

C NNECT

2020 WINTER



Into the Dragons' Chamber: Learning Through Doing



Designing Robots to Fight Against COVID-19



The TES Counselling Centre - Who We Are and What We Do

CEO Greetings

As we come to the Christmas break it is nice to take a little time to reflect on where we are as a school. Unlike most of the world we have had no disruptions at all to our education and long may that last for the sake of our collective sanity. With COVID-19 cases worldwide largely out of control, the Taiwanese government's measures look more and more remarkable by each passing week. The holiday period, continuing until after the Lunar New Year, will be a testing time and your collective vigilance will be appreciated by the TES community and Taiwan. With some vaccines in sight we can only hope that the worst of this situation will be over at some point in the new year.

In TES, there have been many changes and I have to say that things have been running very smoothly. The new building at the ESC, the new entrance for infants at EPC. New lunch and bus programmes for all and what I see as better Co-Curricular Activities at EPC have all been very successful. Behind the scenes we have a new school management system (PowerSchool) and a new website coming online (provided by Finalsity). After much struggling with communications through email, I believe that we are all relieved to finally have solutions, at least in part to these long-term problems.

In the classrooms there has been much investment in IT infrastructure and training for staff so that they can maximise the benefits for your children. I am starting to see some of the fruits of all these efforts.

We have continued to improve the help for our students and the new 'Counselling Centre' is proving to be a great addition for all sections. The work on child safeguarding and protection has highlighted some of the problems and challenges that young people face. Our co-ordinated and unified approach to this is proving to be invaluable, again for all sections.

And so I will come round to wishing you a great holiday period combined with a healthy and prosperous new year.

David Gatley
CEO of Taipei European School



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Learning Through Doing



Creative Learning

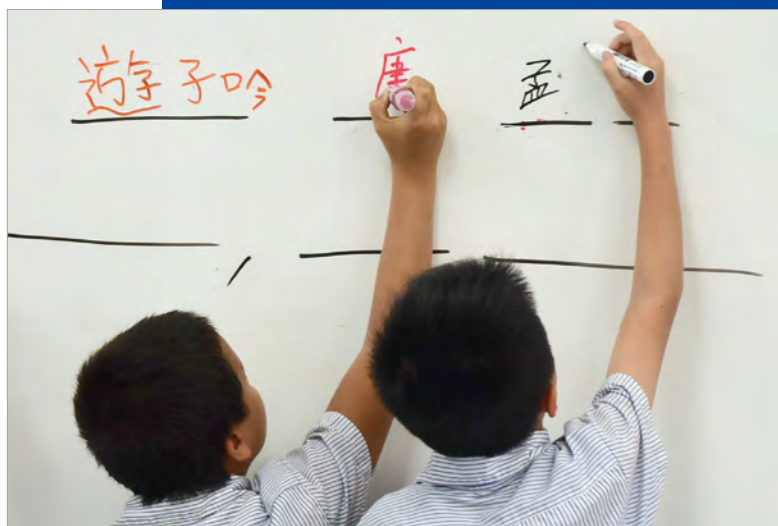
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CONNECT

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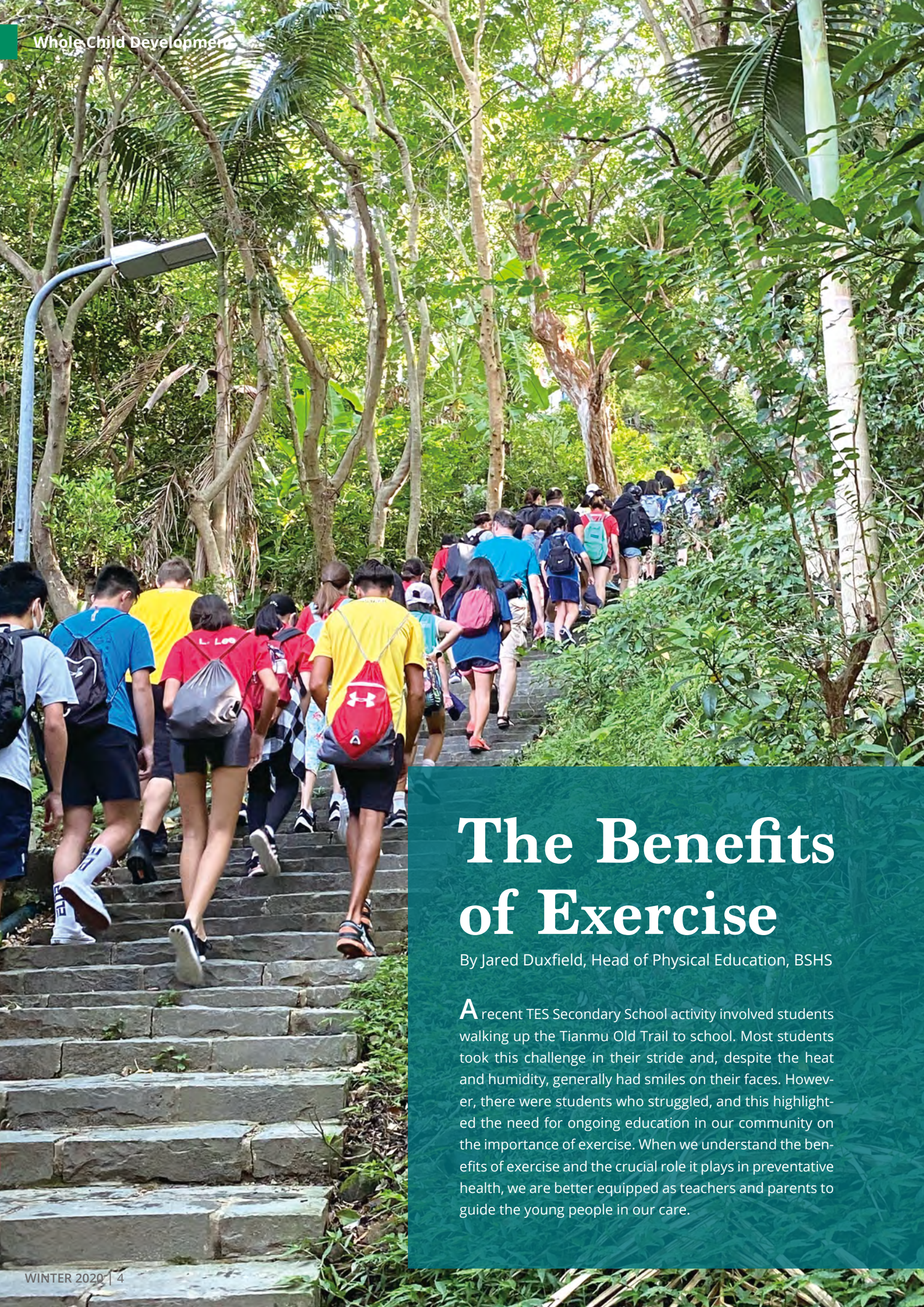
Chief Editor | Kerry Nockolds

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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 UK, 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



The Benefits of Exercise

By Jared Duxfield, Head of Physical Education, BSHS

A recent TES Secondary School activity involved students walking up the Tianmu Old Trail to school. Most students took this challenge in their stride and, despite the heat and humidity, generally had smiles on their faces. However, there were students who struggled, and this highlighted the need for ongoing education in our community on the importance of exercise. When we understand the benefits of exercise and the crucial role it plays in preventative health, we are better equipped as teachers and parents to guide the young people in our care.

Most obviously, there are many physical benefits to regular physical activity. Hypokinetic diseases are associated with inactivity¹. These diseases include coronary heart disease, strokes, hypertension, obesity, Type 2 diabetes and osteoporosis. Heart disease alone is listed as the second biggest cause of death in Taiwan² and the biggest cause of death in the US³. There is evidence to show that regular exercise, along with other healthy choices, greatly decreases the risk of developing heart disease⁴. Likewise, evidence that it can decrease the occurrence of the other listed hypokinetic diseases is also well documented^{5,6,7,8,9}. Being middle-aged myself, I've been fortunate enough to not have experienced these health issues, but am starting to see the tragic results of poor exercise choices in my parents' generation. The exercise choices made and habits formed in youth influences one's physical health for life.

Perhaps less obvious are the non-physical benefits of regular physical exercise, namely mental, social and academic benefits. There are many documented benefits of exercise on mood. Specifically, evidence suggests exercise decreases feelings of anger, anxiety and depression¹.

A lot of our students experience strong feelings of pressure, particularly as they reach the IB diploma in their last years of High School. This often leads to feelings of anxiety which can often be overwhelming and detrimental to both their health and their academic performance. Maintaining a schedule of regular exercise could greatly benefit students' wellbeing and ability to achieve.





Socially, there are many benefits in being physically active, especially in the way that it leads to increased confidence in situations such as interacting with others. When involved in team sports, many social skills such as communication, leadership and teamwork are honed, tested and refined. Through competitive situations, skills such as dealing with pressure and disappointment are developed. In terms of academic performance, studies have found evidence of an improvement in both cognitive function and academic performance through exercise, and especially with regular, long-term exercise¹⁰.

Here at TES, we provide a comprehensive Physical Education programme as part of the education of all students up until the end of Year 9. One of the core philosophies we adhere to as PE teachers are to maximise the physical activity time during those lessons. However, what we do in class is not enough alone.

The National Health Service (NHS) recommends 'Children and young people aged 5 to 18 should aim for an average of at least 60 minutes of moderate intensity physical activity a day across the week'¹¹. As parents and adults, it's our challenge to ensure that this happens. My recommendation is that students find things which are convenient to them and which they enjoy. This could be anything from playing tag to going for a brisk walk, or playing a game of basketball.

Staying physically active is a challenge for all of us, but one which is well worth the effort for our physical, social, emotional and intellectual health.



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Eco-School 2020

By Philip Dawson, Eco-School Coordinator

Over the last few years, the TES Primary Campus has strived to become more environmentally-friendly and the Eco-School project has been instrumental in that. The TES Eco-Committee is back in full flow this new academic year, with a lot of new faces joining the committee. For the first time, they have also invited some parent representatives to join them on the committee to help expand their work beyond the walls of the campus and into the lives of our school families and the local community.



ECO ACTION WEEK



MONDAY
16 NOV



GREEN
THE SCHOOL

TUESDAY
17 NOV



EARTH
HOUR

WEDNESDAY
18 NOV



PLAY
YOUR PART

16 - 20
NOVEMBER

THURSDAY
19 NOV



WRAPPER
FREE DAY

FRIDAY
20 NOV



SUPPORT FOR WORLD
CHILDREN'S DAY





The Eco-Committee members have already been working on a sustainability audit from the school and have made some very interesting findings. There are areas where, as a school, we are very very good - the Taipower award for energy-saving attests to this. But, of course, there are areas for improvement and they are the ones that the Eco-Committee has been focusing on. Some ideas have already been put into action, and more will be announced about this when the final Action Plan is published before Christmas.



In addition to working towards the Green Flag award, the Eco-Committee are focused on working on sustainability projects in school and the community in collaboration with local partners. In October, a small group of the Eco-Committee students and staff went to Baishawan and collected a massive 150kg of rubbish in one morning! Another initiative is to increase the number of recycling bins on campus. These new bins will also feature designs drawn by our Primary Campus students to designate them as recycling bins.



The TES Eco-Committee is committed to their task of making TES into a model Eco-School. They would also like to encourage all of our school stakeholders to get in touch with any comments or suggestions they have for how this can be achieved.



Using Character Strengths in an Educational Context

By Rowena Bracken, Head of Positive Education, BSHS

"The use of signature strengths elevates individuals' harmonious passion (i.e. doing activities that are freely chosen without constraints, are highly important, and part of the individual's identity). This then leads to higher wellbeing". (Forest et al., 2012).

Have you ever been asked what your strengths are? Were you able to give a response? A recent survey in the UK highlighted that only less than one third of people could speak about their strengths and state what they are good at. As an educator, this surprised me greatly. How could anyone go through an interview process, set themselves goals, or overcome challenges if they don't know what they are good at?

Helping young people navigate the challenges of life and finding purpose in what they pursue is often left out of school curriculums. Positive Education was introduced as a part of the British Secondary and High School (BSHS) curriculum in 2017. Since then, every student has studied a wide range of topics that aid both the promotion and understanding of wellbeing. As Head of Positive Education in the BSHS, I take pride in the knowledge that we are cultivating a curriculum that helps students question and cultivate their strengths. Providing a language that young people can use confidently when articulating their strengths is key to great learning.

The Virtues In Action (VIA) Character Strengths drive much of our everyday conversations and learning around wellbeing in the BSHS. The creation of the VIA Classification of Character Strengths and Virtues emerged in 2000 as a result of a collaboration between Dr Martin Seligman and Professor Christopher Peterson. The result of their work was a comprehensive typology of six virtues that compose an individual's character. These are: Knowledge and Wisdom, Courage, Humanity, Transcendence, Temperance and Justice. These were identified as core characteristics valued by moral philosophers and religious thinkers across time and world cultures (Peterson & Seligman, 2004).





Knowing our character strengths can help us manage situations with greater control, enhance our physical health, improve our wellbeing, and assist us in developing positive relationships on a day-to-day basis. Research shows that harnessing our strengths can buffer us from vulnerabilities that lead to anxiety. Introducing character strengths early in life has proven to be beneficial. In a study of 319 students aged 12 to 14, researchers found that adolescents who participated in exercises based on character strengths experienced significantly increased life satisfaction compared to non-participants (Proctor, Carmel et al., 2011).

TES students take part in a range of strengths-finding activities, including the annual celebration of Character Day. On this day, staff and students come together to explore how character strengths both connect our community and highlight uniqueness. Guest speakers are invited to share their experiences of cultivating their strengths. Academic, creative and practical tasks are devised by students and teachers to provide opportunities for learning and flourishing.

Furthermore, we have over 18 members of staff who, for the past two years, have worked together as a Professional Learning Community to investigate the research on strengths and how to best apply this in the classroom. Lessons on cultivating 'signature strengths' provides opportunities for students to reflect, analyse and gain greater self-confidence and awareness. Other teachers use strength-based reflections on assessed work. Reflection on written teacher feedback plays an important role in students taking ownership of their learning and progress. This ownership goes to another level when students utilise their own character strengths when self-evaluating.

If you would like to discover more about VIA strengths and perhaps learn what your own strengths are, visit viacharacter.org. Remember, 'When you know your strengths, you can improve your life and thrive. Research reveals that people who use their strengths a lot are 18 times more likely to be flourishing than those who do not use their strengths' - VIA Institute (2020).

Into the Dragons' Chamber: Learning Through Doing

By Stephanie Wong, H3, BSHS

Inspired by similar programs worldwide, including the United Kingdom's Dragon Den and the United States' Shark Tank, Taiwan's Dragons' Chamber is an event designed to allow foreign entrepreneurs to combat the challenges of start-up funding and gain exposure. The success of Dragons' Chamber Taiwan over the last four years was reflected in TES BSHS's very own variant of the event, with eight rival teams of four to five Year 9 and H1 students judged by none other than Elias Ek, Revital Shpangental, and Taipei European School CEO David Gatlley. Elias and Revital, co-organisers of the official Dragons' Chamber event in Taiwan, are experienced in the support of foreign entrepreneurs, and established businesspeople in their own right. Elias is the CEO and co-founder of En-spyre, a business-to-business telemarketing company, as well as the author of the book 'How to Start a Business in Taiwan'. Revital is the CEO and founder of Anemone Ventures, which connects technology companies to local enterprises here in Taiwan, and the current Women in Business chair for the British Chamber of Commerce in Taipei.



These student teams spent the 15th and 16th of October at school, off timetable, meticulously crafting and refining a business idea with the assistance of eight H3 mentors. The final goal was a presentation of their idea to the three Dragons. A complex exercise in critical thinking, the task at hand was challenging and time was limited. Choosing between the themes of climate change or equality and with the baseline 'in Taiwan, for Taiwan or by Taiwan', these students-turned-entrepreneurs had to take into consideration the Taiwan-specific issues their business idea addressed, carry out extensive market research, and consider the financial aspects of running a business, such as the materials required to execute their idea and revenue streams. Needless to say, this was a demanding process. Not only did the teams need to adjust to such a multi-faceted approach to research under such time constraints and polish their public speaking skills, the division of the teams was such that each group had a mix of Year 9s and H1s, creating additional hurdles in communication and adaptation to each others' working styles. Despite these initial difficulties, all groups were eventually able to adjust to the fast-paced environment, master the subtleties of teamwork and confidently present their business proposals to the Dragons.



However, the teams would soon learn that the most valuable experiences were yet to come. Five minutes of prepared slides and statistics later, each team was faced with a barrage of questions from the Dragons, most of which they had not even considered in their research. Their understanding of the fundamental concepts of their business idea and the market they aimed to operate in proved crucial. The vast industry knowledge of the Dragons proved invaluable to all teams, especially to those currently studying Business as well as those interested in pursuing a career in business. Brutal at times, the Dragons exposed all impracticalities and whittled down each business proposal to its core ideals and mechanisms, guiding the teams to patch up the inevitable gaps in their ideas and reinforcing the objectives and methods of each proposal. The students' eyes were opened to the details and intricacies of businesses, learning which parts of the proposal were integral to the business model and how to realistically achieve a specific goal revolving around a theme with the effect of social improvement.

At the end of the competition, one team came out on top. Duncan, Emma, Matteo and Melody's business idea Sea-green, with the aim of mitigating the effects of climate change through the photosynthetic nature of seaweed and the production of biofuel, narrowly beat out the second-place team by one point.

This was not the end of their learning journey however, as they were given the chance to present their winning pitch at Taiwan's official Dragons' Chamber event, held at Taipei Expo Dome as part of the Meet Taipei Start-up Conference. Before this event, the team of four had the chance to receive further feedback from Revital Shpangental, who was not only a judge at our school competition but would be a judge at the official event. Through this process, the students learnt the power of refining and rehearsing as they worked on both their content and presentation skills.

At the event, they shared the stage with five teams of real entrepreneurs and were inspired by hearing about the products and services that these companies have developed. Hearing these pitches and listening to the judge's tough questions again was such a rich learning opportunity. It was especially exciting for our students to share the stage with TES alumni Helfried and Nastassja Stoelzel-Elsner who graduated in 2013. They are now married and are the co-founders of Avox, LLC. They were awarded second place for their product Limit Launcher, a parental control tool to manage online computer gaming.

We would like to thank Elias, Revital and all of the Dragons' Chamber Taiwan team for their support and the incredible opportunity that our students received. A resounding success, it is our hope that Dragons' Chamber will return in future years to allow young students a taste of entrepreneurship.



School Identity - The TES Bears Arrive

By Kerry Nockolds, Director of Admissions and Marketing

During the past year, a lot of discussions took place about combining the school team name of the ESC and EPC to have a unified team identity across age groups.





The TES Titans had been the name used by the ESC sports teams for many years but for the younger year groups, it was not an easy transition. So the search was on for a unified identity which fit all the different age groups of the school and which could be branded much more widely across the school and beyond.

Consultations were had between the sports departments, input from students was collected. Most sporting teams are animal related and so this was the first category which aided the process. Secondly we wanted to be true to our roots here in Taiwan, so animals which are endemic to the island were investigated.

Once the Formosan Bear was proposed it quickly became a popular and appropriate choice, one that we could identify with at many levels. With the decision made, it was then the task of the design team to try to capture the spirit of TES in the form of the Formosan Bear.



Initial versions of our new Bear logo were discussed, tweaked and redesigned, as we wanted to make the bear logo approachable but with a competitive edge that would symbolise our students' determination to do their best in sporting competition against rival schools. We think this was achieved with just enough menace to disconcert our competitors and give us that fiery edge to win!

With the final design approved we got to work on rebranding and introducing the new logo to the students. The Sports Departments in EPC and ESC were key areas where the Bears would be displayed and the new Phase 3 Gymnasiums and EPC MPR both have had large logos and window displays set up.

On a smaller level, every student received a magnetic bear bookmark as we know what vivacious readers we produce at TES - the TES Bears are holding your page so you can Drop Everything And Read (DEAR) before lunch every day at ESC!

Finally, a school needs a life-size mascot and that is exactly what we have at both campuses - sporty bears! They are super cool and during the Christmas Bazaar the ESC students ran a 'Name Our Bear Mascot' competition - hundreds of names were presented and the final choice will be announced before the Christmas break - so watch this space!



How is Writing Making Us Better Mathematicians?

By Thomas Rudduck, Year 2 Teacher, BPS

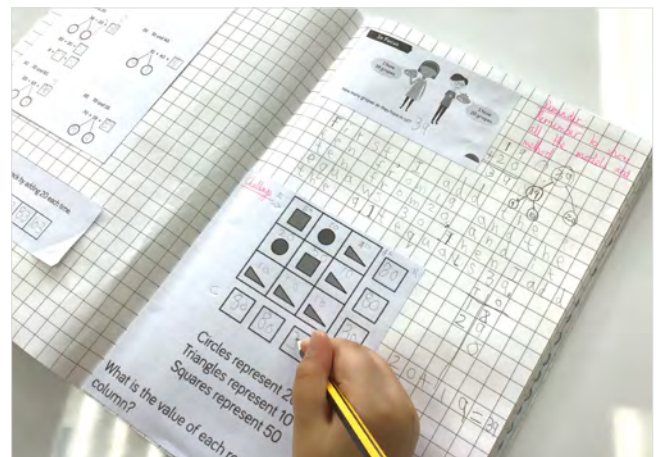
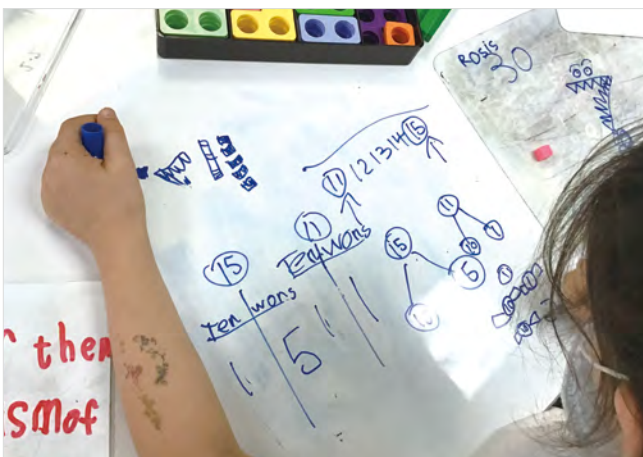
In Year 2 the children are writing during their Mathematics lessons, but why?

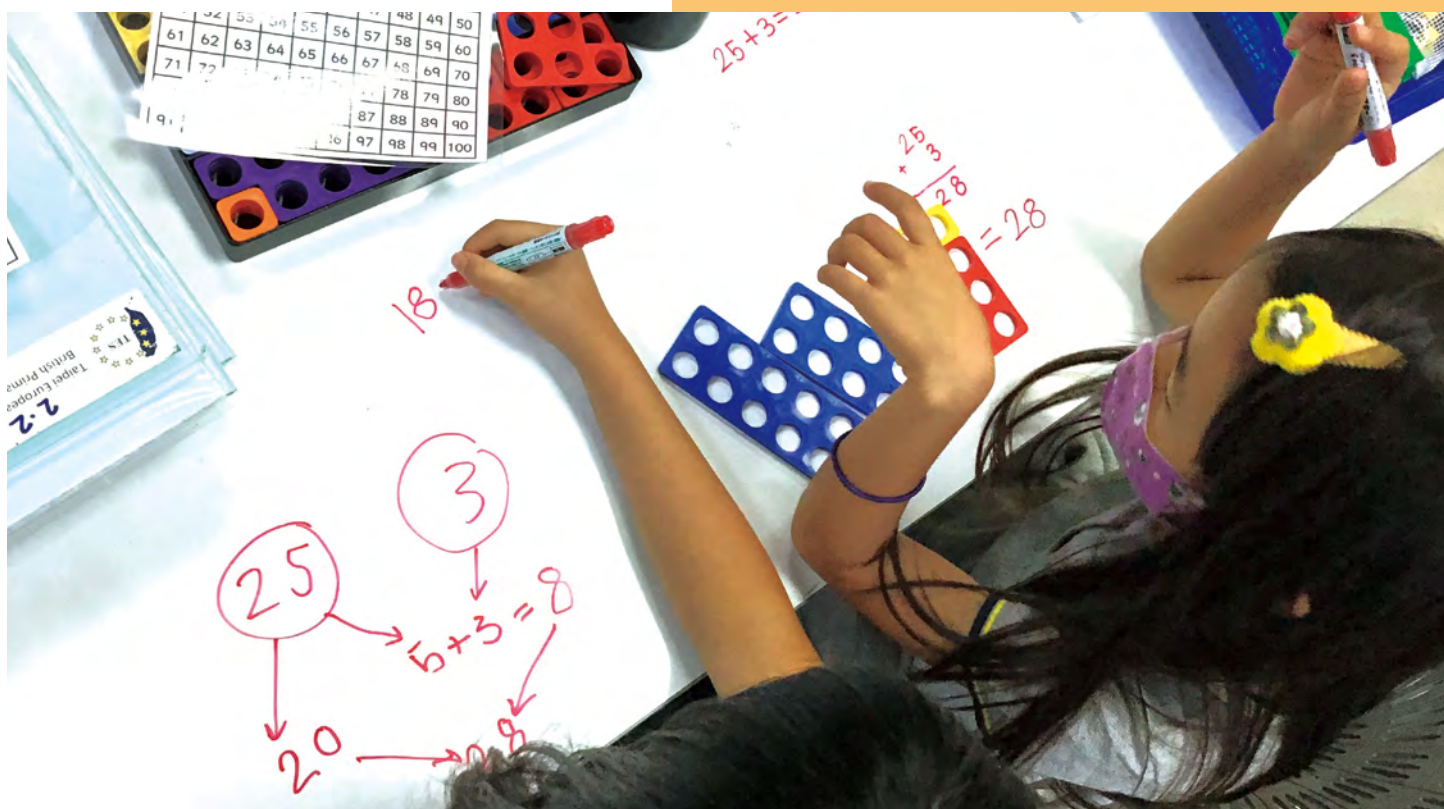
Indeed, in the past two decades, neuroscience and cognitive science research have provided increasing evidence that correlates creativity with academic, social, and emotional intelligence. Writing can help the brain to develop the logical functions required for successful math learning, particularly when English is a second language (Mason, 2003).

When it comes to mathematics, writing brings more than literacy and communication advantages. The practice of writing can enhance the brain's intake, processing, retaining, and retrieving of information (Smith, 1988). Through writing, the students in Year 2 have been increasing their comfort with and success in understanding complex material, unfamiliar concepts, and subject-specific vocabulary. When writing is embedded throughout our curriculum, it promotes the brain's attentive focus to classwork and homework, boosts long-term memory, illuminates patterns, gives the brain time for reflection, and when well-guided, is a source of conceptual development and stimulus of the brain's highest cognition (Elbow, 1973).

For instance, in Year 2, the students are writing descriptive responses to math questions, with the use of journaling frames. These activities provide all students with the opportunity to actively participate in learning, as they receive timely feedback, reflect, revise, and risk making mistakes. In this way, writing has been building confidence and revealing gaps in foundational knowledge. This has been helping the teachers assess the children more effectively and understand concepts at a deeper level.

During the journaling process, the learning process is examined through shared writing, and our students are exposed to multiple approaches to solving problems. This is important in building the flexibility and open-minded approach to other cultures as the math world is indeed global. Furthermore, our students have the chance to communicate using their own words. Through this process, the children are becoming better communicators; an important part of the Learning Profile at TES.



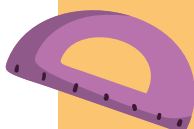


What is the CPA Approach?

Another important aspect to Maths Mastery at TES is the concrete, pictorial and abstract approach (also known as CPA). CPA is one of the most fundamental learning theories to be implemented within any mastery classroom. It was first developed by Jerome Bruner (1966) as a means of scaffolding. The psychologist believes that the abstract nature of learning (and this is especially true in mathematics) is a 'mystery' to many children. It, therefore, needs to be scaffolded by the use of effective representations. Bruner saw that, when pupils used the CPA approach, they were able to build on each stage towards a fuller understanding of the concepts being learnt and, as such, the information and knowledge were internalised to a greater degree.

Within our classrooms, this theory encourages teachers to vary the apparatus that children use during the lesson. For example, students might one day use counters, another day they might use a ten frame. Likewise, children are encouraged to represent the day's maths problem in a variety of ways such as drawing an array, a number bond diagram or a bar model. Building or drawing a model makes it easier for our children to grasp difficult abstract concepts (for example, fractions). Simply put, it helps students visualise abstract problems and make them more accessible.

By systematically varying the apparatus and methods used to solve a problem, children are crafting powerful mental connections between the concrete, pictorial, and abstract phases. All stages are taught simultaneously whenever a new concept is introduced and when the teacher wishes to build further on the concept. This ensures that the pupils are able to make good links between each stage. At various points in a sequence of learning, the teacher may reintroduce the concrete resource to develop reasoning and the ability to see multiple representations of a concept (Mason, 2016).



Designing Robots to Fight Against Covid-19

By Felix Steger, Primary Teacher, German Section

Wherever one looks today, robots help people work. Whether in the supermarket or at home, the little automated helpers surround us. Prompts on our phones remind us of important meetings, smartwatches count our steps and calories to keep us healthy, and soon cars will automatically drive to our destination thanks to autopilot. So why not use robots to manage the biggest worldwide crisis, COVID-19. We have all needed some help since the virus affects our daily lives. Many habits have had to be changed: washing hands regularly for 30 seconds, social-distancing, wearing a mask at all times on campus or measuring our body temperature every morning, just to mention a few. Applying these rules has turned out to be challenging for teachers and students. Therefore, the third grade of the German Section developed and designed robots to help people follow these rules.

For four weeks, the third graders were transformed into engineers for two hours a week. Taipei European School has various design and coding tools to teach digital learning across all Sections. We used Lego Wedo for our project. This kit offers many opportunities to design and code a robot at low difficulty level. The picture-based coding language is very child-friendly and intuitive, which simplified the work. Lego is a very famous and popular toy, almost all children had previous experience with it. Many professional engineers started out by playing Lego in their bedroom! However, they had to get used to the language of computers first. So, they analysed a programme to understand how coding works. But very soon, the students wanted to put their new knowledge into practice. In groups of two, they started by deciding which rules they wanted to invent a robot for. Most of the groups chose the most annoying rule: washing hands for 30 seconds. Who really washes their hands for 30 seconds? The students discovered a real need for a robot to help with this rule. Others chose other rules, such as reminding you to take your temperature or to maintain social distancing.





The process of developing the robots varied from group to group. While some groups started with realising their own design ideas, other groups followed the instructions on the Lego Wedo App and modified the models later. As a teacher, I was more of a coach than an instructor. It was amazing to see how quickly the young engineers handled the coding language and mastered the construction. But each group focused on their own priorities: some of them put more effort into the design while others couldn't stop programming and added more and more special functions. Lego Wedo's variety of functions played into the hands of these imaginative young experts.

When the robots were reliably fulfilling their tasks, it was time to present the project to an audience. The project had grabbed the attention of the other pupils in the German Primary Section, so they were happy to see the robots. But doing a product presentation for the first time was another new challenge for our third graders. Of course, we were looking at how the world leaders present their new products and trying to copy world-famous exhibitions, such as the annual car show in Geneva. The young project leaders made their own factsheet for their robot, thought about their booth and prepared a short product demonstration. After a short time for preparation, it was finally time to present the brand-new inventions and see if the ideas really work: and they did! The enthusiasm was not only written on the inventors' faces, the visitors from other classes were also thrilled.

And thus, ended an exciting project. All Lego robots had to be disassembled again, while hopefully the skills learnt will remain. The students didn't just learn about designing and coding but they also learned a lot about communication, persistence, presentation and teamwork. Or to put it in a nutshell: important competencies for the 21st century.



Dual Language Learning

By Gillian Smith, Assistant Head, BPS

Recently, the British Primary Section (BPS) began more carefully articulating its strong commitment to student language development by adding the dual language programme as an integral part of the BPS strategic action plan. This followed work with Mr Gatley, Taipei European School, CEO and Eowyn Crisfield, international educational consultant and specialist in bilingualism, who had already begun working with the British Secondary and High School. Together we identified that a bespoke Mandarin-English Dual Language programme would benefit the BPS students.

As we started our journey we began to think about why a dual language education is important, from multiple lenses.



Why is Bilingualism Important?

According to research there are many advantages to becoming bilingual through education. Some of the potential benefits include long-term brain health and improved executive functioning. Others are related to linguistics, such as improved accent and ability to learn other languages. A final area of research investigates the impact on social abilities, and finds benefits in terms of communication style and comfort interacting with different kinds of people. Key to these advantages is the continued maintenance and development of the home language(s), with the addition of another language at school. Students who attend dual language (bilingual) programmes show better long term academic results, better results in home language proficiency and literacy, and equal or better in English development than students who attend English-only programmes. This is an especially important aspect of bilingual development for children who have the potential to be Mandarin-English bilinguals, with full access to both languages, cultures, and markets.

'The level of development of children's mother tongue is a strong predictor of their second language development' - J Cummins



Why is a Dual Language Programme Important for the Families?

As parents, language planning is important. Particularly at an international school where the language spoken at school is not the same as the community language. It is important to prioritise language learning, thinking carefully about the home language, school language, community language and eventually foreign languages.

Through your language planning you will consider where you want your child's language journey to take them up to age 11, through to age 18 and into the increasingly interconnected world in which we live. This language journey cannot be achieved by accident, it will take careful planning and a strong partnership between home and school.

'An unknown concept introduced in an unfamiliar/unknown language is still unknown' - Eowyn Crisfield

The BPS Dual Language Programme

The dual language programme within the BPS is designed to meet the needs of parents who want their children to learn and flourish through the English National Curriculum in both English and Mandarin up to our Year 6 (age 11). Entry to the programme is collaborative, but based on parent choice. The dual language programme will be a one class pathway, and this will run alongside the current English only pathway.

The dual language approach has a foundation in additive bilingualism. This means that students will be developing two languages and their cultural significance side by side. While the programme is a 50:50 model, the collaborative and flexible approach allows for us to meet the students where they are. Students in younger year groups will spend more time developing their spoken language before beginning to read and write in both Mandarin and English. Each dual language classroom will have two qualified primary education teachers, one a Mandarin speaker and one an English speaker. The dual language teachers, together with the English-only teachers, will jointly plan the year group curriculum. Within the dual language classroom the teachers take turns to deliver this, allowing for a continuation of learning across each language. Working closely together, the teachers carefully plan for a balance of language learning and learning through language.

The programme will launch at the Year 2 (6 to 7-year-old) level for the 2021-22 school year, and this will extend each year until the end of Primary School. During the 2022-23 school year this programme will be introduced to Reception (5 to 6-year-old) children. This will bring us closer to our goal of having three English only classes and one dual language class in each year group through the primary school, with the exception of Nursery.



Postcards from Checheng - A Teach for Taiwan Experience

By Christopher Bellamy (Deputy Head, BSHS) and Gavin Matthews (English Teacher, BSHS)

At the end of August, the ESC hosted a group of teachers from Teach for Taiwan. The teachers observed lessons in the British and German Sections, and spent time learning about the history of our school, our vision and mission, and our core values.

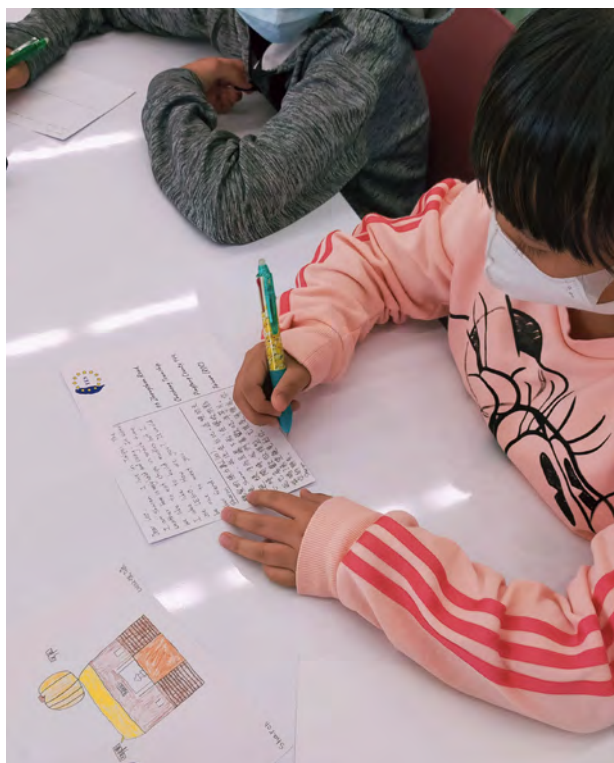
Established in 2013, Teach for Taiwan is a non-profit organisation dedicated to creating equal educational opportunities for every child in Taiwan. They have recruited over 200 high-quality teachers to work in schools in underserved communities, and it is our privilege to be able to partner with them and support their work.

Paula Lin, Alumni Development Officer at Teach for Taiwan, had this message for our school community:

We were very inspired by your teachers and students, and how you all work together to create a campus that supports each individual students' learning and development. We are so grateful to have been given the opportunity to learn from your school and take our reflections back to our daily work with the children in underserved communities in Taiwan.

As part of our partnership with Teach For Taiwan, teachers from ESC were given the opportunity to sign up for their International Educator Visit (IEV) programme. Dr Gavin Matthews (English teacher) and Ms Anne Dwinneel (Art and Computing teacher) participated in this programme during the October half-term break. Here is Dr Matthews' reflection.

Checheng is a small town in Pingtung County through which many of our students and teachers will pass on their way down to the beaches of Kenting. It is well-known for its hot springs, and for producing onions and mung beans. Like almost all Taiwanese towns, it contains a small elementary school, which every child from the town will attend, and it also has a couple of very small satellite schools, with only a few students in each year group. Across Taiwan, such schools are struggling with the attractions of modern cities pulling people away from rural areas and a birth rate that is one of the lowest in the world.



For these rural schools, retaining teachers and securing the funds for good equipment is proving to be a real challenge. When I visited Checheng elementary school for a few days during the October break, one of the first questions a curious class of students asked on being shown a video of a Year 7 lesson was, 'where are the fans?' In the absence of any air-conditioning, the overhead fans are a feature of almost every rural Taiwanese classroom; these students were amazed that other students their age could have the luxury of cool air. There are other signs too: old-fashioned blackboards still in use, the wooden chairs and tables, the solitary ageing computer.

But the children and teachers were essentially the same, with the same interactions, frustrations and humour, because the fundamentals of good education remain the same whatever the income level. These children were intensely curious about our students and enjoyed peppering me with questions about life in TES. When I visited, they were producing postcards for our Year 7 students; like classes the world over, some of them were producing brilliant work and some of them less so. These postcards showed pictures of Checheng life and a simple message in English, which the students had copied from the board, with a focus on learning some keywords.

In turn, our own Year 7 students each produced a postcard to send back to Checheng. On each postcard was a picture of Taipei or TES life, and then a short passage in English about life at TES. Because the Checheng students are not fluent in English and have very little exposure to English outside of their two lessons a week, each of these postcards had a Chinese translation of the English message. (With their own bilingual abilities, many of our students were able to write their own translations.) Following this, our students will be sending Christmas cards down to Checheng at the end of this term, which I hope to deliver in person, and some of the teachers from Teach 4 Taiwan may come to see some of our lessons in January.



I learnt a lot from visiting the school in Checheng, as we always learn when we experience slightly different methods to our own. The teacher I was working with was friendly and helpful, and during each evening I got to experience fantastic local food. I hope that these exchanges will continue, as links between TES and Taiwanese schools benefit both sides.



Experiential Learning: Reforestation and Raised Gardening

By Mr Raymond Imbleau, Year 7 Dean, BSHS

Ms Angela Chen and Ms Li-Yi Cheng from the Tse-Xin Organic Agriculture Foundation came to the Secondary Campus on October 24th to speak to the Year 7s about the importance of getting actively involved in saving Taiwan and our planet. Their talk entitled 'Environmental Resilience through Reforestation in Taiwan' was both educational and inspirational as Ms Li-Yi Cheng recounted how, as a child, she helped her father build an additional room to their home in the forest without cutting down any trees. She explained how they built the room around the trees and how one indigenous tree was actually the centrepiece of this new room. Her father taught her to appreciate and cherish nature and now, as one of the senior members of the environmental NGO, she wants to spread her love of nature to children in Taiwan and abroad. She grew up in Taiwan knowing that to better realize her childhood dream of working in the environmental sector, she had to learn more about what she loved and so she became an expert in her field, a certified arborist from the International Society of Arboriculture. She explained that through coastal reforestation, Taiwan's coastline could be better protected from salt spray and soil erosion.



The next step was for the Year 7s to put their new-found knowledge into action. Along with Mr Woodall and Mr Yuda Chen, we went to Jinshan Beach to plant screw pines and hibiscus sapling in order to prevent soil erosion along the seashore. Ms Lili, our guide from Tse-Xin Organic Agriculture Foundation, led us to the area just behind the beach that has been designated by the government for reforestation. That Saturday morning, the Year 7s planted 200 trees along the coast and from the look on their faces, it was a Saturday well spent. They were so proud to have spent the first day of their half-term break helping Taiwan's environment. They felt proud that they were actually making a difference.



Here is a reflection from one of our Year 7 students, Joshua Lowater

I was really excited to go to the beach because it makes me feel refreshed and relaxed. Once we got to the beach, we planted screw pines and hibiscus trees. We were split into groups of five to plant the young saplings. The shoveling was easy because all we had to shovel through was the dry sand but that is why these two saplings were chosen - they don't need a lot of water to thrive. The whole day out was a rewarding experience and it was a great way to spend my first day of half-term break.

We thank the Tse-Xin Organic Agriculture Foundation for the wonderful opportunity that they have given us and we look forward to working with them again in the near future.

In addition to this reforestation project, the Year 7s participate in their raised garden service project at the ESC. We have been actively engaged in this for the last 10 years. Every Autumn behind the Phase 1 cafeteria, the Year 7s have turned the soil and planted broccoli, cabbage, cauliflower, romaine lettuce, rosemary and mint. Then, every January, we are able to harvest the vegetables and herbs to take home to our families for the making of healthy and organic dishes. The students can gain a sense of achievement through this experiential learning as they were the ones who tilled the soil, weeded the garden beds and harvested the plants.

Through the raised garden bed service project at TES and the tree planting service project off campus, our students should fully understand their responsibility to their environment and how they can form partnerships with NGOs such as Tse-Xin Organic Agriculture Foundation in the future.



Career Counselling: Preparing Students for Professional Work

By Nancy Chien, Head of University and Careers Counselling, BSHS

This summer, Taipei European School officially launched the first Summer Experiential Learning Programme (SELP) for our H3 students. We were very fortunate to have so many companies and organisations willing to participate in the SELP programme by providing one or two placements.

The seven students from the Class of 2021 were placed in various industries including finance, consulting, education, technology, publication and mass media. As part of our partnership with these companies, they took the time to review candidates' applications, interview them and then provide training, support, and guidance on the job. Students who participated in the SELP programme all walked away from this experience with valuable insights to a real workplace environment.

Our objectives in launching this programme were to provide students with opportunities to: (1) Gain hands-on experience of what it is like to have a real job; (2) Explore a particular interest, finding ways to connect this interest to a possible future career; (3) Develop new skill sets and learn more about themselves; (4) Inform discussions about post-secondary options and the selection of courses and majors; (5) Gain knowledge of the career planning process from conducting thorough research, drafting resumes and cover letters, to actually finishing a 4-6 weeks of summer work.

Students were asked to submit two reports, an induction report at the end of their first week of SELP and a final report explaining what they learned about work and themselves. They all described their experience as a great learning opportunity to learn about potential careers. One student reflected in her report; 'on the most basic level, I gained knowledge about how a company operates and the general atmosphere of the working environment. This has helped me understand whether this specific work environment is what I want for my future. I also learned the importance of communication and raising questions. If conversations between my mentor and I had not have occurred, I wouldn't have been able to produce the quality of work she was looking for'.

Another student commented, 'my time there made me realise how passionate I am about new connections and learning new things. Moreover, it gave me a more solid understanding of my field of interest and what a career as a journalist might look like. To be able to have the opportunity to learn from industry professionals, making professional connections with them and receiving their advice, was really a privilege. Additionally, I have been wanting to learn about web analytics for ages and I actually had the chance to learn from a professional growth editor who talked me through the basics'.





As a University and Careers Counsellor, what we want students to understand when they embark on these experiences is that career development is not just knowing how to write a resume and do what is asked of them in a job. It is also about developing all the soft skills such as critical thinking, communication and teamwork which are needed in a workplace.

Rather than thinking that careers are just work, we want to stress the idea of career development as a lifestyle concept, and as students gain more life experiences, they learn to understand what their work values are. Do they enjoy working with people? Are they motivated by achievement, prestige, security, income or all of these factors? How do they balance what they want as they take on different roles in life? How might the degree of importance attached to work shift over time? In our currently fast-changing environment, students have to be prepared to handle and embrace change. They may end up in jobs that do not yet exist but they have the intellectual aptitude, grit, flexibility and adaptability to tackle the unknown.

Not many high schools have an internship programme like SELP, so we are very grateful for the partnerships we are able to make with various corporations in order to provide this wonderful opportunity. When soliciting feedback from our students' mentors and supervisors, one of them alluded to the idea that it is not always the A* student who gets hired in a workplace, but a person who can truly work in a team and get along with his or her colleagues. One employer even said, 'In our field, when we hire recent university graduates, we are not asking about their technical ability as we can already assume they have the ability given their major. We are looking at personality and fit with our company culture'. Hopefully through SELP, students consider all these aspects in the future when applying for future jobs.

Special thanks goes to the following companies for their willingness to host our students: Allianz, Anemone Ventures, Barco, Commonwealth Magazine, GD1, ISS, and Lighthouse Camps. We would also like to express our gratitude to the European Chamber of Commerce Taiwan (ECCT) for helping us to promote SELP.

The Journey toward Our School Vision and Mission

By Kerry Nockolds, Director of Admissions and Marketing

Nothing remains the same in any organisation and this is especially true of a school and specifically an International school. In our international school context, we are particularly unique as we have the 'One School' with 4 Sections: British Primary, British Secondary & High School, French Section, German Section.

Every year the school and each Section is working toward making the teaching and learning environment better, offering opportunities for the students inside and outside of the classroom. This has not changed but maintaining a focus on how this can be done, does. The previous 10-year Strategic Plan had run its course and achieved a great many goals and for that we thank the hard work of the faculty, staff and parents that set up the plan and saw it through to fruition.

However, as we have seen around the world this year with COVID-19 and its consequent remote teaching/learning model, new methods to cope and improve are always required and fortunately during the last 2 years the leaders of TES - the Board of Directors, Leadership team of the school - have worked to clarify the core values and goals of the TES we know today.

This process has been a reflective one, looking at what we do well, what we want to continue to do well and be better at; looking at the culture of the school, looking at the changes to the educational and technological environment, to mention but a few considerations.

Learn and Flourish





The core message, or story of what it is to be a part of the TES community (from students, faculty, staff, parents, friends of TES) was not an easy one to put into words. There are so many things that we do really well and with great dedication across all the Sections that drilling down into what it is to be a part of the TES community required a full consultative process, which included surveying the parents, the faculty, the staff, and the students - both through online means and in a face-to-face discussion. Support was provided by Dr Stephen Holmes as our consultant to facilitate the discussion and research.

With such data mined, the leadership team worked on Vision and Mission statements. Finding the words was an interesting journey of self-discovery, bringing together the essence of each Section and seeing the areas of philosophical agreement in the goals of one another.

Prior to the finished statements - a clear concept did shine through, that of trying to do one's best and reach one's potential, but not just in academics but in all areas of our students' lives. A thirst to learn and continue to learn beyond the confines of the school and for life. It was at this point that the 'Learn and Flourish' concept was born.



From here we looked at the words that reflect this concept - and gradually the vision arrived. The vision is what we want to be and is thus followed by the Mission which is how we are to achieve it! One key area of being part of the TES community is expressed in the phrase coined by Dr C.V. Chen, our Chairman of the Board of Directors, 'Do well by doing good' which is where we can all contribute to the world around us - making a positive difference.

With this set out, we returned to a final area that had been important to our earliest discussions, who are our graduates? Hence, we came to define the key graduate attributes that our students possess as they finish the journey with TES and move onward. The efforts of the school to give opportunities to students to leave school with these attributes were seen to be an important one for parents thinking about joining the school but more importantly to the parents and students that are taking the journey - with some idea of the type of people they will be as they move forward.

Take a look at the TES Vision, Mission and Graduate attributes: this is a living and breathing effort for the whole community. But if it's hard to remember everything - just remember 'Learn and Flourish'.



A World in Languages

By Benjamin Orillon, Head of the French Section

Looking at languages and culture, it is like taking people on a tour that is geographic, historic, aesthetic, philosophic and evidently linguistic. The strength of the human race in overtaking the planet was made possible by the ability of humans to cooperate and transfer knowledge. Specifically, by recording and communicating this knowledge so it can be used by others later.

When anthropologist Margaret Mead was asked what she considered to be the first evidence of civilization. She answered: a broken bone - a human thigh bone with a healed fracture. This is an interesting finding, why not a tool for hunting, a religious artefact or a primitive form of collective self-governance? Mead points out that for a person to survive a broken femur the individual had to have been cared for long enough for that bone to heal. She suggests that the first indication of human civilization is 'care over time', and that would be only possible if you can describe, reinsure, encourage, ask, and respond. Language enables cooperation, and researchers have noted that cultural background may have 'a substantial influence on cooperation in otherwise identical environments'.



This is an intuitive and logical statement, however it's interesting to look at it through the world languages lens. Human language evolution can be explained by the same logic as the theory of evolution. Physical barriers and climates, or other proximity factors act as differentiators. We can possibly use the Tower of Babel as a narrative to explain the variety of languages on earth. According to the story: 'a united human race in the generations following the Great Flood, speaking a single language and migrating westward, comes to the land of Shinar.



There they agree to build a city and a tower tall enough to reach heaven. God, observing their city and tower, confounds their speech so that they can no longer understand each other, and scatters them around the world'. As a metaphor, it can be read as a call for a better understanding between humans in order to achieve great accomplishments.

Hebrew is most likely the first language of the Bible and we also know that at the time of Alexander the Great, Hebrew was supplanted by the Aramean. Around that time, Greek was also widely spoken in the middle-east. It's worth noting that the translation of the bible had a huge impact on the western civilization. The first known translation was in Greek (an Aramean version may have preceded it) then it was translated in Latin, and then in Germanic and Slavonic languages. The actual word bible comes from the Greek biblia which means book. The first print by Guttenberg was not in German, but in Latin. Translations followed, one by Martin Luther that may have been critical in establishing the German language, and the authorized English version also known as the King James bible. The visible and invisible effect of Hebrew lasts still today in many languages from vocabulary to sayings and grammar. The saying cream of the cream is a way to make superlatives in Hebrew. The kings of the kings or in French le top du top (meaning the best of the best) are other examples. This is an example of how one language can impact culture and languages from a language to another one.



It's also fascinating to look at how humans acquire languages and how ideas form. We know that babies can hear the 800 identified known sounds, and therefore make sense of phonemes. A phoneme is a unit of sound that distinguishes one word from another in a particular language (Wikipedia). Like any cognitive learning process, the brain reinforces what it practices, making harder but not impossible to learn languages after 2. The Swiss linguist Ferdinand de Saussure, one of the two founders of semiotics, which is the study of 'signs and symbols and their use or interpretation', introduced two terms, signified and signifier, in French, signifié et signifiant, in other words the content and the expression. For example, if we translated dog to chien or 狗 (signifier), everyone who speaks either or both languages would have access to the signified. However, everyone may have a different image of a dog, except if one has never seen a dog. This is an essential point, as language helps us to categorize - a fundamental skill of human beings. This is the way we describe and label to comprehend the world around us, and in turn shaping it.

Finally, vocabulary can greatly vary from other to another. Such a common thing as colours can be distinctive of a language. Though all humans can see millions of colors, some languages have only three words to describe it (Bolivian Amazonian language Tsimane). There is a lot of talk about the number of words in any language, unfortunately, it doesn't inevitably mean a better understanding. Inuit people have about 22 ways of describing the snow, a wonderful list that provides a description of the different state of water. The extinction of language, like the extinction of species, is a terrible loss that spoils our possible understanding of the world we live in. Albert Camus noted that 'to name things wrongly is to add to the misfortune of the world'. We should not underestimate the power of the words to unlock our world, the more diverse the better, and using language, and all languages is a power, let's use it!



Meet the People on the Frontline - Leading the School Office Secretaries Through the New TES Vision

By Nicolas Blanc, Operations Manager, French Section

Whether you are a parent, a teacher or a student, you will have no doubt come across at least one of the school's Section office secretaries. From the front desks, whether in person or more often by phone since the COVID-19 measures have been in place, they always answer any inquiries with great knowledge and professionalism. The Sections' office staff play an essential role in supporting the Sections' daily operations. Their roles are vast and diverse and the title of secretary doesn't really begin to describe all that they do. From behind the scenes they work with colleagues across all school departments: finance, student services, IT, HR, maintenance, teachers, and the leadership team. They work passionately and enthusiastically to aid the delivery of the best possible education for TES students.



Taipei European School is a very unique international school. Since its creation, the school has offered three different curricula through its British, French, and German Sections.

The school has been changing over the years - demographics, size, education - so dramatically in recent years that the need to adapt the school to match the needs of this new environment has arisen. TES is now operating as a single European entity in terms of administration, finance, buildings and facilities. Deeper integration of those operational aspects goes together with reorganisation of the school at the administrative level.

The Chinese philosopher - and patron saint of teachers - Confucius, once said, 'There is only one thing which never changes, and that is change'. We make use of this adage at TES. Learning is about change, and we are undergoing both at the Section office level.



We know that building a 'unified school' spirit is a long process and one that will require people to work together. Often defined by its process and procedure, organisations are about people that constitute them. People can be affected by disengagement or indeed struggle through a period of change and uncertainty. As school leaders, we need to be innovative to successfully adapt to change.

Back in March 2020, we carried out a self-study at the Section office level in order to discover potential improvement opportunities for the school. We questioned our roles and clarified our business intentions in order to continue serving and supporting our students, teachers and parents.

Implement a Task Force: United We are Stronger!

With the endorsement of the CEO's office, we implemented a special administrative task force to look at possible synergies for the Sections' administrations with the idea of sharing best practices and identifying common issues across Sections.

In organisational management, it is often said that employee engagement is about culture. By culture we mean values, policies, practices, and behaviours. To successfully reshape an institutional culture, it is essential to build an environment where we feel safe and value inquiry, curiosity, learning, and transparency. The new TES vision, mission and values, give us the framework for building a growth culture and engaging employees in the TES journey. Our aim is to respect the diversity of each Section and take the best out of each to encompass the TES vision.

To promote an atmosphere that fosters our TES values, as well as motivates employees and aligns them to cooperate and be supportive of one another, we have created a teamwork environment. A task force team guideline helps us understand what is to be accomplished and also how the team will work together to achieve the desired results.

We created cross-Section and cross-campus teams to investigate and improve:

- Acquisition of goods and services so that Sections are supported in teaching and learning.
- The workflow, communication, and technology to manage the complexity of information at the Section level.
- How to implement a feedback culture and break down possible silo effects.

The task force integrates nineteen staff, split into a cross-Section and a cross-campus team. The work is structured around:

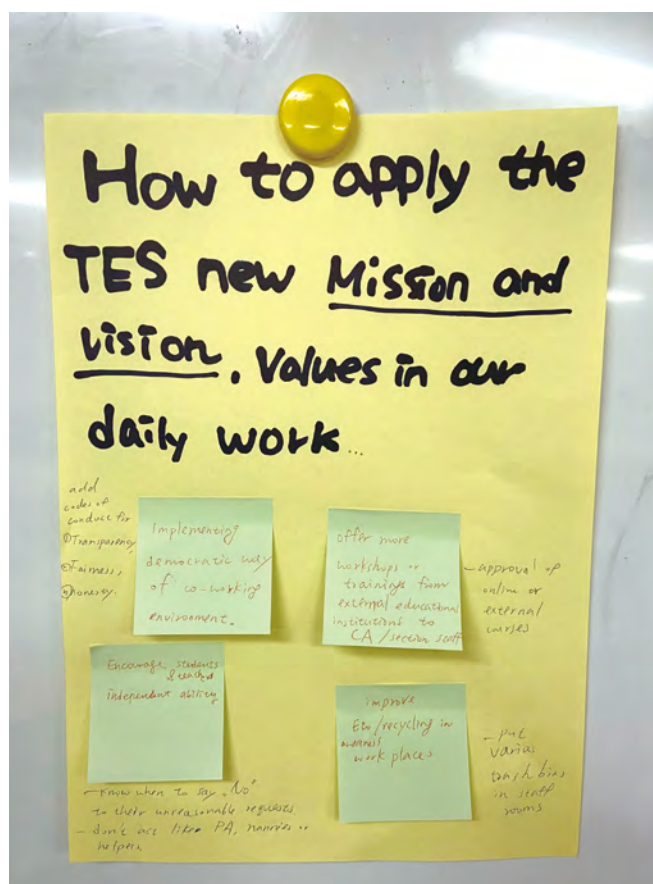
- Leading work sessions with 2-3 people to follow up on the progress.
- Working independently with online collaboration tools.
- Working with colleagues sitting in teams.



Learn & Flourish

During the process we have been faced with challenges that are not well-defined and cannot be solved using existing solutions and know-how. New learning must take place within the team to develop innovative capacities to successfully address the challenges. To make this shift in mindset possible and to encourage and foster innovations that make progress towards our goal, we use the R. A. Heifetz adaptive leadership framework, on how to think adaptively.

We also used the innovative 'brain swarming' method, created by Dr Tony McCaffreyn, during an October 5th workshop to reflect on and propose solutions on 'how to implement the TES culture and values in our daily work'.



We hope, in the long-term, to plan the following actions:

- Upskill staff by developing training, including customer services, project management and IT, with the goal of harmonised common practices.
- Empower people so we can provide a more personalised career path.
- Integrate more technology, business intelligence and mobility solutions, essential in a changing COVID world.
- Reflect on physical office organisation; front and back offices, open, co-working spaces.

The Section administrative task force will have a positive impact at the Section level, good practice and cross-Section interactions. The cooperation with other school departments such as procurement, HR and IT, will certainly impact the whole of TES and help each other to grow. It might inspire further transformational shifts that can take place throughout the entire TES organisation or within its departments.

We hope that the task force effort will make its contribution to the TES community so we can all successfully pass the steps of uncertainty and skepticism towards the exploration and commitment to the new school vision. The school is changing for the better and this is a great opportunity for the school community to be supportive of this journey, to be a community of learners, and to 'learn & flourish' together.



The TES Counselling Centre - Who We Are and What We Do

By Shoi-ee Chen, Rubecca Hou, Shan-Ju Lin, Isabelle Lu (TES School Counsellors) & Chia-Chi Chow (TES School Psychologist)

Has your child ever struggled with making new friends and you are not sure how to help? Your teenage kid has been frustrated and upset because of an upcoming exam, but you don't know what's the best way to encourage them?

Children and adolescents encounter all kinds of challenges in life. At Taipei European School, we aim to support and promote all students' well-being and their abilities to cope with various scenarios. It is our ultimate goal for every pupil to not only achieve academic excellence, but also equip them with core life abilities that are vital for school, work, and life success. In addition to academic support, TES established the new Counselling Centre in both the European Primary Campus and the European Secondary Campus in 2020. As this is the first year that the counselling service has been made available to all TES students, we would therefore like to take this opportunity to introduce ourselves.

School Counsellors



Isabelle Lu



Rubecca Hou



Shan-Ju Lin



Shoi-ee Chen

School Psychologist



Chia-Chi Chow

Our services include:

- Workshops
- In-Class Guidance
- Individual Counselling
- Group Counselling
- Self-Referral Systems
- Parents/Teachers Consultation
- Advocacy for Wellbeing and Mental Health
- Staff Training

The Counselling Centre team started this year with welcoming activities at both campuses to greet students and introduce our services. We gave out flyers (Figure 1) and also used games, videos, and encouragement cards to interact and promote the importance of emotional well-being. For the first two months, we introduced our services to staff and parents across Sections. Upon our pastoral care teams' request, school counsellors also conducted workshops and in-class guidance lessons to help promote students' social-emotional learning (SEL), which is an essential part of our curricula across school years to all students (Figure 2). For instance, for Character Day, the counsellors presented a Communication Skills & Wheel of Choice workshop to the French and German Section students at the Secondary campus, promoting the importance of social awareness and coping skills. The Counselling Centre team will continue to facilitate different themes of workshops and in-class guidance lessons periodically throughout the year.

As school counsellors collaborate with parents, teachers, and other professionals at school, we also deliver workshops to staff and parents to build a more comprehensive network when working with students. Our service includes promoting mental health awareness, providing psycho-educational resources, and delivering communication skill training, etc. For instance, the school counsellors had three different workshops presented to teachers on INSET Day training (Mindfulness, Art Therapy, and Positive Discipline & Communication Skills) to support their professional development working with students.

How do Students Receive Counselling Support at School?

When a class teacher or an administrator notices a child with potential counselling needs, the pastoral care team will refer the student to the counselling service with parental consent. The individual & group counselling support could involve either a one-off check-in session, 30-minute self-referral meeting, solution-focused sessions for 3-4 weeks, or longer weekly sessions according to the student's counselling needs. Counsellors deliver these sessions in various forms, including talking, game-play or art, that enable every student to express themselves creatively. Through our counselling support, we help students to effectively manage a variety of personal, academic, and social issues in life. It could vary from friendship issues to relocating. For example, the school counsellors had had check-ins with all Y7 BSHS students to help with their transition to the European Secondary Campus. Please feel free to reach out to the pastoral care team or refer to the common Q&A section for more information about our services.

The TES Counselling Centre looks forward to working with all the students, teachers and families in this wonderful community. We are dedicated to provide care and support to our children, help them thrive and grow with confidence, self-awareness and resilience throughout their journey in TES.

Figure 1

Self-Referral Forms

I NEED TO TALK TO SOMEONE

My Name: _____ Class: ☐ BPS ☐ FS ☐ GS
 Date: _____

❖ I would like to talk about

☐ my friends ☐ my school work ☐ my class
☐ my family ☐ myself ☐ something else private

❖ I feel... (Please circle the number)

Very bad 0 1 2 3 4 5 6 7 8 9 10 Very good

Or I'm not sure but it feels like this... (please draw on the back)

❖ Please put it in the box outside the Counselling room, I-203A or return to your class teacher. Thank you.

I Came to See You!

My Name: _____ Class: ☐ BSHS ☐ FS ☐ GS
 Date: _____

• I would like to talk about...

☐ Friends ☐ Family ☐ School ☐ Health
☐ Other (Please elaborate): _____

• This is a...

☐ **SMALL issue** (Please see me sometime this week)
☐ **MEDIUM issue** (Please see me in the next 2-3 days)
☐ **BIG issue** (Please see me as soon as you can. I could really use some help right now or sometime today)

Note: _____

(Or elaborate on the back)

I Came to See You!

My Name: _____ Class: ☐ BSHS ☐ FS ☐ GS
 Date: _____

• I would like to talk about...

☐ Friends ☐ Family ☐ School ☐ Health
☐ Other (Please elaborate): _____

• This is a...

☐ **SMALL issue** (Please see me sometime this week)
☐ **MEDIUM issue** (Please see me in the next 2-3 days)
☐ **BIG issue** (Please see me as soon as you can. I could really use some help right now or sometime today)

Note: _____

(Or elaborate on the back)

Figure 2

Social-Emotional Learning (SEL) Domains



Figure 3

Counselling Centre Rooms



Common Q & A about School Counselling:

1 What is counselling?

A Counselling is a process of helping children/adolescents gain self-awareness and enhance their learning of different skills, including decision-making, goal-setting, communication, empathy, and more. For adolescents, talking may be the most common format of counselling. Younger children might feel more confident using game-playing or art to express themselves. Every counselling plan is unique and will be customized according to the student's counselling needs.

Counselling does not need to be used as a reactive measure when life becomes difficult. It can also be a preventative measure, to provide our children with emotional tools and strategies for challenging times in the future.

2 Does going to counselling mean my child or my family has severe problems?

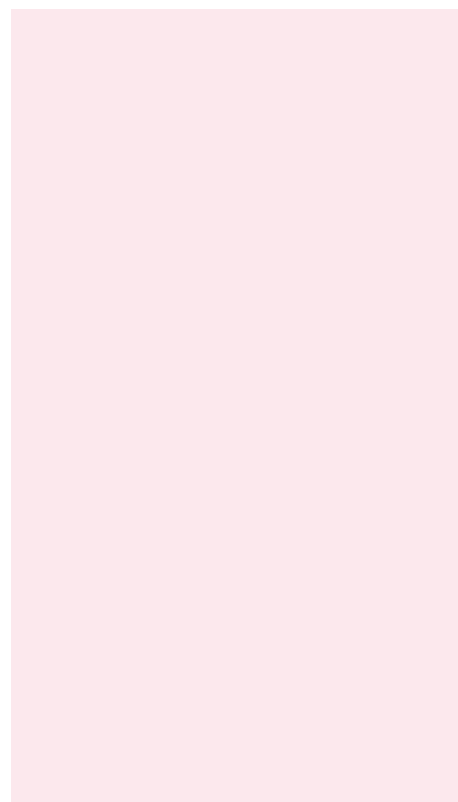
A Counselling does help students cope with and go through significant life events, but those are not the only situations where counselling can work. Sometimes children and adolescents just need someone for emotional support or to talk about a situation/feeling that troubles them.

3 What is the cost of counselling?

A The cost of service is free for ALL students.

4 How long does the individual counselling last?

A The number of sessions depends on the issues being discussed. Usually, there are between 4-8 sessions, but in some cases, there can be more.



5 Is there a confidentiality agreement in the TES Counselling Centre?

A Yes, the school counsellors will not discuss what a student has said during the sessions unless there is an extreme concern for their wellbeing and safety. The Counselling Centre provides a safe, relaxing and trusting environment for students to freely and comfortably discuss different concerns during sessions.

6 Will the parents/primary caretakers be informed?

A Yes, before our school counsellors provide the services to the students. Written permission must be granted by their parents/primary caretakers with consent forms.

7 How can parents/primary caretakers support your child while receiving counselling support?

A We understand that you as a parent/primary caretaker care about your child very much, and we would like to work with you to support your child. It will help your child if you consider counselling a normal and useful activity and show interest if they want to share their experience with you. If not, we should wait until they feel ready and comfortable to share.

“People don’t always need advice. Sometimes all they really need is a hand to hold, an ear to listen, and a heart to understand them.”

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.