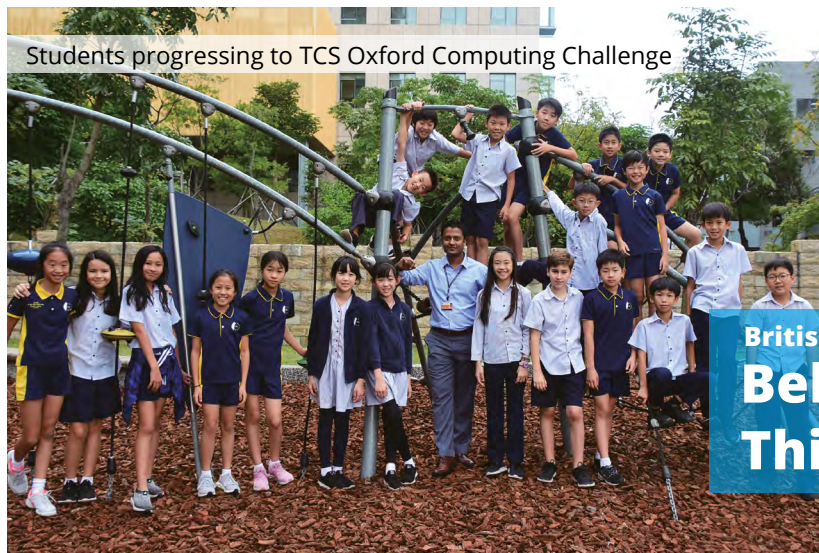


The Semaine du goût (Week of Taste) takes place annually in French schools, restaurants, towns, and villages. This year was the French Section's sixth year participating in the event, with all classes taking part in different taste-related activities. Our youngest students experimented with different flavours, while older students took part in food preparation and cooking workshops. Activities on the menu included omelette-making, tasting stations, blending smoothies, making croque monsieur, baking madeleines, visiting the cake museum, baking bread, a trip to the Fullon Hotel kitchen, and cooking a whole meal from scratch. It was a busy and delicious week tantalising the taste buds, developing culinary skills, and building a vast food-related lexicon.



Dipak Mondal, the Head of Computing at the British Primary brought us exciting news about our students' achievements in the UK Bebras Challenge. Bebras Challenges are made up of a set of problems called Bebras Tasks and delivered online. The tasks are fun, engaging, and based on problems that Computer Scientists often encounter and enjoy solving using logical thinking. During the second week of November, all Year 4, Year 5 and Year 6 children participated in the UK Bebras Event. UK Bebras not only emphasises participation, but also recognises top performing students. Students in each age group received a Certificate of Participation, Merit, Distinction, or Best in School. They also earned individual Duke of York iDEA badges. Twenty high scorers from Year 6 have been invited to enter the prestigious TCS Oxford Computing Challenge starting March 2019.

Students progressing to TCS Oxford Computing Challenge



Emily and Henry: Best in School



British Primary Section

## Bebras UK Computational Thinking Challenge Results



Science, Technology, Engineering, Art, and Maths (STEAM) all feature on the French National Curriculum, but they are often taught as separate subjects. From 22<sup>nd</sup> October to 2<sup>nd</sup> November, the French Section junior classes abandoned subject-by-subject learning in their English classrooms and spent a week working on a STEAM interdisciplinary project. Working with Skyrock Projects, a company that offers constructive, creative coding programmes for children, students collaborated, brainstormed, problem-solved, designed, discovered, imagined, and created meaningfully, while interacting with technology. Our STEAM weeks, which were both enjoyable and inspiring, showed students how technology can be put to creative and constructive use as part of a wider programme of interdisciplinary learning.



French Section

## Students Get All STEAMed Up



# Coaches Corner Volume 6: Constant Learning

*A column devoted to talking about character and sport*

By Jared Duxfield, BSHS PE Teacher and Coach

*"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do." Pelé*

**Successful** people never stop learning. If you find success and stop developing, your success won't last because things always change. Graeme Henry is a great New Zealand rugby coach. He was a former school principal who became a rugby coach and his success was such that he eventually became the coach of the All Blacks, one of the most successful professional sports teams in the world. Before each game, while in the changing rooms, he would give a speech going over the game plan and encouraging his team. One day, the All Blacks Captain challenged Henry on this, asking what the point of the speeches was and suggesting they were of no value to the players. This was a bold question to ask and many coaches may have felt insulted and angry. Henry didn't. He thought about the question and decided that the Captain was right. He stopped making pre-match speeches, realising that by that time, the team knew the game plan and they were better served by using the time for their own thoughts and processes. It took humility to accept this and the realisation from a master of the game that we should never stop learning. Henry also showed this commitment to being a constant learner by giving away his team secrets at the end of the year in order to force himself to innovate and come up with new ideas the following year.



Mr A.J. Lee

In our own school, Mr A.J. Lee is a great example of this attitude of constant learning. Mr Lee came into the PE department of our school many years ago with a background in Athletics and Basketball. However, he saw an opportunity to develop our Volleyball programme and diligently studied the game. Now he has put that learning to use and he has developed a great Volleyball programme in our school, changing Volleyball from a relatively minor sport to a favourite for many students. Constant learning is also evident in the Varsity Girls Volleyball team. They are constantly practicing and developing their game. Many of the girls look for opportunities for extra practice and coaching and can always be found in the gym. A great example of this from amongst that team is Hannah Kuo. Hannah is an outstanding athlete in Football, Basketball, and Volleyball; yet she always listens to her coaches' instruction and seeks to challenge herself to get better.

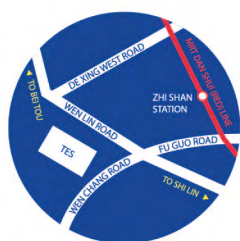
It's a pleasure to teach students and coach teams that have the attitude of wanting to constantly learn. With this attitude, learning happens fast and improvements are obvious. Conversely, sometimes you come across students or athletes who already believe they know enough and are resistant to changes in thinking. This kind of person is difficult to teach and can really damage the chances of a team being successful.

Being a constant learner requires both the humility and confidence to admit that we are never really perfect in anything we do and the commitment to keep challenging ourselves to learn new things. Being a Constant Learner is key to success in academics, sport, and life in general.



Varsity Girls Volleyball Team

# Taipei European School



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Taipei European School is made up of 1,700 students aged 3-19 from 54 nations. We offer national curricula from the U.K., Germany and France. We provide a learning environment for children from the international community in Taiwan, assuring an education offering not only the identical curriculum standards as their European home country, but also exposure to an authentic yet dynamic Chinese cultural and language setting.

We welcome applications from foreign passport holders in Taiwan and around the globe. To learn more, please contact our Admission Office through [admissions@tes.tp.edu.tw](mailto:admissions@tes.tp.edu.tw) or (0)2 8145-9007 extension 1115.

# Driving value, *always.*

Driving our long-term growth is an international portfolio of businesses ranging from property to aviation and bottling. Safeguarding that growth is a commitment to the highest ethical standards and operational excellence. Our diversity and integrity ensure that Swire drives value, always.