



Kindergarten Programme

Table of Contents

Opening Remarks

EDUCATIONAL BASIS

1. Educational Mission
2. Our Role as Educators
3. Children's Participation
4. Child Protection

ORGANIZATIONAL FRAMEWORK

5. Governance
6. School Premises
7. Staff and Resources
8. Kindergarten Admission

AREAS OF LEARNING

9. The Kindergarten
10. Flexible Preschool Entrance / Level 0
11. German as a Second Language (DaZ)

12. Chinese Language Class (CLC)

PEDAGOGICAL PRACTICE

- 13. Portfolio
- 14. Media
- 15. Development Meetings
- 16. Inclusive Education in the Kindergarten
- 17. Adjustment Phase

COMMUNICATION

- 18. Integration of New Families
- 19. Parents' Council
- 20. Quality Assurance / Professional Development

USEFUL INFORMATION

- 21. Medical Care
- 22. Canteen Service
- 23. School Bus
- 24. Activity Groups - Extra Curricular Activities (ECA)
- 25. Summer School
- 26. School Hours
- 27. Address and Contact Details



OPENING REMARKS

Welcome to the Kindergarten of the German School Taipei!

Dear Parents,

Your children in entering Kindergarten are starting a new phase in their lives. They will have new experiences every day, make friends and learn basic things. With this document, we would like to give you an idea of the pedagogical foundations on which we base our work and make our work as transparent as possible.

The kindergarten can accommodate 50 children, who are cared for in three groups. The composition of the groups is age- and gender-mixed. Individual support is possible in smaller groups, which is a central element of the conceptual orientation of the kindergarten. A team composed of kindergarten leadership, group leaders, primary school teachers, language support staff and assistants are available to look after the children.

Children at the age of 3 and above may attend the German kindergarten. Day-to-day nursery life has a solid framework that quickly provides new children with a sense of security. The daily schedule includes, for example, daily circle time, in which important matters are discussed and in which children learn or play, as well as outdoor playing time.

Daily educational work is based on the Thuringian Education Plan for Children up to the Age of Ten. The mission of the kindergarten team is the promotion of social competence, independence (personal competence) and technical competence.

By means of project work the children get to experience the world in a playful and age-appropriate manner in all areas of education. Furthermore, portfolio work enables the team together with the children to formulate goals and to document learning progress.

Promoting language competence and the ability to speak German is a task close to the heart of the kindergarten team, as it is a key element for successful development in the German School. This is done daily in everyday kindergarten life based on a language booster plan and in individual or small booster groups. The weekly plan encompasses language support sequences in which language skills and the children's knowledge are extended and consolidated.

German and Taiwanese festivals are celebrated and bear equal importance in the kindergarten. So, for example, the celebration of Christmas and the Moon Festival are an integral part of our annual programme. The cultural exchange with the British and French sections in the school is also integrated into everyday life. Joint cross-sectional projects include among others the Christmas Bazaar and International Peace Day.

The Kindergarten Team

EDUCATIONAL BASIS

**"Nature wants children to be children before they become adults."
(Jean-Jacques Rousseau)**

1. Educational Mission - Educational Foundation

The Thuringian Education Plan for Children up to the Age of Ten serves as the basis of our daily pedagogical work. Our mission is the promotion of social competence, independence (personal competence) and technical competence. Through project work, the children get to experience the world in a playful and age-appropriate manner in all areas of education.

The support given by the school compliments the upbringing and care given at home. All children are offered equal educational opportunities, regardless of their gender, their ethnic and religious affiliation, the social and economic situation of their family and their individual abilities, and the support given should compensate for social as well as disability-related disadvantages as far as possible. In particular, the acquisition of social skills such as independence, responsibility and community skills, tolerance and acceptance of other people, cultures and lifestyles as well as creativity and imagination are to be promoted.

The support given in kindergarten takes into account the individual needs and the respective social environment of the children and their families. The children are supported in exploring and developing their motor, cognitive, social and musical skills and in exploring the environment outside the kindergarten. The acquisition of German, which is promoted throughout the day, is part of the pre-school educational mission.

Support given in kindergarten should be aimed in particular at:

1. preparing the child for life in a society in which knowledge, language skills, curiosity, learning and ability to learn, problem-solving and creativity are crucial,
2. preparing the child for life in a democratic society that requires the active, responsible participation of its members in a spirit of tolerance, understanding and peace. A society in which all people, regardless of gender, sexual identity, disability, ethnic, national, religious and social affiliations are considered equals regardless of individual abilities and challenges,
3. preparing the child for life in a world in which the responsible use of natural resources is vital,
4. enabling the child to develop an independent and self-confident personality that recognizes and affirms cultural diversity,
5. helping the child to become aware of his/her own body and its needs,
6. supporting the coexistence of children with and without disabilities based on the principle of equal rights for people with and without disabilities.

For you as a parent this means:

The children are starting a period in their lives with many new challenges in an environment that is very different from their familiar home.

- Your children must learn to cope without their parents.
- Your children need to develop trust in a new caregiver, who is also caring for many other children.
- They should develop relationships with a group of other children.
- They have to learn new rules, e.g. that toys belong not to individuals, but to everyone.
- Your children have to adapt to a new daily routine.

2. Our Role as Educators

The profession of an educator places a high demand on one's own personality and professionalism. We see ourselves as development companions in one of the most important phases of development experienced by humans.

In our work, we respect and support children as creators of their own educational development. We treat them in a spirit of partnership and appreciation and attach great importance to valuing and respecting each individual child and his/her personality. Having different cultural backgrounds, belonging to different nations and also sections of the school is regarded by us as a most positive aspect.

The development of an awareness and openness for internationalism in our diverse kindergarten community are concepts close to our hearts.

We ourselves are and will remain curious and enjoy facing challenges. Above all, we want to give children their own problem-solving strategies to overcome difficulties instead of avoiding them - under the motto: "Help me to do it myself!" (Maria Montessori).

We therefore rely on the strength of the individual child; our efforts are directed to skills the child already possesses. Building on these, we support children's natural urge to move and explore and provide them with materials with which to explore, construct and experiment. We encourage the children to think and act independently and allow them to participate in various everyday situations, in planning, decision making and strategies. We also give them responsibility within reason, give them time and confidence and acknowledge their achievements.

Naturally, we see ourselves as role models, contact partners and fellow learners, because we accompany the children on their way giving them a clear structure, but also a lot of room for development.

Through intensive observation we meet the children where they are in their development. We see and promote their strengths and recognize their development potential and orientate ourselves based on the experiences, interests and needs of each child.

Our goal is to help children grow safely, securely and lovingly. In order to realise this, respectful cooperation with parents is very important to us.

3. Children's Participation

There are many opportunities in the kindergarten to actively involve children in upcoming decisions. Here, above all, circle time provides a useful tool. The children learn to talk about their feelings, to say "no" or "stop" in conflicts, to deal with frustration and to accept when a decision has been reached.

For educators, this means that in certain situations children have a say in decisions. For example, the children can express their wishes about which games they would like to play in the circle time or about changes in the room layout. They also get, for example, some freedom of choice when it comes to teamwork and project work. We take into account, as much as possible, the interests and preferences of children in topic choice or excursions.

In order to create transparency, the children always know in which cases their right to be heard can be exercised. These arrangements should be posted in the group room.



4. Child Protection

Duties of the School / Kindergarten

The kindergarten is a place where children should feel comfortable. The well-being and protection of each and every one is always our utmost concern. All educational and non-educational staff are carefully selected. The Taipei European School (TES) requires information from previous employment and requires all employees to provide complete police records. Children have a right to protection and help. All school staff regularly attend child protection training. The well-being of the child presupposes sensitive care and monitoring of all employees, whereby privacy is maintained and violence not tolerated.

The children are encouraged to defend themselves non-violently, to learn to say “no” and to ask for help.

If there is a reasonable suspicion of violation of the child’s welfare - both in the kindergarten and outside - there is an obligation to report this to the authorities and, if necessary, further steps will be taken.

Further information on child welfare can be found in the "TES Child Protection Policy".



ORGANIZATIONAL FRAMEWORK

5. Governance

The kindergarten is part of the *Deutsche Schule Taipei*, a German School Abroad, which is recognized by the Conference of Ministers of Education and funded by the German federal government (the kindergarten is, however, at present excluded from financial support). The governing body is the "School Association German School Taipei", in which all families who have a child at the school, are members. The school association meets in an annual general meeting and is otherwise represented by the *Vorstand*, the board elected at this meeting. The educational responsibility lies with the head of the German School.

The *Deutsche Schule* is integrated into the Taipei European School (TES) as the *German Section*. Overall legal responsibility for the TES lies with the TES Foundation, which is represented by its Board of Directors and its chairperson.

6. School Premises

The Taipei European School is proud to offer world-class educational facilities at two locations. Our campuses offer modern kindergarten, primary, secondary school and high school buildings. In addition to fully equipped classrooms, our campuses offer innovative spaces for study, sports and recreation.

Our primary campus is located in the ShiLin district, a suburb of Taipei where many expat families live. ZhiShan MRT Station is a five-minute walk from the campus, providing easy access to Taipei and its surroundings. The city centre can be reached in about 15 minutes by car, bus or MRT.

Our primary campus includes the Administration Building, the Infant Building and the Junior Building.

Administration Building

There are shared facilities in the administrative building: a cafeteria, library, a staff room, offices, a gymnasium, a school uniform shop and underground parking. The building is connected to both the Infant Building and the Junior Building.

Primary School Building - Junior Building

The five-storey junior building houses the British junior classes, as well as the French and German primary school classes. The specialist rooms for cookery, art, science, design & technology, music and ICT are situated here. The Atrium and the Amphitheatre, which serves as the school's auditorium, are located on the ground floor of the Junior Building. The central playground is situated between the Junior and Infant buildings. In addition, two sports fields with artificial turf form part of the school campus.

Our Kindergarten - Infant Building

The two-storey Infant Building has group rooms for the British, French and German kindergartens. Details listed below.

7. Staff and Resources

Staff

A motivated team is available to look after about 50 children:

- one kindergarten coordinator
- three group leaders
- four assistants
- a preschool teacher (Flex 0)
- two German as a Second Language (DaZ) teachers
- two primary school teachers + assistant
- two administrative staff

Rooms / Resources

- three group rooms
- a preschool room
- three bathrooms
- a German as a Second Language room / a rest area
- office space for administration / leadership
- staff space with workstations

Special function corners:

- Panda Group I-107: Bamboo bed and doll house
- Dragon Group I-106: Climbing frame
- Lion Group I-105: "Snoozle" corner and shop
- Space between Panda-Dragon Group: Bamboo house for role-playing games and as a quiet space / hideout

Furthermore, we have more learning spaces available:

- a library
- an amphitheatre
- a gymnasium
- a rooftop sports field
- a children's cookery room
- a school canteen

- three playgrounds

Use of Learning Spaces

In the kindergarten all three groups have playing and learning materials, puzzles and cognitive learning materials, painting and craft materials, and portfolio folders that allow children to experience different areas of the "Thuringian Education Plan."

The kindergarten together with the British and French sections has use of the gymnasium, music room, playground, library, canteen and cookery room. Each group uses different learning spaces as timetabled in their individual weekly schedule.

8. Admission to the Kindergarten

Parent Interview

An extensive conversation is held between the kindergarten coordinator or the school head and the parents of the registered child. It is important to inform the parents about the kindergarten and the school, its goals and visions. Important information such as contact details, family history, school attendance and language level are put on file. At this point a school tour usually takes place.

Language Proficiency

Normally, a language proficiency test is part of the admission procedure. This test is intended for children who speak at least two languages. It is usually done in early March. The primary purpose of this test is to determine whether children have a normal age-appropriate level of development in their first language. This test is conducted in German, English or Chinese as needed. Whether the child needs additional German as a Second Language (DaZ) support is also tested. Children with no German will only be admitted at kindergarten level.

Meeting with Group Leader

Prior to the first kindergarten day, the group leader invites the parents and their child to a first meeting. The purpose of this meeting is to get to know each other better and learn more about the children, their families and their cultural background. We inform the parents about the familiarization phase and provide them with a list of things their child needs in kindergarten.

Areas of Learning

9. The Kindergarten

Daily Kindergarten Routine

A flexible start allows children to be brought in from 7:30 am onwards. In Kindergarten core time starts at 8:00 am and ends at 3:00 pm. The kindergarten offers extended care, called Kiga-Plus, until 5:00 pm

Morning:

- from 7.30 am Open beginning / welcome
- 8:00 am Free play and other activities
Flex 0 children preschool lessons
Breakfast together
Morning circle time
Music once a week
Library once a week
Sports once a week
- 11.00 am Free play in the playground
- 12.00 noon Lunch at the canteen

Afternoon:

- 12.45 pm Rest time
Quiet time, educational activities
Final circle time
- 3.00 pm Pick up time,
ECA children to groups
Departure of school buses

Extended opening hours - Kiga Plus

- 3.00 pm Rest, educational tasks
Homework for school children
- 3.30 pm Free Play
- 4:00 pm Afternoon snack time
- 4.30 pm Free Play in the playground
Departure ECA school buses
- 5.00 pm Kiga Plus ends

Flexible Start

The children can come to kindergarten between 7.30am to 9.00am. All Flex-0 children need to be at school no later than 8:00am as they attend a preschool programme. Please note that language support, library, sports or music can also take place before 9.00am. Details can be obtained from the respective group leaders. We hope that the children will be able to participate in the entire kindergarten programme if possible.

Breakfast / Shared Breakfast

The children bring their own food from home. In kindergarten, we value a healthy breakfast. The children should bring fruit and / or vegetables in addition to other snacks. The teacher and the assistant eat together with the children at a table. Each group has its own "toast", which is recited together at each meal. Importance is attached to the children getting used to exercising general manners and table manners as early as possible. In addition, we use breakfast time to talk to them in a quiet relaxed atmosphere.

The shared breakfast takes place once a month. Cards with pictures are handed out to the children. The children bring along these ingredients on the shared breakfast day. The children learn to share food and try new foods.

Free Play

Many parents are surprised that there are periods of "free play" in kindergarten. For the individual development of children, these phases are of particular importance.

Children gain important experiences from playing. They only learn through the things that they themselves can try, make and touch. They also learn from the moments in which they do not succeed the first time, when they have to come up with a different strategy, or when they argue with another kindergarten child- even arguing has to be learned.

Free play is essential in becoming independent and self-sufficient and to practice for life. The development of independence is learned in this free play time and tested and improved upon. In "real" life, they cannot safely test themselves and their environment, and cannot easily correct and adjust bad decisions.

Movement Outdoors - the All-rounder

Sufficient exercise is a basic need of all children! But due to modern living habits, there is little time in family life for enough play and sport. In addition, the climate in Taiwan is often hot and humid. Children then often prefer to stay in an air-conditioned house, instead of playing regularly in the park or in playgrounds.

In our kindergarten, we give the children many opportunities for running, climbing, jumping, swinging and playing ball games, because exercise is the prerequisite for the healthy development of body and mind.

By increasing their physical control our children gain self-confidence and self-control. They learn to negotiate their environment safely and practice their sense of balance. Their gross and fine motor skills will be further improved. This also has a positive effect in other areas, such as dexterity in making handicrafts and drawing. Brain activity is stimulated by movement and the ability to absorb, memorize and concentrate depends directly on one's physical condition. Thus, movement is a true all-rounder. Therefore, it is not only relevant for physical and cognitive development, but also promotes learning and social-emotional well-being of the child. The focus is on a wide selection of activities, in which fun is the most important aspect. At the same time, in playing together and engaging in sports activities, social skills such as communication skills as well as helpfulness and empathy are encouraged. Before starting school, children can learn how to swim and ride a bike.

In the weekly schedule, the following times are set for sports / games / exercise:

- Playground time: one hour of outdoor play daily
- Physical education: once a week sports in the gym

In rainy weather, we have a covered rooftop available at certain times.

Our facilities for indoor exercise in the group rooms:

- Bamboo house with slide
- Bamboo bed in the Panda group
- Climbing frame, seesaw and equipment to promote balance in the Dragon group

Throughout the day, we offer the children movement games, in which they can participate. Free play and game playing in the outdoor area are an important part of the daily routine.

Rest Time

Our younger children (3-4-year-olds) go to the rest area and rest or sleep. All children who have not fallen asleep go back to the group after a rest period of about 30 minutes. Bed linen is provided by parents. At the start of the holidays we send the linen home for washing. We have a sleeping mat for all the children. Your child is welcome to bring a cuddly toy from home. In the wake-up phase, we play quiet music.

Quiet Time - Play Time

Quiet time is provided for the non-sleeping children. There are quiet activities offered such as concentration games, yoga, beading, etc. so that the older children also have a rest and relaxation phase.

Kiga Plus

The kindergarten offers an extended opening time from 3:00pm to 5:00pm for all working and interested parents. The Kiga Plus programme is aimed at kindergarten children and students in grades 1 and 2. Subject to availability, students in grades 3 and 4 may attend.

Promotion of Perception

Naturally, children in kindergarten must and should be prepared for school by learning painting, cutting, building, doing handicrafts and playing board games. They should learn about nutrition, cultures and people. In order to do this, their perception must be properly trained. These basic skills are important for the child to be successful in school.

Library

The children go to the library weekly. By borrowing their own book and taking it home children learn to take responsibility for their belongings.

Music Education

We also take the task of early childhood music education very seriously. In addition to everyday singing in kindergarten the children sing in a fixed group once a week.

This is an opportunity not only to learn new children songs, but also German.

Projects

There are regular projects in kindergarten. These are developed and discussed together with the team and the children. Projects evolve from current topics or the annual calendar.

10. The Flexible School Entrance Level 0

The children in the flexible school entrance level 0 receive daily preschool lessons. These are taught by a trained educational specialist. The preschool education is taught in a playful environment and prepares the children for starting school.

Emphasis is placed on the teaching of fine motor skills (pen holding, twisting a cord, tying a bow, etc.) and the mastering of phonological awareness. Other key topics are the acquisition of age-related mathematical concepts (counting quantities, getting to know the first numbers, doing

simple addition on the basis of concrete objects, etc.), spatial awareness (e.g. left and right) and concepts of time (today, tomorrow, yesterday, etc.).

The preschool programme supports children with their different needs and equally encourages and challenges them. The encouragement of independence is also an important part of the teaching process.

To help familiarise the children with primary school, one lesson is scheduled in the timetable to be shared with the students of the primary school Grade 1. This so-called "encounter lesson" is usually team taught by a preschool teacher and a Grade 1 teacher. The weekly "encounter lesson" gives students the opportunity to familiarize themselves in advance with the school premises, classroom procedures and future teachers.

Classroom Visit of Primary School Colleagues in Kindergarten

The meeting between the children starting school and the primary school teachers is just as important as the observation of the children. The meeting takes place in an environment familiar to the children - the kindergarten. To this end, the teachers spend at least one morning in May in the kindergarten, thereby gaining a first impression of their future students.

School Entrance Testing

All the children enrolled for the upcoming school year undergo school entrance testing in March of the school entrance year. It covers the following areas:

- language ability / language test
- gross motor skills
- fine motor skills
- optical differentiation / structuring ability
- numeracy
- colours

Transitions Flex 0 - Grade 1

Compulsory School Attendance

Children start school in the year they have turned 6 by 1st August.

Transfer Meeting

After the primary school teachers have done their observation in the kindergarten, a transfer meeting will be held at the end of April / beginning of May.

For more detailed information please refer to the transfer document.

11. German as a Second Language (DaZ)

Language - the gateway to the world

Multilingualism is central to the TES. Besides Mandarin or German, many of the children speak English or one or more other languages in their families. Bi- or multilingual children as well as German-speaking children should feel at home. The learning of one's mother tongue is as valuable to us as learning a new language.

At the *Deutsche Schule Taipei* a consistent language acquisition concept has been developed, which ensures targeted language support from kindergarten onwards.

How is Language Support Given?

In addition to everyday integrated language support in the individual groups, additive language support takes place for 20 minutes three times a week. The children are supported in small groups of about 4 to 6 students. The additive language support takes place in a separate room with *Kon-Lab*, *Kikus* support material, preliminary course to the *DaZ-Box*, language games and the use of other supplementary materials.

The children's linguistic progress is recorded in regular meetings of the German as a Second Language (DaZ) team, which currently consists of three teachers. The language development is checked at certain intervals. The results are documented and used as a basis for creating language sets.

The DaZ teachers inform the parents at regular intervals about the learning contents and main focus of the DaZ work. At the beginning of the school year, an information evening will be held. The parents receive a handout with information on how to best support their child.

DaZ info sheet (link)

12. Chinese Language Class (CLC)

Every student in the school comes into daily contact with the local language Mandarin, for many of the children it is their mother tongue. Thus, it is an obvious requirement for the school to teach the children this language or to support their existing language skills. The Flex 0 class, initially starts at 2 levels:

- Chinese for Native Speakers
- Chinese for Beginners.

The Chinese programme involves all three sections, however, we have our own Chinese teacher for Flex 0 and Grade 1

The teachers are very experienced in dealing with students from other countries and use the latest teaching methods. Children in the top set, who are native speakers, will be given

appropriate support and language skills to meet all the challenges in Taiwan's society. Of course, an integral part of teaching Chinese is the teaching of Taiwan's culture and traditions.



PEDAGOGICAL PRACTICE

13. Portfolio

Portfolio work makes it possible to document the learning progress of the children. Furthermore, age-specific portfolio worksheets, which are edited and completed together with the children allow intensive individual support of each child. The portfolios can also serve as a basis for parent-teacher-meetings. Each child has his/her own portfolio during the entire kindergarten period. The children decide for themselves what is put into the portfolio and who can see it, thereby making each portfolio unique. On leaving the kindergarten, the folder is given to the child.

14. Media

For many children and adolescents, the use of modern media is a matter of course. It is an integral part of their daily lives.

Media literacy empowers children and adolescents to use media that is age appropriate in a self-reliant, critical, responsible and creative manner.

Learning how to handle media has many facets. Depending on the age group, naturally a different focus needs to be set.

In kindergarten, we use a document camera, a smartboard or a kamishibai¹ for viewing pictures. Playing music and videos also supports the work of the staff. The children use the equipment together with the educational staff and learn how to use the equipment in a meaningful and age-

¹ Japanese narrative theatre in which the story is depicted in a stagelike framework

appropriate way. The children are introduced to books. They regularly visit the library. Furthermore, a camera is available for the documentation of learning development. In order to be able to give the children their undivided attention, the educational staff do not use, if possible, smartphones. We ask parents NOT to give their children smartwatches or mobile phones to take to kindergarten. We also ask parents not to use mobile phones in the kindergarten. Please also note that NO pictures of kindergarten / school / excursions may be posted on social networks (Facebook, Line, etc.)

15. Development Meetings

A development meeting takes place each semester with parents of kindergarten children and preschool children. The first development meeting will take place in autumn and the second in spring.

The aim of a development meeting is that all parties involved in the educational partnership exchange views on the individual development of the children, their strengths and particularities. Goals for the children are agreed upon in order to obtain a better understanding of them and to enable supporting them accordingly at home and in kindergarten. The foundation of the development meeting are the observations made by the kindergarten teachers in the group and the parents in everyday family life.

The development meeting requires peace, time and thorough preparation.

16. Inclusive Education in Kindergarten

Close cooperation between educators, teachers, doctors and parents is a prerequisite. To ensure transparency regular communication in the form of meetings with parents are important, so that inclusion can be achieved, and the child can be supported as best as possible in the broader environment of the kindergarten, home and therapeutic support services.

It is important for us to receive all relevant information and current data in the initial meetings (about observations and challenges, about major surgery and existing specialist diagnoses, etc.) that describe the affective and cognitive state of development of the children or their physical well-being that may limit their ability to interact socially. The more we know about the children and the course of their individual development, the better we can handle, support and encourage each special child in kindergarten.

In early childhood, many "sensitive windows" are still wide open, so that the developmental process of the child can be favorably influenced and positively changed by appropriate support, measures and outside stimulus.

Based on the observations of the parents and the expertise of specialists, we work with the following tools in kindergarten:

- semester support plans
- individual support measures tailored to the situation and to the child
- regular parent meetings

17. Adjustment Phase

The adjustment phase in kindergarten for new children is based on the "Thüringer Bildungsplan" (for children up to the age of ten). The settling-in time for each individual child is discussed together with the parents and the group leaders. The soft start intends to help the children cut the cord with the family home and give him/her time to settle in the group.

Kindergarten children (3-6 years)

1. day - until 12 noon
2. day - until 12 noon
3. day - until 12.30
4. day - until 12.30
5. day - until 03.pm

During the adjustment phase, the time spent in kindergarten can be shortened. Children can attend the extended opening hours (Kiga Plus) at the earliest two weeks after starting kindergarten.



COMMUNICATION

18. Integration of New Families

As a German Overseas School, the German Section of the Taipei European School is in the position of having to deal with a high fluctuation in the student body. New students come not only from Germany, but also from other German Overseas Schools, other international schools and local schools. For this reason, new families often have very different backgrounds and thus very different needs on joining the school. In order to make it easier for new families to settle in and find their way around our school, numerous support mechanisms have been created in recent years in the German Section of the TES.

To ensure a good start in kindergarten many different factors have to be considered, all of which should ensure the child feeling comfortable in his/her new environment in order to attain the best learning prerequisites.

Parents' Evening

At the beginning of each semester, there is a parents' evening. This includes the introduction of the teachers, the families to each other, information about the daily routine, the weekly schedule, portfolio work, parent meetings, parents' council and the election of parent representatives.

Asia Café

In order to overcome language barriers, answer cultural questions and clarify possible misunderstandings, we invite all Taiwanese and, if interested, all other parents to the Asia Café. It is here that questions about kindergarten routine, education in school and family can be discussed in a relaxed atmosphere.

Welcome Party

At the beginning of the school year there is a welcome party for all old and new families. Families can get to know each other and make contact, so that they can meet outside kindergarten time and arrange playdates and visits. Additionally, there is the opportunity to get to know the kindergarten team.

19. Parents' Council

The parents' council introduces itself:

You would like to know how to become a parent representative, a member of the Parents' Advisory Council and what your responsibilities will be? Quite simple! Once your child is enrolled in a kindergarten group, you are a member of the parent community. Every year at the beginning of the school year, the kindergarten organises a parents' evening to which you are invited. At this meeting, a parent representative and a deputy parent representative are elected in the kindergarten groups. If you stand for election at this meeting (even in your absence if need be) and get enough votes, all you have to do is to accept the election and you are already an elected parent representative and thus a member of the parents' council.

As the parent representative of your kindergarten group, you are the mediator between parents and the group leaders. You will support your group leaders at special events in the kindergarten and inform parents of any upcoming tasks. You will be a mouthpiece for the parents passing on wishes, concerns and suggestions of general importance that concern not only the individual. To help ensure smooth cooperation with the kindergarten, you will meet with your fellow parents from the other two kindergarten groups and the kindergarten leadership.

As a parent representative, you are automatically a member of the General Parents' Council of the German Section. The first meeting of the General Parents' Council always takes place after the election of all parents' representatives in the German School. This first session will consist of filling the various posts (Chairperson, Deputy Chairperson, Treasurer and Secretary) and

naming the representatives in the committees, steering committees and Parents Support Council (the cross-sectional parent representation). You will meet monthly, regardless of whether you are the parent representative or the deputy, with all the parent representatives of the German Section to plan and organize upcoming events of the German Section and to exchange views and discuss any German School education policy issues.

If you are interested in getting involved in the kindergarten and the school, taking on large and small tasks and being a mediator between educators / teachers and parents, then stand for election at the upcoming parents' meeting at the beginning of the school year!

Your Parents' Council

20. Quality Assurance / Professional Development

Openness to New Developments

The constant change in science and society requires openness to new things. The school takes feedback on its work seriously and tries to improve constantly and to document this improvement.

Induction of New Employees

The kindergarten has jointly developed a handbook, which is reviewed at regular intervals and supplemented or changed if necessary. The manual is freely accessible to all employees and is intended to make work easier for new employees and the team.

In Service Training

To meet the quality requirements, all employees need continuous training. Key elements of the training courses include child protection, inclusion and language support. Internal training ("SchiLfs") given to the staff by other staff members with special professional competencies are carried out. As a part of school development external trainers are invited to the school.

Observation (KUH) - Teachers Observing Teachers

Teachers observing teachers was introduced at our school in the academic year 2011/2012 and is a valuable instrument for us in our school development. The observation always focuses on one specific teaching area, which will be decided and voted on in the general faculty meeting. The observation feedback should not only provide information about the current status of this teaching area but should also offer room for feedback on other areas. Each member of staff carries out three observations during the school year. The results are given to the observed

colleague by means of a feedback form, which is then collected by management and stored anonymously. This allows a statistical evaluation at the end of each observation circle.

Team Meetings

Staff meetings are on Monday. Every two weeks there is a team meeting in kindergarten.

Communication with Parents

There are regular meetings, meetings with parents, meetings with the school management, with the *Vorstand* (the board), the parents' council and parents' evenings. The parents are informed regularly by parents' letters, monthly newsletter, notice on the kindergarten door and letters sent home in the children's school bags.

Communication Guide

The school's communication guide, which came into effect in 2014, contains all the information and counselling services offered by the school. These include, for example, the monthly newsletter, which informs the school community about current events at school. School brochures and flyers also serve to inform a wider public. The school opens to a wider public for various events and self-promotion. The school leadership, the staff and members of the *Vorstand* (board of the school association) are always approachable.

Parents' Evening

At the beginning of each semester, there is a parents' evening. It includes the introduction of the teachers, the families to each other, information about daily routine and weekly schedule, portfolio work, parents meetings, parents' council and the election of parent representatives.

USEFUL INFORMATION

21. Medical Care

The Taipei European School offers a first-aid service always available for children and staff. There are two health centres at the primary campus, each staffed by a school nurse, one in the Infant building and one in the Junior building. On outings, the group always has a first aid kit in case of an emergency.

In severe cases, such as fractures, the nurse accompanies the child to hospital. In the meantime, the school will inform the parents. Our nurse in kindergarten speaks German, Mandarin and English.

Please note you will only receive an email from the nurse in the event of a head injury and serious accidents. In the event of a kindergarten group closure e.g. due to Enterovirus an email will be sent by the school.

Parental Responsibilities

Please only bring your children to kindergarten if they are healthy. If your children have a fever, they need to have been fever free for at least 24 hours before returning to kindergarten. For infectious diseases, please note the respective guidelines:

"Returning to school following contraction of an infectious disease"

These can be found on our website.

22. Canteen Service

The children eat together in the canteen and can either bring their own lunch boxes or purchase lunch from the cafeteria. Additionally, a salad bar is available to all children free of charge.

23. School Bus

The Taipei European School organizes a school bus service for the main residential areas in Taipei. The students are picked up for school in the morning and taken home after the end of classes. During the ECA period, there is an additional bus at 4.30 pm. School bus transport, just like the cafeteria, is organized centrally by the Educational Services Department at a charge. Registration is handled centrally via the Admissions Department.

24. Activity Groups - Extra Curricular Activities (ECAs)

After the end of the kindergarten day children can participate in a variety of cross-sectional activities. The programme aims to give children the opportunity to try out new activities or develop existing skills. Current offers are e.g. Lego, Creative Arts, Ballet, Football and Kitchen Club. By participating in extracurricular activities in English additional language skills are acquired in a playful manner. It is possible to book the activity groups online for the respective semesters.

If you have any questions about the ECA programme, please contact the ECA Department located next to the Study Services Office.

25. Summer School Programme

As part of the TES programme, a summer camp is held every year during the last three weeks. Intended not only for children new to the school or country it is of fundamental importance to be exposed to the playful use of language in games and fun before the start of a new school year. In the relaxed atmosphere of the Summer School language skills are acquired and practiced.

Classes are led by German-speaking staff and take place daily from 8.30 am to 3.30 pm. However, children can be dropped off at 8 am. There will be supervision.

The "Summer Camp" is aimed at all students who are registered at the TES and in the German Section or who are new to the school. They can participate in a variety of exciting activities that will help them prepare for the new school year. The camp can be booked weekly or over the entire period of three weeks and is subject to fees.



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26. Opening Hours

Core time: 8:00 am to 3:00 pm

Flexible Start: from 7:30 am

Extended supervision time (Kiga-Plus): until 5.00 pm

27. Address and Contact information

The Taipei European School and thus also the German Section are located at two campuses.

Our Kindergarten and Primary School:

Swire European Primary Campus
99 FuGuo Rd, ShiLin District, Taipei 11158, Taiwan
Tel .: +886 2 8145 9007 Ext. 1301,
Fax: +886 2 2832 8085

Secondary School:

Swire European Secondary Campus
31 JianYe Road, ShiLin District, Taipei 11193, Taiwan
Tel .: +886 2 8145 9007 Ext. 2301,
Fax: +886 2 2862 1543

Sekundarschule



Kindergarten und Grundschule

