

C NNECT

2017 WINTER



Stars of Peace



Bilingualism



Eco project

CEO Greetings

Greetings as we are entering the holiday season!

I have to thank all the parents who worked so hard (with Patricia) to put on the Christmas Bazaar. Catherine Lai and the PSC and bazaar committees did a tremendous job to ensure that we had a fantastic day. I saw so many happy faces of children, parents and staff trying everything out. The student performances throughout the day were outstanding and yes, our kids really are very talented. If you are wondering about my outfit (and maybe you aren't), it was the uniform for the Dad's BBQ stall which I wore proudly all day (even some of the evening truth be known). On the day I had many interesting conversations with parents with questions about the future direction of the school. I gave some responses on the day and want to elaborate and share some ideas.

Progress is being made in many areas of our school. The Board of Directors has taken on the old Board of Governors along with a few other volunteers to start the process of giving direction to the school's progress over the coming months and then the coming years. We have a standing committee that are taking the whole process into account and ensuring the effective use of resources (the greatest being manpower of volunteers). We then have sub-committees with Board of Directors leading the direction in the areas of Governance and Policy, Facilities and Finance, with inputs from the advisors that are comprised of the former Board of Governors and the CEO of European Chamber of Commerce and Trade (ECCT). Strategic planning for our future will be taken on by the Standing Committee.





From the Facilities group it became very clear that we need more input on the new buildings at the ESC in terms of how to make this a place of learning for the future so that we can drive an ambition to become the best International School in Taiwan and then South East Asia. Parallel to this we will also look how to develop the EPC campus to support this aim. I have been able to secure the services of Professor Stephen Heppell to do this and he will be working with staff, parents and students to deliver something very special. Stephen has worked with the UK, Australian and New Zealand government as well as International Schools in China, Thailand and Kuwait and a very large list of other very impressive organizations. He is recognized as a leading thinker of how to use interior spaces to create learning at all levels. Stephen is able to give talks to all the groups of stakeholders at our school as well as, most importantly, the architects, I will let you know more when we have fixed plans. Currently I expect him to be here for the week commencing 29th January.

In order to get the building that our children deserve we will also have to finance the building. Currently we are looking at ways of reducing build costs without reducing our ability of delivering an exemplary curriculum in an ideal learning environment. For this we are looking to start a fund raising campaign based upon developing a school for future education or 21st Century education. You will hear much more about this as we finalise our plans.

The Governance and Policy sub-committee led by our BOD Nelson Chang have asked me to conduct a survey of our stakeholders to get a baseline for your perceptions of our school. The survey takes about 10 to 15 minutes to complete and assesses us against the accreditation standards for an International School, we will offer the parent survey in English and Traditional Chinese on the week that we get back from the holidays. Your input is extremely important so that we know what you think. It will set us clear targets in terms of how we are seen by students, parents, staff, board and alumni. The survey can be carried out at any time but I have always used it every two years so that we have accurate data on making progress.

We will be sending out instructions for the survey at the start of term. I wish you all a restful and cheerful holiday season and that you get to spend quality time with your family. My children will be visiting; I will for sure give them a tour of our school and share with them all the wonderful happenings!

Happy Holiday!

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 their European home country, in the authentic yet dynamic Chinese cultural and language setting of Taiwan ROC.

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

EPC ECO PROJECT

By Philip Dawson, Eco Project Coordinator

Introduction

The TES Primary Campus has begun its two-year journey to become an accredited Green Flag Eco School this term. This project began with assemblies hosted by the different sections to explain to students what an eco school is: a student-led initiative to make fundamental changes to the school to make it more eco-friendly. Students will lead the school through a seven-step process that includes creating an environmental audit, devising an action plan, and executing that plan to make significant changes within the school. Although this project will be led by each section's eco committees, it is hoped that all students within the school will join in through activities in their own classrooms that aid with the seven-step process.

Soon after the assemblies took place, all of the students were invited to apply to become eco warriors and join their section's eco committee. Finally, after sifting through a great number of excellent applications, our inaugural eco committees were selected. The eco warriors met on the inaugural Fruit Juice Friday to celebrate taking the first step on their journey and were rewarded with eco warrior wristbands.



Fruit Juice Friday

Fruit Juice Friday is a weekly event that celebrates students who have done something that makes a positive impact on the environment. Each week, staff at TES will be on the lookout for students who are making a difference to help improve the environment of our school and planet. These students are then nominated to attend a Fruit Juice Friday. This aims to promote environmental awareness in the school and congratulate those students who go over and above what is expected of them. Each Friday morning, a select few classes in school will find golden envelopes on their whiteboards. The envelopes contain the names of students who have been invited to Fruit Juice Friday. During morning break, these students are 'sent to see the Headteacher' to be rewarded with an eco school wristband and to drink fruit juice with the Section Heads and other eco warriors.





#onelittlething

During the eco school assemblies, one of the things that was discussed was the enormous environmental problems that the world is facing today. Vast swathes of ocean are being filled with plastic waste. Huge rainforests are being cut back at an alarming rate. It would be easy to see these problems as 'too big' for primary students or even a primary school to deal with. However, even the most difficult tasks can seem manageable when broken into smaller pieces. Even the incredible challenge of climbing Mount Everest starts with a few small steps forward.

Our idea of doing #onelittlething for the environment follows this line of thinking. If we can all pledge to do one little thing that makes a positive difference, then together we are making a much larger difference. If we can also convince others to make a small change, then the impact is increased still further. Noticeboards were placed outside the Parents' Cafe on which students, teachers and parents could pledge to do #onelittlething for our environment. Soon afterwards, we had to get more noticeboards due to the large volume of pledges – in just ten days, over 400 people had made a promise to make a change for the sake of our planet. Of course, making the promise is just the first step. The challenge now is to hold ourselves and others to the promises we have made.





Taipei Rocks

In the UK last summer, the Kindness Rocks Project was just starting to take off. People were decorating rocks with colourful pictures and kind messages in order to spread a bit of happiness. My children and their cousins loved going out in the park and searching for these beautifully decorated rocks. The previous summer it was Pokémon Go that got children (and adults) outside on a different kind of scavenger hunt. I started to think about how we could use these ideas to spread the word about protecting the environment and get more children out in nature. After a lot of discussions with the eco committee, the idea of Taipei Rocks was born.

During this term at school, the students in the French Section have painted their own rocks with very special eco messages to try to promote environmental awareness within our community. They have started placing them in parks around Taipei and beyond to get these important messages out to the community. At the same time, we are also developing a game-based aspect to this project. It is our hope that we can inspire other people to create rocks with their own messages and then join our students in the great scavenger hunt to be the greatest rock finder in Taipei.

Eco School Website <http://blogs.taipeieuropeanschool.com/ecoschool/>





BILINGUALISM

By Jean-Yves Vesseau, Head of the French Section



As the Head of a school running a bilingual programme*, the question I probably get asked the most is: “How can I be sure that my child is going to learn, and be able to speak, two or even three languages?” The answer I give the families is two-fold.

First, we need to debunk the myth that learning a language is a miracle. It is in fact anything but, although I do agree that sometimes the speed at which some of our students achieve proficiency in French is mind blowing. In reality, a very scientific explanation lies behind it: children’s brains are made to learn languages. Or, to be more precise, their brains have a learning algorithm that works at full throttle to help them make sense of the world around them (think about it for a second: everything is yet to be learnt) and this algorithm is at its most efficient when handling languages. Tests show that children are able to classify and retain information at a level far superior than us adults. That is also why children who learn additional languages do not have ‘foreign’ accents; as far as they are concerned, a word is not defined as an English, a French or a Chinese one, but as a piece of data to be appropriated, stored, classified and ready to use at a later date.

*The French Section of Taipei European School runs a bilingual programme with children learning French and English from Petite Section (3 years old). Daily Chinese language and culture classes begin in Moyenne Section (4 years old).

What's even more impressive is the fact that the algorithm never rests and is active at night when children are sleeping. It selects and then replays what has been learnt during the day (remarkably the algorithm is able to select and replay only what has been learnt and not just everything that happened during the daytime). In essence, children never stop learning.

Once you have considered this, the question that schools – and families – should ask themselves is no longer: “is my child going to be able to learn multiple languages”, but “why do we not take advantage of this algorithm and teach more languages – and in fact more of everything – to our young children?”

This brings me to the second part of my answer to families, as it pertains to the role of the school. While you know that children are perfectly equipped to learn, they still need to be fed the right amount of knowledge and skills, so that we can make the most of their abilities and make sure they use their potential fully. In other words, it's all about nurturing; adding culture to the wonder of nature.

To achieve this, it takes a team of teachers who understand what is at stake and are willing to work hand in hand to ensure the children in their care are well nurtured. This is the case in the French Section of TES, where French and English teachers share common activities and themes, so that topics, words, and concepts first tackled in French are then continued in English or vice versa; it is our belief that no language should have the upper hand in a truly bilingual school.



Cooking fun in both English and French

Does this lead to confusion? The temptation for adults to apply our own experience of language learning to children leads to false assumptions. Differentiating between languages is all very clear in children's minds; they know exactly which member of the French Section team speaks and teaches which language – there is never any confusion for them about which language to use when they address our staff. It is an enviable and astounding thing to see a seven-year-old ask a new classmate which language they are most comfortable using – French, English or Chinese – and to realise that, not only do they have that tri-lingual toolkit at their disposal, but that they are also considerate of other children's linguistic capabilities. In our experience, issues that may arise occur at a later age, when children start writing longer descriptive sentences and paragraphs. At times, older students write in French using English syntax (e.g. the adjective always before the noun, which is not necessarily the case in French). It is then up to our teachers to work on these particular structural confusions when they occur. Parents are sometimes concerned that their children's level of French will not be up to scratch when it comes to the rigorous academic requirements of French secondary school. On the contrary, our data shows that the vast majority of French Section students who simultaneously learnt French and English in Primary are able to perform extremely well in all subjects and follow three literature curricula in parallel (French, English and Chinese) when they reach our secondary school.



Student sharing a book about himself in both English and French



In summary, families should definitely consider a school that offers a bilingual programme, such as the French Section of TES, as we are able to rationally enhance children's innate capacities to learn and speak languages. The caveat, however, is that the algorithm performs most effectively in young children under the age of seven. It then gradually slows down for the rest of our lives, with data showing that learning languages is already an arduous challenge for a teenager. So I would certainly encourage you to enroll your children at an early age and give them the opportunity to make the most of their language learning potential, preparing them for the multicultural and multilingual world that the world of tomorrow is going to be.



STARS OF PEACE

By Helen Gamble, Freelance Writer

September 21st is the United Nations Day of Peace, better known as World Peace Day. The day is recognised by all 193 member states of the United Nations and was first observed in 1982. The aim of World Peace Day is to acknowledge the efforts of those who have worked to end conflict and promote peace; it is also a day to observe a ceasefire, whether it be political or personal. Each year, World Peace Day is given a special theme and in 2013, the then Secretary General of the United Nations, Ban Ki Moon, decreed that the day should be designated as a day specially for peace education, as this is the key preventative measure we can take to sustainably prevent war.

TES has taken up the challenge by not just promoting peaceful interaction at school every day of the year, but also by taking the time to mark this important day on the UN calendar. According to Sarah Kriel, the French Section teacher who has organised World Peace Day at TES for the past three years, "TES is the perfect setting for fostering peace, as we have 50 different nationalities represented at our school and three sections under one roof. It is a rare chance for children from all sections to come together and a great way to break down barriers."



TES Peace Day Parade

Every year on World Peace Day, children and staff at the EPC are asked to think about peace and what it means to them. Teachers are asked to devote some class time to age appropriate discussions and activities around the theme of peace. Sarah explains that for younger students this might mean having a talk about being kind or what it means to be a good friend. Older students might talk about conflicts around the world or ones they might have at home or with their friends and peaceful ways of resolving them.

As in the UN, TES comes up with a theme each year – this year it was ‘Stars of Peace’, symbolising that the real stars of this world are not pop stars or sports stars, but ‘stars’ who strive for peace in our troubled world. It was a fantastic theme that really caught the students’ imaginations and allowed for a great deal of creativity at the same time. Each child at school was asked to write their thoughts about peace or to decorate their own peace stars, which were then displayed on a ‘peace wall’. Each class also created a big star to attach to a balloon and these were floated in the Atrium for all to see.



At the United Nations, a Peace Bell bearing the inscription “Long Live Absolute World Peace” is rung to mark the special day. At TES, each Peace Day is also marked by a very special event in which the whole school comes together – from our youngest students to the Heads of the three sections. This year, the whole school community gathered on the sports field, all wearing white shirts, to form a giant peace star. The oldest students at school did a great job of marking out the outline and all the other children filled the space in the middle. With over 1000 children at the Primary Campus, it’s no wonder that the result was very impressive. The school community was able to admire the final result thanks to some amazing pictures and footage that were taken by a drone camera from high above the field.

The United Nations has stated that young people have a vital part to play in making the world a better place. They can welcome newcomers and extend the hand of friendship to people from other countries and cultures that they encounter in school. This is something that TES children do every single day and so perhaps we can see our World Peace Day as a celebration of this achievement and a reminder to keep doing what we do best – fostering an atmosphere of peace and cross-cultural understanding.

Teaching Multilingualism

By Petra Hoeve, Peripatetic Dutch Teacher

Growing up multilingual is a beautiful gift for a child, but it doesn't happen by itself. Children grow up multilingual everywhere in the world and it can be achieved in two different ways.

Simultaneous Method: a child who simultaneously learns two languages from birth and makes appropriate language choices to people. For example, a child speaks Dutch to Dad and Chinese to Mum. Parents shouldn't worry if their child mixes the languages; it will automatically correct itself as the child learns more words.

Successive Method: a child who is regularly exposed to a different language and learns a first and second language in succession. For example, a child speaks Dutch at home and English in other situations. A child may be quite scared and overwhelmed if it ends up in a different (language) environment and a quiet period often occurs. During that period, a child processes the new language information in his or her head. With shy, introverted children, the quiet period lasts longer than with spontaneous, extroverted children, who are not afraid to make mistakes.

A child learning languages simultaneously learns the first and second language in the same way. But a child who learns the languages one after the other learns the second language in a different way. If the child already knows the first language very well, he or she can learn the second language much easier and faster. The child already knows a lot about language; there are words and sentences, you can count with language, or ask a question. The better the child knows the mother tongue, the better it can learn the new language. It's very important that the child hears the mother tongue a lot and often. It doesn't always have to be from the parents, the child can also learn the second language very well from other people, such as neighbours, teachers at school, shop clerks or friends.

Many parents are worried: is it wise to let my child learn more than one language? Will my child learn enough English, the language that is so badly needed for school? Won't my child get confused about all those languages? What will the teacher say if I do not speak English with my child? These fears are unfounded, however. Multilingual education is advantageous for everyone – for your child, for you as a parent, and for society.



If a child has more than one language, the brain has to switch all the time: from language 1 to language 2 and back. Switching back and forth between two (or more) languages is good for a child. It helps the development of thinking. Scientists are currently doing a lot of research into this. It seems that multilingual children learn to think abstractly, can concentrate better, learn to read more quickly, learn another foreign language more easily, and it keeps the brain more flexible (leading to a later onset of dementia in the average person).





Another very important, and not to be underestimated, advantage is on a socio-emotional level. Parents do not necessarily have to talk to their child in the school or environment language. It is good if parents speak the language with their children that they (the parents) know best, in order to be able to express emotions and opinions. Contact with the child and the upbringing are at risk if parents try to speak in a language that they don't know very well.

If you know two or more languages, you are a richer person. You can say more with two languages than with one, because a word never means exactly the same in two languages. A Dutch 'sandwich' looks different than an English 'sandwich'. The word 'thuis' (Dutch) implies a different feeling than 'home' (English). That's why multilingual people like to mix their languages when they talk to each other, because with two (or more) languages they can more accurately say what they feel and what they mean.

If the child learns the language of the grandparents, then it can talk to his/her own grandparents and through the mother tongue get acquainted with the history and culture of their family. Parents and grandparents can pass on their family stories, jokes, proverbs, prayers and songs. It is important to keep those things, as they are a part of your identity. A multilingual child can talk to their family (grandparents, uncles and aunts, nephews and nieces) when they go on holiday to the birth country of their father or mother without feeling like a stranger. Once the child is an adult, multilingualism offers them many opportunities in the labor market; they can find a job in more countries, travel more easily, do business internationally and negotiate.

There are no disadvantages for the development of your child. Children do not get confused by multilingualism and multilingual children also don't do worse at school. On the contrary, if multilingual children hear all their languages a lot and often, they have a head start at school.

Many people know little about multilingual education and they may criticise your choice. It can hurt a little when other people do not consider your mother tongue important, while they think other languages, such as English and French, are. Sometimes your child may no longer feel like speaking the mother tongue. It is therefore important that you are strong, because multilingual education requires extra strength and energy.

In summary, in order to successfully master the school language, the child's mother tongue should be continuously reinforced and practised until it is fully embedded.

Interested or want more information?

Nederlandse Taal- en Cultuur lessen
Dutch Language and Culture lessons

Peripatetic Dutch

Petra Hoeve
Dutch room i-205-D

**Stichting Nederlands
Onderwijs Taipei**



British Primary Introduces UNICEF's Rights Respecting Schools Award (RRSA)

By Craig Gamble, Assistant Head, British Primary Section

Staff and students at the British Primary are undertaking a journey to become the first school in Taiwan to be recognised as a UNICEF Rights Respecting School. Teachers, students and parents alike will be learning that schools with a rights-based culture are inclusive, participatory and respectful. The Rights Respecting Schools Award (RRSA) recognises that, in order for students to want to achieve, they need to feel included, believe that they belong, and know that their ideas matter.

There are three levels to the Rights Respecting Schools Award: Recognition of Commitment, Level 1, and Level 2 Rights Respecting School. Its transformative and rigorous approach means the journey to the highest level can take up to four years. A steering committee consisting of British Primary staff, along with students from the Tribe Council, has already been formed and is being led by Mr Gamble. Together they will create an action plan to guide the school towards becoming a Rights Respecting School here in Taiwan.

To achieve this prestigious award, the British Primary will be placing the Convention of the Rights of the Child (CRC) at the centre of the school community, which means that all members of the community learn about, and develop, a deep understanding of how our actions affect the rights and lives of others. It means that the daily tasks of teaching the curriculum, resolving issues and challenges, making decisions, and providing meaningful opportunities for students to participate can all be done with children's rights in mind.

The RRSA is not an initiative, but instead provides an overarching set of values that improve the climate for learning within which other initiatives such as the School Values, the Eco Club and our newly-developed Learner Profile can sit. For many years, UNICEF has been working with schools around the world to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. These aims align with our core values here at the British Primary and the RRSA acts as a vehicle to help embed these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

It is perhaps this final aspect that resonates most deeply with many of the teachers here at the Primary school. There have been a number of discussions around school as to how we can best enable our young students to become active citizens and agents for change in an ever-changing 21st century world. Through embedding the UN's Convention on the Rights of the Child in our curriculum, we aim to give our students the tools, confidence, emotional intelligence and language that they need to challenge global issues such as the pollution of our oceans, poverty and inequality.

Through this award, young people and the wider school community will learn about children's rights, putting them into practice every day. Yet the award is not just about what children do, but also, importantly, what adults do. In Rights Respecting Schools, children's rights are promoted and realised and adults and children work towards this goal together. There are four key areas of impact for children at a Rights Respecting School: wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

Children are healthier and happier

By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing are boosted and they are less likely to suffer from stress. A child who understands their rights, understands how they and others should be treated and their sense of self-worth is strengthened.

Children feel safe

The programme gives children a powerful language to use to express themselves and to challenge the way they are treated. They are also able to challenge injustices for other children. Children and young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.

Children have better relationships

Relationships are improved, both with their teachers and their peers, based on mutual respect and the value of everyone's opinion. In a Rights Respecting School, children are treated as equals by their fellow pupils and by the adults in the school. Children and young people are involved in how the Award is implemented in the school, but are also involved in strategic decision-making, in decisions about their learning, and in views about their wellbeing.

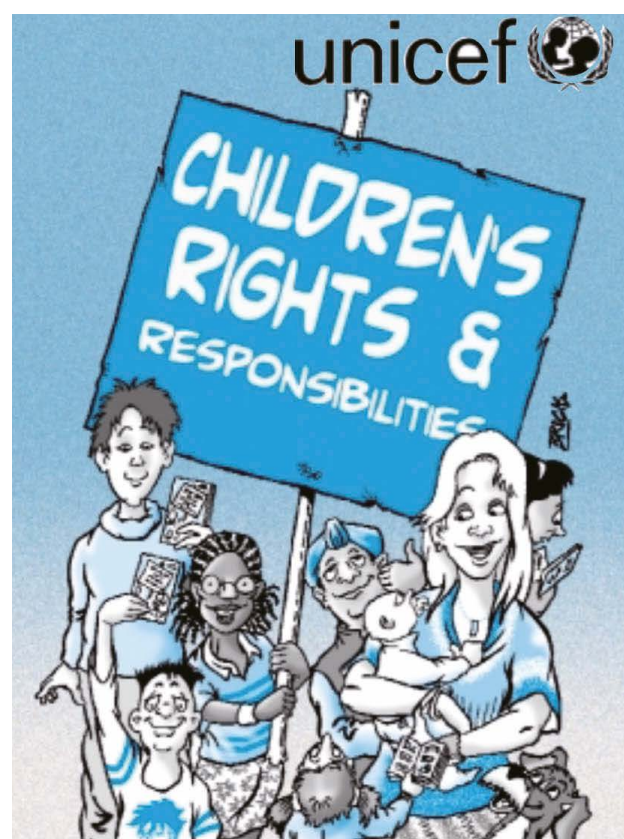
Children become active and involved in school life and the wider world

Children have the confidence to make informed decisions. They have a moral framework, based on equality and respect for all, as they grow into engaged, responsible members of society. Children and adults develop an ethos and language of rights and respect around the school. Rights and principles of the UN Convention on the Rights of the Child (CRC) are used to put moral situations into perspective and consider rights-respecting solutions – this all has a huge impact on relationships and wellbeing. Children and young people get very involved in raising awareness about social justice issues, both at home and abroad. They become ambassadors for rights and take part in campaigns and activities to help to bring about change.

Independent research and feedback from schools show that the Award has a profound impact on children and young people, and the school as a whole. When the principles and values of the UN Convention are introduced and reinforced throughout school life, children and the wider school community benefit. Evidence suggests that these benefits include:

- developing a long-term commitment to values such as social justice and inclusion
- a reduction in discriminatory behaviour among children
- pupils enjoy and feel safe at school
- pupils feel included and valued
- improved wellbeing and emotional resilience
- improved engagement in the school and in their own learning
- attainment is improved and the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed
- pupils are more engaged in their local and global communities as 'active citizens'

I am incredibly excited to be leading our school community towards becoming a Rights Respecting School and can't wait to hear the children's ideas as to how we can achieve this prestigious award. Work has already begun on gathering data from the student community as to their level of awareness and understanding of the CRC. We will soon be sending out a survey to our staff and parent body before analysing the data and creating our action plan to send to UNICEF.



This leaflet contains a summary of the United Nations Convention on the Rights of the Child

A convention is an agreement between countries to obey the same law. The United Kingdom of Great Britain and Northern Ireland agreed to obey (ratified) the Convention on the Rights of the Child on 16 December, 1991.

That means our government now has to make sure that every child has all the rights in the Convention, except the two they have 'reservations' about (Articles 10 and 37).

image source: UNICEF Recourses on Child Rights

Coding : The Next Universal Language

By Dipak Mondal, Head of Computing, British Primary Section

Coding is the backbone of all computer programming, software, mobile apps and websites. It serves as the universal language that translates commands into technology taking action. Coding can be just as much fun for children. The skills children acquire can help them develop computational thinking skills and feel accomplished, while giving them a head start in our fast-paced digital world.

Computing in the National Curriculum of England provides opportunities for children to continue developing their 'Digital Literacy' by learning how to use software and apps, such as Google Apps for Education and various iPad apps, to enhance learning and creativity. It also includes 'Computer Science' and 'Information Technology', which are designed to prepare children for the skills they will need in the future. These aspects combine to help the children gain an understanding of how computers and computing systems work, how they are designed and how they are programmed. It teaches children about the real world applications of technology, how to use them safely, and how to actively program apps and systems.

In the British Primary Section, we introduce coding through iPad apps for KS1 programmers that let them program graphical images using simple block-based programming. They also use Bee-Bots, Blue-Bots and Prob-Bots robots to write and debug programs. They complete challenges where they develop logical reasoning skills through sequences, conditionals and repetition concepts. They soon learn that computers will precisely follow the instructions given, nothing more, and nothing less. Learning such universal language of coding offers children an opportunity to have greater insight into the digital world they're living in.

Coding is a skill that is best learned through hands-on practice – test the code, check for bugs (errors) and debug them. Using Bee-Bot and Blue-Bot, children program the robot to move from one location to the other using directions and turn commands. The Pro-Bot robots allow the user to read the sequence of instructions on a small screen. This enables the children to predict and test the outcome of the code and help them to debug the programmes if something unexpected happens.

Why is it critical for the next generation to be tech creators, not consumers? According to Steve Jobs, "everybody should learn to program a computer because it teaches you how to think." Learning to program a computer does teach children how to think about problems and how to visualise complex structures. Learning how to parse data is an incredibly valuable skill. Ability to code lifts the curtain and lets children peer behind the scenes.



Our young programmers in lower KS2 use more advanced features of Pro-Bots to add repetition to streamline their programs. They start to code using the visual programming language Scratch/Tynker and use conditional if/else statements, with loop and nested loops to decompose and solve complex problems. This programming interface allows programs to be built by simply dragging and dropping puzzle blocks to represent complex programming constructs and commands. In Year 4, they are also introduced to handling random numbers and program using variables to keep score, one of the most challenging tasks in computer programming. In programming, a variable is a value that can change, depending on conditions or on information passed to the program. They also work with an advanced set of programmable robots called Dash, Dot and Sphero SPRK+, which adds a new dimension to learning 'systems and control' technology. The children are enthusiastic about robotics programming; it allows them to build and explore complex challenges and solve them using code.





Creativity is one of the strongest motivations for a computer science learner, and the challenge arises when children begin to advance and grow out of block-based coding. Therefore, we introduce text-based coding to upper KS2 children. In Year 5, children combine conditionals, nested loops with functions to achieve greater depth of problem-solving skills through coding. A function in coding combines many instructions into a single line of code that would otherwise require many steps to accomplish. They learn the basics of coding in Swift programming language using the iPad app Swift Playgrounds. Swift is one of the fastest growing programming languages created by Apple for building iOS, macOS, watchOS and tvOS apps. Upon gaining the basic understanding of Swift, they then translate their coding skills into real life commands to code Dash and Sphero SPRK+ robots using text-based coding in Swift.

Year 6 children learn the fundamentals of HTML, CSS and Javascript as a solution to the problem of how to communicate both the content and structure of a website to a computer. HTML provides the basic structure of sites, which is enhanced by CSS and Javascript that control the behaviour of the elements of the site. They use Codemoji and a web development course to complete HTML and CSS challenges, before moving towards developing Javascript apps and games using Bitsbox. Introductory Javascript helps them build complex apps using functions, dot commands, variables, arrays and conditionals. They also get an opportunity to get their hands on beginners Python programming using Codecademy.



There are many ways for children to continue their exploration of coding outside of school, for example by accessing various coding apps using iPads, such as Tynker, Hopscotch, ScratchJR, Swift and the freely accessible online coding tools such as Scratch, CodeMonkey, Tynker, Code.org, Codecademy. Hardware-based coding kits such as Osmo Coding, Puzzlet, Kano, LittleBits, BBC's Micro:bit, Makey Makey are also useful in developing computational thinking mindsets within the 6-11 age range. However, the most important support remains showing an interest in what your child has begun to do at school, because "Every expert was once a beginner."

Year 5 Adventurers : September Surf Trip

By Jeni Wong, Year 5 Teacher, British Primary Section



As part of the Learner Profile in the British Primary Section, Year 5 decided to embark on a surf trip to allow the children a first-hand experience of being adventurers and risk takers.

What is the Learner Profile of the British Primary Section?

The Learner Profile is a set of attributes and values co-constructed by the students, staff, and community at the heart of the British Primary Section. As times change, so must education, leading the concept of the 'unique child', which has been the mission of British Primary for many years, to evolve with the future in mind. The Learner Profile fosters positive attitudes to lifelong learning which are respected worldwide.

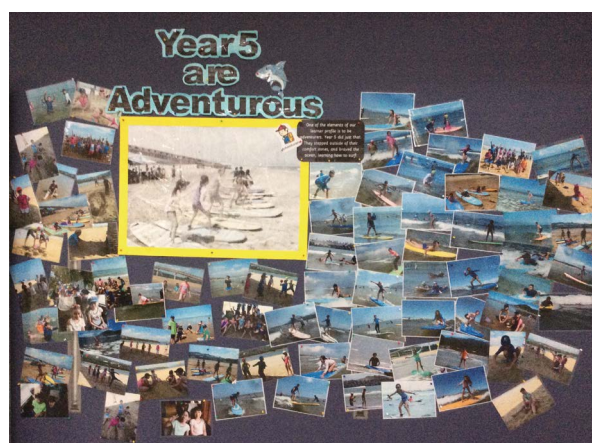
Through a process of consultation within our community, the Learner Profile has been created to enable our students to foster the best possible attitude to life-long learning. Our community is aware that future success is not just about the academic marks you receive. The future education our students receive will hinge on their ability to cope, adapt, strategise, connect and behave in ways that are respected worldwide.

At TES, our Learner Profile consists of :

Thinkers, Adventurers, Communicators, Global Citizens, Healthy, Future Focused

The TES values of Respect, Responsibility, Perseverance, Participation, and Creativity are an integral part of our Learner Profile. Accompanying the TES values, Empathy and Integrity are also emphasised within the British Primary Section.

These characteristics are firmly embedded in our British Primary (Mastery) curriculum, visible in learning, behaviours and actions. We encourage our community to live and breathe these attributes and consciously consider them as part of their daily interactions. Through the learner profile, our students are enabled to thrive in whatever future situation is presented to them.



Why Adventurers?

Learner Profile Characteristic	Icon	Words to describe	What it means to the students
We are ADVENTURERS	 Adventurers	Risk takers Resourceful Committed Courageous Resilient Active Challenge Explore Confident	I can take risks. My learning is an adventure and I must take risks and challenge myself. I am confident to explore new experiences and use my learning skills to help me. I am not afraid to try.

Why Surfing?

Without a doubt, surfing embraces many attributes that we would like our children to have. As well as the adventurers/risk-taking side, it has many additional benefits, such as health and exercise benefits, building resilience and being close to nature. A widely circulated quote about surfers states the following, and indeed it does resemble a great deal the values we are instilling in our children :



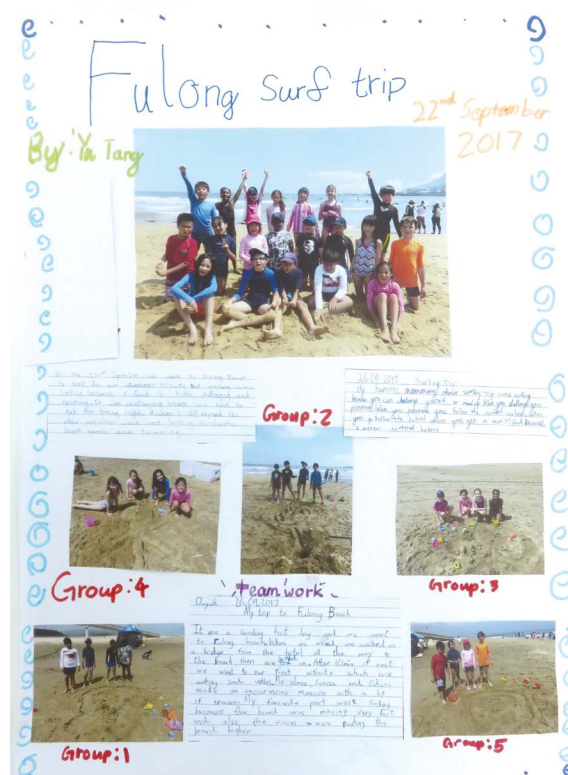
"There are no more committed people on the planet than surfers. We fall down a lot. We turn around, paddle back out, and we do it over and over again. Unlike anything else in life, the stoke of surfing is so high that the failures quickly fade from memory." Gary Sirota.



Our Adventurers trip also gave the children many other opportunities to exercise other values and attributes. A snapshot of some of the adventure trip activities with their benefits included :

- *Surfing (risk taking)
- *Beach sand sculptures competition (creativity)
- *Beach frisbee/ball games (participation, teamwork)
- *Swimming (being active, staying healthy)

An amazing trip was had by all and a big 'Thank you!' goes out to Mr Robinson for organising the trip and all the parents who generously gave up their time and assisted us.



MJ Kids :

Making Kids Happy with Hip Hop

By Sabrina Lepreux
MJ Kids Lead Teacher

In 2009, my first year at TES, there was no Hip Hop dance club at school and so I thought to myself 'let's go and create one!' The students began to join me for dance during break and lunchtimes. Throughout the year, more and more students became involved and we even put on a small performance at the end of the year. After our performance, the students decided it was time to name our group. The name 'MJ Kids' was chosen as we began to dance to Michael Jackson's songs. This was the evolution of the MJ Kids and the beginning of Hip Hop dance at TES. The MJ Kids has continued to dance during lunch breaks with the French Section students.

Hip Hop dance refers to a style primarily performed to Hip Hop music, which evolved in the African American communities of New York in the 1970s. Hip Hop music itself is a blend of several international origins, for example rhythm 'n' blues, funk, soul and many other styles. It is influenced by traditional dance in Russia, French and American jazz, and martial arts in Asia. That's why it encompasses so many moves!



TES, with its multicultural background, proved to be the perfect setting for strong receptivity. French Section students of all levels, from six to ten years old, jumped on the Hip Hop bandwagon to express their inner rhythm to fresh beats. The students continue to practice once a week for 40 minutes during their lunchtime.

As dancers, we always hope to be surrounded by mirrors in order to observe our dance routine and also to have better control of our body movements. Hence, mirrors were installed by the school in the basement area of the central administration building. We were so delighted and feel it has improved our dance environment immensely .





Our dance group has performed at the Christmas bazaar and has also raised funds for the Race Against Hunger by giving a special performance, the proceeds of which went towards the charity. In addition, they have performed for the Shilin International Cultural Festival and for the Taipei 101 Christmas Market. Appearing as MJ Kids, the students were asked to perform at Taipei City Hall for the Taipei City Government Press Conference for the Universiade. It was a great success that united different groups of students, both boys and girls, of various ages and with diversity across gender, age, and linguistic backgrounds.



Over time, students fine-tuned their ear to recognise different instruments and musical genres within Hip Hop. They also developed greater control over their motor skills in order to master some of the more intricate dance movements. It was tough work that demanded lots of energy, but the students brought it! With growing fervor, the students are excited to perform their latest moves for you.

Alumni Spotlight



Jyana Tata, Class of 2006

General Manager of Compass Ocean Logistics

One would usually indulge in school nostalgia as we move on in our lives, however in my life's journey school has remained a part of my life. TES was not just a school to me, it was where I grew up, it's my home, my family and most importantly where all my greatest memories remain.

I started attending Taipei British School (TBS) from Year 4, which is now the Taipei European School. We only had one campus (the old Wenlin building) and many of you probably won't remember it; I wasn't there for long. By Year 6, the new building in Yangminshan (which is now the Secondary Campus Phase I building) was ready for us to move in. Back then, most of the surrounding area was empty, green land and across the street was a beautiful hill, where today stands the Phase II building.

I continued my studies all the way through until graduation and I watched the school grow from TBS into TES. A part of me never left school, as my brother Ahmad was still attending after I graduated. Even today (almost 11 years after graduating) my little sister Julia is in Year 7; I can also say that when I do have kids, no need to think twice about where to send them. Meaning I get to continue my never ending connection to the school.

Growing up, my friends changed very frequently, as is common in international schools. To this day, I can never relate to people who have lifelong best friends. Now that I've matured, I realised it's not such a terrible thing after all! I may not have a best friend who knows absolutely everything about my life.

But what I do have is countless friends from all backgrounds and cultures, which I find very rewarding. We don't only gain our education from the classes in school, but the students around us are also a big part of our education. I recall being friends with most students in school regardless of age or year group. Because of this I developed social skills, confidence and the lack of fear for public speaking. Today, these factors play a major role in my career and I have TES to thank for making the school environment a safe and welcoming place, where we all felt like one big happy family.

I'm currently living in Taipei, but I don't spend much time here as I'm constantly travelling for business. I'm the general manager of an international logistics company and every day has been an enjoyable adventure for me. Being on the road can be exhausting, but I'm grateful for the experience, it's also inspiring to get a chance to expand my knowledge and meet interesting personalities within the industry and its network.

With the opportunity to travel frequently, I can meet up with TES alumni and we get to travel down memory lane together. I hope to see many more of my friends across the globe on my journey. To the class of 2006!





Finding Career Success

Fredrik Lee, Class of 2011

Co-founder of Collars Hospitality

The competition in the marketplace is sky high – how do we get ourselves ahead of the race? One of the biggest worries for teenagers today is their future and the career path they choose to undertake. Often, within such competitive environment, only the strongest will remain, while others are forced to seek out alternative arrangements.

My education really only started in my senior years at TES. The majority of my childhood was dedicated to my sporting career in Australia; knowing that playing in the Nationals would nurture me to become a professional one day. My sporting career came to an abrupt stop when I sustained a severe leg injury during my peak. Just like the ever-changing market place, nothing is ever certain. Thus, you will always find yourself adapting and seeking new opportunities in the business world.

In life, you may have plenty of choices and people to seek out for advice, but the ultimate hurdle you must overcome is your own self. We all have something in common and that is the fundamentals that our parents bestowed upon us. Studying at such a reputed educational institute will undoubtedly prove to be the development of your personal foundation. However, it is down to each individual to utilise their own credentials by executing a strategy to create a 'unique selling point' (USP) for others to notice.

To create such a USP, you must follow your own morals and passion. Your morals will pinpoint the direction you take and your passion will sustain your competitiveness.

Hospitality is a passion that I have found – a quality that has been with me for quite some time now. Working within the industry generated much ambition to have my own establishment one day, where I could recall the combination of positive aspects into my very own workplace. That is how the birth of '[Collars Hospitality](#)' came about. Collars Hospitality is an innovative hospitality management company that promises to uphold its genuine Thai hospitality, because our team serves more than hospitality, we serve life experiences. Collars' dream is to become an industry leader.

People often ask me "are you sure you are ready to start your own business now?" My reply will always be "If it is not now, then it is never." Having an entrepreneurial mindset may be too ambitious sometimes and I might not have the answer to that question. But what I do know is, I have the passion for hospitality, with the corporate goal of serving life experiences to our customers.

The greatest success is only viable through all the failures one has conceded. In a nutshell, that pretty much sums up my journey so far. Your knowledge can only get you so far, but with the right mentality, attitude, creativity and adaptability, you are only going to build confidence in yourself.

Good luck in your illustrious careers ahead. Just like any hospitality professional would say, be curious and have faith in your abilities to create a successful career.





Fond Memories of TES from Yale

Vernon Lin, Class of 2014

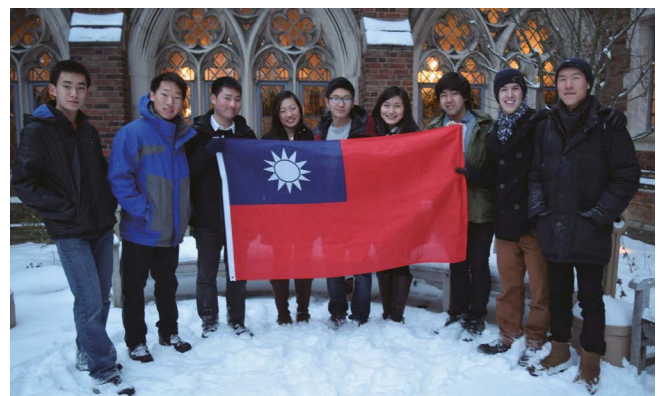
Studying History (pre-law) at Yale University

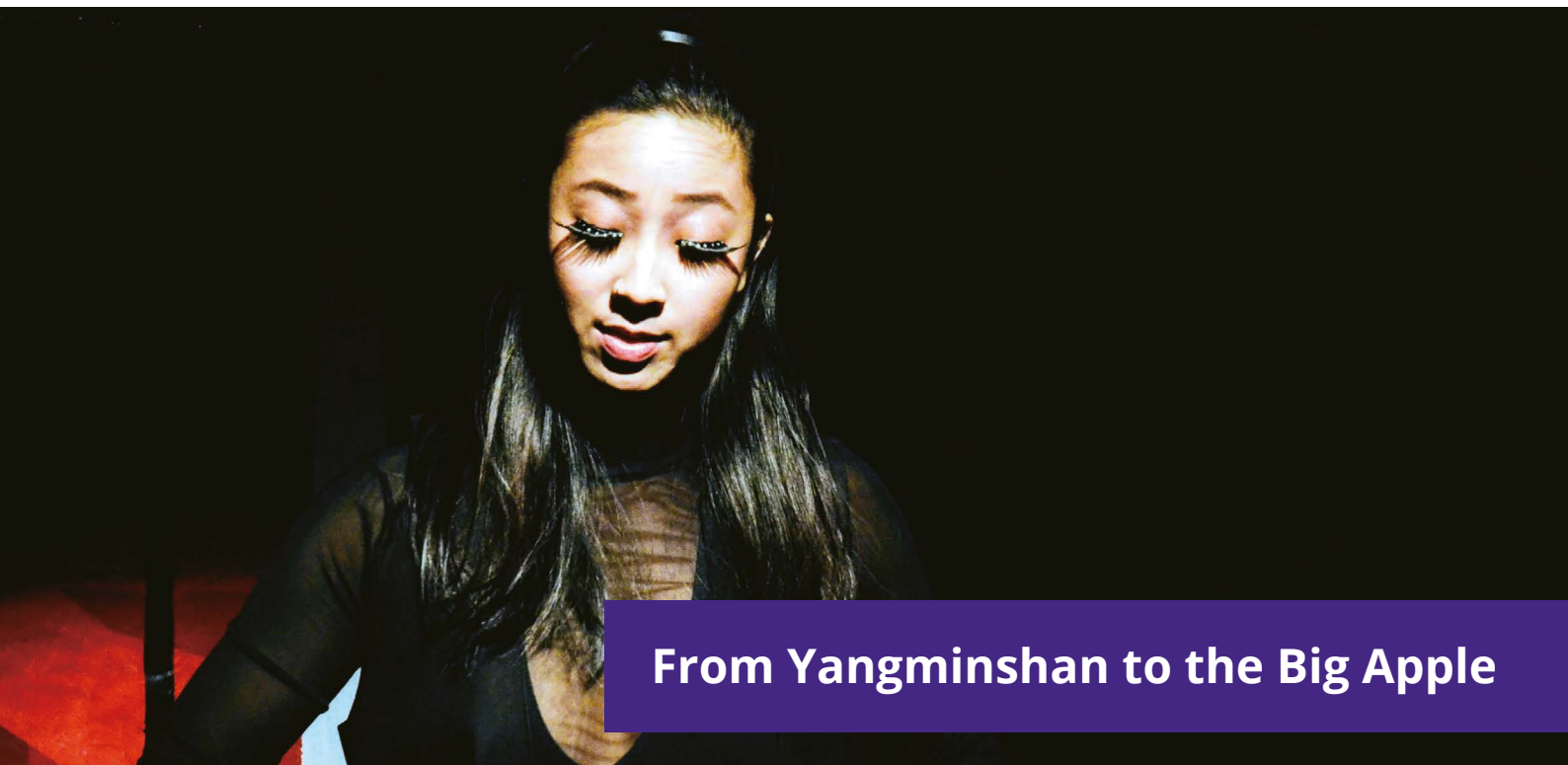
On certain days, it feels like TES was yesterday. On others, I still can't believe that it's only been four years since I, along with my fellow graduates of 2014, left Yangmingshan behind as alumni. As I have seen on visits back to the ESC over the last few years, much has changed. The football field is no longer there, the Phase 2 fourth floor study area has been furnished beyond recognition, and many of the teachers, and indeed most of the current students, are now strangers.

Yet, a strong sense of familiarity still pervades. IB Learner Profile posters still cling to the walls of every classroom and the TES Titan still hangs from the railings in the gym, introduced by the Student Council towards the end of my high school career. To me, however, the sustained bond with TES transcends mere physical cues.

As I approach the home stretch of my four years at Yale University and look to enter a postgraduate program in Law, I still find myself applying to my academic writing the Point, Evidence, Explanation analysis (fondly remembered as PEE), which my English teachers at TES strove to ingrain in me throughout Key Stage 3. As a Bachelor of Arts candidate in History, I frequently rely on the source analysis techniques provided to me by the training in IB Higher Level History. Beyond academics, I bring up my experiences attending international school halfway across the world as a common talking point with international students from all over the world, here in New Haven, Connecticut.

While it's inaccurate and ridiculous to say that I never left TES, there is great truth in saying that TES never left me. My fellow Class of 2014 alumni and I will always see Taiwan as our home base – and TES was a defining feature of that home. Beyond meeting up with friends in Taiwan over summer and winter breaks, I look forward to maintaining the connections from TES beyond college graduation. I feel extremely fortunate to have attended TES, a school that fosters friendships from preschool through IB and a community that is international in every sense of the word.





From Yangminshan to the Big Apple

ChiWen Chang, Class of 2014

Studying Theatre/ Business of Entertainment Media and Technology
at New York University

After studying and living in New York City for the past three and a half years, I will be graduating a semester early this winter with a Bachelor of Fine Arts in Theatre and a Minor in the Business of Entertainment Media and Technology, and I can confidently say that pursuing my studies at NYU has been one of the most rewarding decisions I have ever made. Not only have I had the privilege to be studying acting, directing, design, dance and playwriting in a conservatory program, but on top of that, I've been able to do it in one of the most exciting and culturally-rich cities in the world. What initially drew me to NYU was its esteemed Drama program, but it was also important to me when choosing schools to be able to have a balanced liberal arts education, as well as a focus in the arts. In addition, I really like that it's a city campus, because it feels like you're not just in school but also an adult in the real world, especially with the fast-paced hustle of Manhattan. As someone who enjoys being busy and having a lot of things to do, Manhattan is perfect because of how quickly everything moves and because there is always, always, something going on, somewhere to go, and somewhere to eat at any given time in the city. As cheesy as it is to say, New York is definitely filled with endless possibilities, which I think makes it an ideal place of study and self-discovery.

Moving from TES to NYU wasn't actually as huge of a gearshift as I had expected besides the specialisation of classes according to my major. The transition from high school to university was pretty smooth for me, considering I was going from an international high school to an international university/city.

It was more a question of things just being bigger and being able to meet so many more people who are passionate about the same things as you.

Doing IB in high school helped equip me with a strong set of skills in essay writing, presenting articulate arguments and ideas, and most of all, time management. Being a Theatre major, the workload in university is undeniably different than for students in other fields of study, since I'm more often in rehearsals and workshops than reading textbooks. Still, I think that the disciplined work ethic I developed while being knee-deep in TOK, service projects, extra-curricular activities and the house system (Go Bora!), allowed me to learn how to juggle and balance my different commitments, which I've found to be very useful in university. I have learned so much from being at NYU, but most importantly, to fearlessly pursue new interests and stay delightfully curious, because university is meant to be your time to explore. I've learned to ask questions unapologetically, find what motivates me, take time for myself, and to develop my own voice as the type of artist and person I wish to be in the world.





Combining Work and Study in Switzerland

Marie-Beatrice Blanc (BB), Class of 2016

Studying International Hospitality Management
at Ecole Hoteliere de Lausanne

Hello everyone!

It's very nice to have the opportunity to connect with TES again, as it was a very special nine years of my life. I am a TES alumna, having graduated with the class of 2016 and life after TES has been amazing so far. I chose to undertake a Bachelor of Science in International Hospitality Management at the Ecole Hoteliere de Lausanne, a prestigious hotel management school in Switzerland. Hospitality management is very interesting and new compared to the things we studied at TES. However, of course the environment of TES prepares us for the workload and busy schedules at university.

In my first year of university, I got the chance to take part in a six-month operational internship at a 5-star resort in Greece, where I learned tremendous amounts about the industry and people, as well as living and life in general. The experiences I went through were sometimes rough but life changing and the good times were so good. I also met people I still remain in contact with. I had the chance to work as a waitress, hostess and a food runner and learnt a lot about large hotel operations.

Lately I am back in Lausanne, continuing my studies in school and participating in several committees and activities. Everything is going very well and hopefully some more TES students will consider Switzerland as part of their university destination options.

Thank you very much for this opportunity to stay connected.



PERMAH Champions at the Secondary Campus

By Paul Wright, Psychology Teacher and PERMAH Champion

PERMAH is a wellbeing model aimed at helping students and staff flourish at TES. The model comprises Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health. The implementation of the model at our school has been facilitated by Clive Leach, who has worked with the secondary school teachers over the past two years to integrate elements of PERMAH within school life.

To support the school's wellbeing initiatives, a group of 'PERMAH Champions' was established to improve the wellbeing of staff, student and parent communities through the implementation of engaging activities, policies and day-to-day changes. The PERMAH Champions group is now into its third year and the number of members has grown. The Champions meet twice termly to reflect on the many aspects of school life and to feed back ideas that have been generated when speaking with people from the TES community. Action plans are formulated and proposals written which are then put into motion once approved.

Some recent initiatives have included Mindfulness and Brain Breaks for use in the Classroom (activity carousel), assisting with securing a school bus to bring staff to school, organising wellbeing focused areas for teachers during Values Day, researching venues and activities for an end of academic year secondary staff party, leading sessions focused on helping H4 students deal with school work related stress, staff language exchanges, and producing a video to show staff how to fix the coffee machine (to paraphrase a staff member: "One of the most helpful videos seen recently").



The PERMAH Champions (10 of the 17 strong team)

(Back row from left: Paul Lee, Neil Harris, Bob Reynolds, Paul Warren. Front row from left: Ian Armstrong, Rowena Bracken, Grace Kennedy, Yoko Tsai, Tina Kamei and Paul Wright. Absent members: Edwin Kyle, Erin Nicolls, Nicola Bingham, Ryan Jordan, Sean Kenny, Silvia Saez Ramos and Stephanie Gaudin)

Through initiatives such as these, the PERMAH Champions group hopes to address 'small' issues that contribute to the 'bigger picture' of wellbeing at our school. The PERMAH model, which has been adopted by many schools and businesses worldwide has been proven to improve satisfaction and contentment amongst staff and students, meaning that everyone within the organisation has a greater chance of 'flourishing'. The notion of flourishing students, staff and the wider TES community is something that our school takes very seriously, as we believe it is not merely academic success that makes us great.



Bonfire night led by Tina Kamei



Mindfulness and brain breaks for use in the classroom, activity carousel lead by Paul Wright

A Sensational Season of Sport

By Kwok Chow, ESC Head of Sport

The first season of sports at TES saw the Titans play their first ever overseas Varsity Volleyball Tournament at UWC East Campus in Singapore, the first Inaugural Primary Taiwan International School Sports Association Football Tournament, and the TISSA High School Badminton Tournament. We had great success, with Varsity Boys winning the East Dragons Friendship Champions Trophy and the U9s winning the TISSA Football Champions Trophy. We also had over 250 students and over 23 teams competing in Volleyball and Football, from Year 7 to H4 in Season 1 TISSA tournaments. On the right is the Match Report from a Year 3 student from his first ever TISSA Tournament. GoTitans!



Varsity Boys Football Team





All three teams from the Y8 Girls TISSA Volleyball Tournament

My First Ever TISSA Tournament

Luke Chow, Year 3

At the start it was great practicing my passing and shooting before the first game. Mr Doyle, our coach, was keeping us motivated by telling us how to defend, tackle and 'stay steady'. We won the first game and the score was 3-1 against MAT, but lost our second game. In our final group game, I managed to score in the last seconds to put us into the semi finals. I still felt very nervous and excited, as my family was watching me play in this semi final. Chester was awesome and he scored two goals to put us into the final and we played against Trevor's team, who were TES1 and we were TES2. We lost the final 1-0 and I was crying, but I remembered I was still getting a medal and I cheered up! I want to say a big 'thank you' to Mr Chow for organising it and to all my fantastic and brilliant coaches who taught me how to defend and attack: Mr Robinson, Mr O'Connor, Mr Doyle, Mr Harris and Ms Kyle - big hugs.



U9 TES 1 Champions



Varsity Boys & Girls Badminton Team



U15 FOBISIA Team



Varsity Girls Volleyball Team

Coaches Corner

Volume 4 : Grit

A column devoted to talking about character and sport

By Jared Duxfield, ESC PE Teacher and Coach

Ray Allen was one of the greatest basketball shooters ever in the NBA. His three point shot was beautiful, smooth and consistent. If you looked at him shoot a three point shot ten times, it would look like a replay of exactly the same shot, because he was so consistent in his technique. When people commented that Ray had been blessed with a beautiful jump shot, he was angry, and replied, "Don't undermine the work I've put in every day. Not some days. Every day." (Bleacher report.com, 2011) He also once said that lots of people want to be like Ray Allen, but few want to do what it takes to become like Ray Allen. Ray Allen was no doubt born with talent, but he knew that his success was ultimately less about his talent and more about his relentless work ethic and drive, in a word, his 'grit'.

Angela Duckworth has recently brought Grit to the attention of many and it's become a buzzword in education as a whole and certainly at TES, where all teachers last year read her book entitled Grit. She defines grit as, "a combination of passion and perseverance" (TED.com, 2011). Duckworth did extensive research in a variety of contexts to determine what type of individuals are successful. She states, "One characteristic emerged as a significant predictor of success...it was grit." In the military, in sales jobs, in study, and a number of other different contexts, it wasn't IQ or physical strength or good looks which determined the outcome, but rather success was closely associated with the grit of individuals taking part.

In 2016, I coached the U13 Boys FOBISIA Basketball Team (pictured). This was undoubtedly a talented team. Many of them had been involved in a Year 7 team which had easily won the TISSA Championship the previous year. But it was more than just natural talent. They were willing to work hard at every practice. They spent countless hours on their own, outside of our team practice time, working on their skills. When early morning or Saturday practices were called, they were there early and ready to learn. Our school seasons are short and leading into this tournament, we had a very limited time to prepare. In the last week we called an extra Saturday session and in that time we learnt how to do a 2-1-2 full court press. Everyone came, worked hard and learnt it well. When it came to the tournament, our first game was against the team from Ho Chi Minh. We were a more skilled side, but they had a well organised zone defense which we were struggling to score against and the game was close and tense. We called the 2-1-2 full court press as a way of scoring some quick points and it worked.



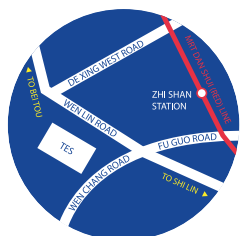
We pressured them into mistakes, leading to turnovers and easy baskets for our team, securing the game. That team went on to dominate the rest of the tournament, winning every other game easily. Without that grit displayed in turning up to that extra practice, we could have lost that first game and the outcome would be very different.

Ritchie McCaw is widely regarded as one of the greatest rugby players from the famous 'All Blacks' rugby team of New Zealand. He captained the All Blacks at the 2007 World Cup, in which they were favourites to win. The tournament was a disaster for the All Blacks, losing to France in the Quarter Finals and being eliminated in their worst ever result. McCaw was widely criticised for his leadership role in the defeat. McCaw continued, however, to captain the side, constantly striving to learn and improve. In the 2011 World Cup, he again captained the side and despite playing with three broken bones in his foot, he led them to a famous victory. In 2015, he repeated the feat, leading the first team in history to win the title back-to-back. He's been called the greatest player of his generation and twice won World Player of the Year. McCaw was not the fastest, strongest or most skillful player. What he had, however, was a determination and relentless pursuit of excellence which allowed him amazing levels of success.

Grit is obviously a key to success in many contexts, not just in sport. In the TES Physical Education Department, we aim to foster grit in sport which is transferred to all areas of life. We want to see students who demonstrate grit in their studies, in their friendships and family relationships, in reaching their health goals, and in all other pursuits in life.



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 or (0)2 8145-9007 extension 1115.



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