

C NNECT

2021 SUMMER



Travelling TES Bears



Shining the Spotlight on Kindness



Maths Week 2021 - French Section

CEO Greetings

It is the end of another trying year across the world, some good news with the introduction of vaccines but the return to normality is still some way off. I continue to be thankful that we have been able to continue having the children at school, up until recently, even though restrictions on access to the campus and on activities generally have still been necessary.

As a school lots of great learning has been taking place across the various sections, and you will see these demonstrated in some of the articles in this edition of Connect. I want to thank the staff for all their continued efforts to provide this exceptional learning environment for our students to enjoy.

The work which the school has been doing to build first-class facilities was celebrated with the Official Opening Ceremony of Phase 3 and Europe Day event, which saw a traditional lion dance and ribbon cutting ceremony as well as wonderful performances and presentations from the students for Europe Day. The building has been a wonderful addition to the Secondary campus and students and teachers alike are loving the facility.

As announced in January, the work for a new building for a Middle Years building, based at the Primary Campus location, is well underway - it will provide more learner-centred, project-based learning spaces that can be enjoyed by future years groups.

Finally, the next big cross-school project that is crucial to the school is the CIS/WASC Accreditation for the next 10 years. We completed our first whole-school survey in April - inclusive of parents, faculty, students - and this will assist in our efforts to prepare for the accreditation visit in late 2022. However, for the coming year there will be a huge effort made by representatives of teachers, staff, parents and students who will be contributing to the discussion committees required to look at how we reach our goals in all areas of the school. I'd like to thank, in advance, those committing their time to this process - it is hugely important.

The summer is near though and so I wish everyone a nice summer holiday and we look forward to seeing everyone, rested and energised from the break, when we come back in August, hopefully to a 'post COVID' scenario.

David Gatley
CEO of Taipei European School



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CONNECT

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Taipei European School (TES) is a not-for-profit international school aiming to provide excellent accredited education for the local international community in Taipei. We offer the national accredited curricula from the 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

Striving for Excellence: Achievement and Values Awards in the British Secondary and High School

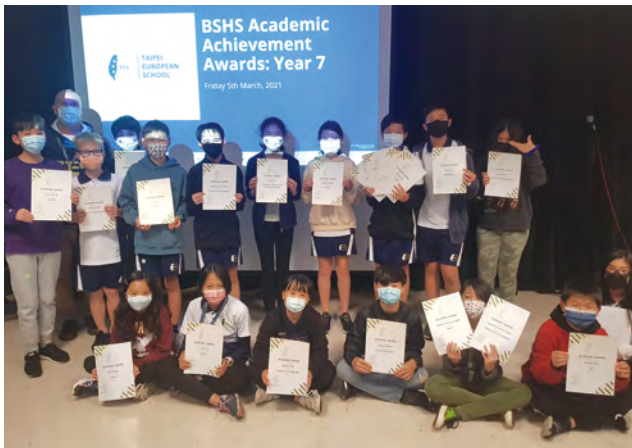
By Christopher Bellamy, Deputy Head, BSHS

This year in the British Secondary and High School, we have changed our approach to awards. This is in response to the newly refreshed TES Vision and Mission Statements, Graduate Attributes, Core Values, and Community Values - specifically, the expectation that every member of our community strives for excellence in all that we do. Too often in schools, these statements appear on letterheads, on the website, and so on, but without enough thought given to how the ideas might be enacted in practice. We are determined to be different.

The BSHS Achievement Awards honour and celebrate our students' achievements in different subjects. They are given by Heads of Department to the top-performing students in each year group. In the past, these awards have been presented in special assemblies at the end of each year. However, starting this year, we have decided to award them twice, at the end of each semester. The awards give recognition for academic excellence; they are sought-after and competitive. However, sometimes, there is an incorrect assumption that the top-performing students achieve success easily; that it perhaps comes naturally to them, and without very much effort. In the British Secondary and High School, we know that the opposite is true. We are immensely proud of our students who achieve the highest levels of academic success: they are self-motivated; they actively participate in lessons; they are not afraid to ask for help when they need it; they take care of themselves, physically and mentally; and they make time to reward their hard work by doing things they enjoy.



However, test scores and grades are not the only measures of success. I recently watched a short featured item on BBC World News about Sanna Marin, the third female Prime Minister of Finland. Sanna Marin is the youngest Prime Minister in Finland's history and the youngest serving state leader in the world. She was also the first person in her family to go to university. Her former school principal was featured in the film and, in spite of her achievements, he described her as being "an average student." He didn't elaborate on what he meant, but the inference was that she wasn't the 'best' student in her class: she was not amongst the 'top' performing students. The way he spoke troubled me greatly. Even though Sanna Marin wasn't 'top of her class' at school, she clearly developed the character strengths necessary to achieve what no one else has done before her.



In addition to the Achievement Awards, the British Secondary and High School also gives out Values Awards. These awards give recognition to students for demonstrating the TES Community Values: Respect; Participation; Responsibility; Creativity; and Perseverance. In previous years, teachers have nominated students in each year group to receive an award from each subject. This meant that approximately fifty awards were given out to each year group and, consequently, some of our students felt that the Values Awards were less important than the Achievement Awards. For this reason, we decided it was time to change our approach.

From now on, just one student in each year group will receive each of the Values Awards. The awards will be given out in June of this year, and twice in future years.

The BSMS Pastoral Leadership Team met to discuss the criteria for nominating students, and our starting point for thinking about this was to remind ourselves of the TES Core Values, for example: striving for excellence in all that we do; encouraging the development of the whole person; promoting good citizenship; and developing the potential of each member of our community. The new criteria, which you can read here, were ratified by the members of the Student Council. The students also designed the nomination and selection process. The process will involve an element of student voice, but the final decisions will be made by teachers.

The personal development of our students is as important to us as their academic development, and so the Values Awards are, of course, of equal importance to the Achievement Awards. Through extensive enrichment opportunities, service projects, and Positive Education (Core) lessons, it is our aim to support all of our students to recognise their own potential and to set high standards for themselves. They might not yet aspire to be world leaders, but we hope that all of our students, and their parents, will place a high value on the personal qualities and attributes that will enable them to make a positive difference in their own lives, and in the lives of others.

More than anything, we want every member of our community to learn and flourish - to be positively engaged at school and in the wider world, to feel energised and to enjoy what they do.





Values Awards Criteria

Respect

- Demonstrates a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- Acts with kindness, integrity and honesty.
- Listens to others and is empathetic to their emotions, as well as the content of what they say.
- Says “thank you” and is sincere with gratitude.
- Respects the needs of others.
- Learns to give and receive constructive feedback respectfully.
- Understands the value of good manners and appropriate conduct.
- Respects their learning opportunities and learning environment. Shows this through polite, positive and constructive interactions with teachers and other students.
- Communicates using respectful language.
- Behaves respectfully in school and outside when representing TES.

Participation

- Actively involved in a wide variety of events, but chooses wisely in order to maximise personal contribution and passion.
- Extremely organised - good at prioritisation and time optimisation.
- Takes a balanced approach.
- Maintains a strong commitment so as not to let others down.
- A risk-taker through participation i.e. challenges oneself and goes beyond expectations.
- Participates with an open mind and encourages inclusivity.
- Willing to listen to, and reflect on, the views of others.
- A highly effective communicator and encourages others to participate.

Responsibility

- Takes responsibility for their learning by:
 - Being punctual.
 - Having the correct equipment - including DEAR time book, 1:1 device, and correct dress code.
 - Managing homework and independent learning effectively alongside other commitments.
 - Proactively seeking support.
 - Reflecting on their own strengths and areas for development.
 - Pursuing goals.
- Seeks opportunities to show responsibility and/or puts themselves forward to take on positions of responsibility.
- Aware of the impact they have on other people and strives to make it positive.
- Understands the responsibility of being a TES student.
- Promotes the values of TES by encouraging others to be responsible.





Creativity

- Willing to take creative risks and go beyond the ordinary.
- Shows genuine inquiry in their approach to tasks, demonstrating knowledge and understanding.
- Has creative ideas that are thought-provoking and often original.
- Their creativity demonstrates an aptitude and understanding of innovation.
- Generates useful ideas that can be applied to an ever-changing world, making a positive contribution to their own life and the lives of others.
- Communicates their ideas in a range of different ways.
- Has a growth mindset and remains open to different ways of thinking.

Perseverance

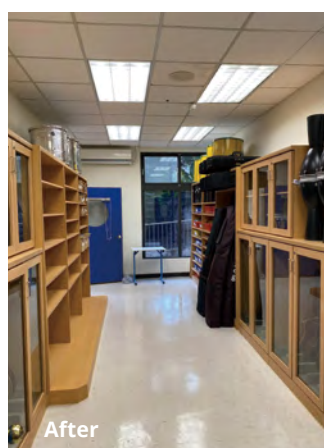
- Refuses to give up in the pursuit of worthy goals, despite obstacles.
- Asks for help when necessary and acts on this.
- Displays and cultivates grit inside and outside of the classroom.
- Recognises that making a sustained effort and using their skills are the keys to improvement.
- Shows initiative in finding solutions to challenges.
- Displays a growth mindset, understanding that the ability to learn is not fixed and can change with effort.
- Follows through on commitments made.
- Uses character strengths, time and energy to volunteer for service over the long-term.



Evolving and Evolving: ESC Music Department 2020-2021

By Chris Papps, Head of Music

Like everywhere else around the world, the past year or so has been an unusual time in the ESC Music Department. While initially restrictive, the pandemic has yielded new thinking, strategies and approaches to teaching and learning music, particularly within the co-curricular activities and performance programme. I would like to share some of these initiatives and approaches with you, and the journey we have been on over the last six months.



A New Academic Year and a New Department!

The new academic year started with a refurbishment of the first floor of Phase 1, creating six new practice spaces for bands and small groups; a dedicated space for the orchestra, the choirs and the harp ensemble; the relocation and improvement of the two main classroom teaching spaces; and an upgrade to the recording studio. These new spaces have enabled much more access for students to practice at lunchtime, and more ensembles and individual lessons to be run at the same time. However, one of the biggest benefits has been the ability to host some of our concerts in our own space, and this was done with our very first Chamber Music concert, featuring our smaller ensembles, in December.



New Measures

All of these new spaces have helped us to still offer a range of music CCAs by allowing us more room to put in distancing measures and providing isolated spaces. While some events have had to be cancelled, we have still managed to have a range of performances this year. Classroom music, featuring keyboards, guitars and xylophones have continued as normal, but wind-based instrumental programmes have taken a little more thought to keep running. For the Orchestra wind section, Year 6 recorder, and Dizi in the Year 8 Chinese Unit, we have used acrylic screens and distancing to enable these programmes to run. Choirs have continued to rehearse, but with masks on.



A New Student Leadership Team

The H3 Music Leadership programme has been running at TES for 7 years now, and this year's leaders have been doing a great job of continuing to develop and promote the Music Department. One major project that they have been working on (along with last year's leaders) is the introduction of a H1 Music Leader programme. The aim of this is to strengthen the depth of leadership opportunities within music at TES and to provide more continuity within the Department. The H3s have created a bespoke programme for the H1s, and are taking turns at buddying up with each student, teaching them about their roles, responsibilities and as well practical demonstrations of equipment and technology. We are looking forward to the future contribution these H1 students will make to the ESC Music Department.



H3 Music Leaders: Jett Alton, Euan Tseng, Silvia Fang, Angel Liao

A New Approach to Performance

As well as the required COVID-19 measures that have been put in place, the ESC Music Department has also looked at other ways to work in a more restricted environment. The larger multi-ensemble concerts have been split into smaller performances, which we have been able to host in our own spaces. By having these performances professionally videoed as well, students have been able to easily share their work to a wider audience. We have also introduced a few new, smaller groups such as the recorder ensemble and the low brass ensemble this year, as well as a new concert just for these groups.

Technology has also been used to help promote student performance and we have started to present videos of past events at lunchtimes in both Phase I and Phase II so the wider student body can see and hear what we have been up to! We then expanded this to live streaming the Music Leader Lunchtime concerts, so students all around the school could be audience members, not just those in the performance space.



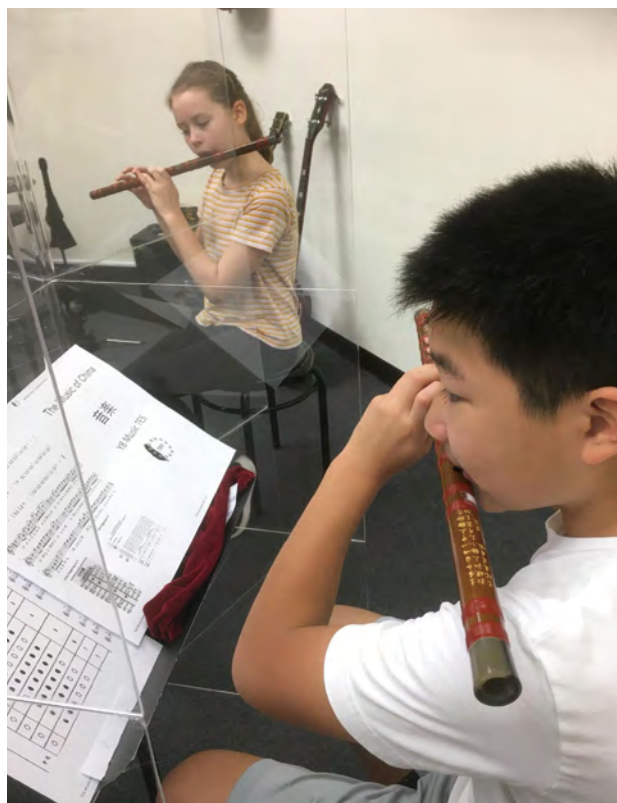
The choirs have been able to continue to participate in FOBISIA events, albeit online, with a special FOBISIA Voices event. Choirs from all of the participating schools have recorded themselves singing a specially composed piece by celebrated British composer Alexander L'Estrange which will then be mixed and edited to produce a video performance as a massed choir.



New Inclusion of Technology

Year 8 students have been exploring a new software package, Logic Pro, this year as part of their curriculum. Students have been experimenting with creating loops via a grid matrix to produce drum beats, chord sequences and basslines to become part of a song that they are writing. This is a new approach to previous years and reflects both the changing nature of the subject and how musicians are currently creating music.

The H3 music class has also been experimenting with technology in the class, using the newly renovated studio to record and manipulate pieces as part of the new IB Music course.



With all of the added technology in our events now, the Music Leaders have been working hard to establish a dedicated 'tech team' of students to support filming, mixing, live streaming and editing of events. We are looking forward to a higher volume of high-quality and easily accessible content from them in the future.

While there have been many changes this year, both inside and outside of the Music Department, the practice of teaching music within a modern age has continued without hesitation. Concerts have still been performed, students have continued to practice instruments, choirs have continued to sing. We have continued to evolve and adapt to the ever-changing world we live in, ensuring our students have the skills and tools they need to thrive within it.

'Growing You Growing Me' - Developing a New Topic in Nursery

By Jennie Bonnalie, British Nursery, Head of Unit

We were challenged to review our integrated curriculum topics, and if necessary revise, refresh or develop new ones. After carefully looking at each of our four topics, we decided that we could enhance and improve our integrated curriculum by merging one topic into another and developing a completely new topic.

We wanted our new topic to connect to the wider community, and have links to the Eco School project and sustainability. Careful planning and relevant links to the Early Learning Foundation Stage (EYFS) curriculum ensued, which saw our team unpick what learning we wanted to achieve, and think about possibilities and potential challenges. Our new topic, 'Growing you, growing me' was therefore founded.

We were fortunate to have training and consultancy from Taipei urban garden planner, Solene Cornilleau. Ms. Cornilleau was also supporting other projects within the school, and was able to specifically work with us on our topic. She helped us to objectively look at our topic, and made recommendations that would help us be more successful.



Ms. Cornilleau gave us ideas on how we could incorporate biodiversity into our topic. As reinforced from the Early Years Eco-Schools guide, "Biodiversity is extremely important and ensures the continuation of life within an environment". As the plants grew, we took a weekly video timelapse. This allowed us to capture and look at the insect and animal life present as a result of the garden. The children were also encouraged to use magnifying glasses to identify and find small insects, which they learned were helping the soil and plants to be healthy. The children collected mulch from the developed gardens around the school to fertilize the gardens, provide organic food and build biodiversity.

We were also fortunate to have the knowledge and skills of Nursery Learning Assistant Ms Su-Long, who guided us in the development of the garden. The children were all involved in the process; they helped to prepare the soil, plant and maintain the garden. The continuous provision and relevant literature was planned and incorporated into our setting to help the children to connect, make meaning and develop a deeper understanding of the topic.



The Nursery children enjoyed several vegetable harvests from the garden. The children were involved in all of the preparation towards harvesting and preparing the vegetables for eating, learning about the process as they went along. They developed great self-control by not picking the fruit and vegetables before it was ready, and became more interested in caring for it.

The Christmas Bazaar was a perfect opportunity for the children to work towards a community project. We wanted to have a stall that the children could be involved in, that sold something long-lasting and sustainable. We decided on making seed bombs that the children could pot on the day of the bazaar. Recyclable, biodegradable plant pots were sought, and our parents quickly came onboard to help us to source materials. We received a lot of positive feedback, and upon reflecting on the event we realised we needed to choose seeds that would grow well in the winter months, and which would be purposeful, and useful for our community.

Our next project was a Christmas gift for the parents. Once again we wanted a product that we could make from our garden, something that could be recycled and wouldn't be wasted. We decided on a herb oil dressing. Fresh herbs such as rosemary, oregano and thyme which had been grown in the garden were harvested, washed and dried. These were then bottled in olive oil to create a homemade winter gift for our families. It was a great success.

We also visited the Year Three garden development as a year group. The older students shared their garden area with the Nursery children, and it was a fantastic learning experience. The children's enthusiasm helped to emphasise the importance of gardening and cultivation.

As it says in the Early Years Eco-Schools Guide, "Schools, nurseries, and childminders all have an important role to play and should be supported to deliver effective and inspiring education for sustainability." Reflecting on what we have learnt through this innovative new topic, we plan to continue making improvements and refining our learning experiences. Through focusing on our environment and sustainable living, we will grow our topic - and ourselves too!



Learn & Flourish with Year Five

By Ms Jeni Wong, Year 5 Teacher



Learning at the British Primary Section places a strong emphasis on preparing our students for the wider world and being students of tomorrow. To achieve this, our learner profile and school values lie at the heart of teaching and learning, such that our Year 5's integrated curriculum unit on food technology included key profile areas:

Thinkers

thinking carefully about what to make and how

Healthy

ensuring our meals were balanced

Adventurers

willing to try out new skills

Future Focused

equipping ourselves with new skills

Global Citizens

producing a dishes which could be welcomed by all

Communicators

presenting our chosen dishes across the year group

The food technology, cooking and nutrition unit took place during the final school week in December and included these key learning objectives:

- understand and apply the principles of a healthy and varied diet
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

Planning

The whole process began with the children revisiting prior learning about the Food Pyramid and working together to collaborate a healthy balanced meal. Once a balanced meal was decided, the children then needed to think about the ingredients required for the task. This included making sure of: the right ingredients (taste, season and source), the right amount of ingredients, and being cost effective (we all had a class budget of 2,000NTD.)



Shopping

Armed with shopping lists, the children journeyed down to Carrefour with their eco-friendly reusable shopping bags and experienced the true dilemmas of shopping.

"There are so many types of mushrooms!"

"Which tastes better - salmon or tuna?"

"Should we go for the cheaper one?"

"Have we got enough money left?"

"I'm not sure if this popcorn will taste good on the pizza..."

As teachers and supporting adults, it was great to observe them make real-life decisions and consider their choices carefully. After finalizing decisions and paying for their goods, they carried all their shopping back to unpack and store correctly.



Cooking

This next step included working in organized groups and following food technology skills. They adhered to clean and safe working standards following their recipes. They used a variety of kitchen utensils and learnt new skills such as chopping, grating, mixing, kneading and many more. They were also responsible for cleaning and washing up as they worked.

Evaluating

This last part of the learning allowed the children to taste their hard work, their repertoire of dishes. Children brought in their own eating utensils and enjoyed discussing the different tastes of their dishes. At the same time, each class gave presentations about their meals and shared their experiences of the whole cooking processes. Finally, we evaluated and shared our healthy meals via a Seesaw activity: salad, an assortment of pizza and pasta, with cookies for dessert.

Without a doubt, a valuable 'life skills' learning experience was had by all. Many thanks to the accompanying class reps for their time and support. Food technology is certainly an important daily skill and we encourage you to continue to allow your children to flourish and hone their culinary skills at home - don't be afraid of the mess!



Mock Motivational Interviews for Première (11th Grade) & Terminale (12th Grade) students

By Perrine Motch

Speaking in public, defending one's point of view, talking about oneself, taking the initiative in an exchange, interacting with a jury, are some of the many exercises that trigger cold sweats in our high school students. Yet, the deadlines of the final educational cycle attach much importance to the oral examination; the French examination in the 11th Grade, the Grand Oral examination following the reform of the BAC, but also the admission interviews in post-BAC institutions, which are increasingly common given the present world health context.

A speech itself causes stress to the students. They are not the only ones because, according to the National Health Institute, 74% of adults suffer from glossophobia (fear of public speaking). However, this is not going to be a problem for our students as there is a solution: to train - to de-dramatise, to gain confidence and improve the fluidity of their speeches.





It was in this context that, for the third consecutive year, a morning of mock motivational interviews was organized in the offices of the French Chamber of Commerce and Industry in Taiwan. The jury was composed of professors and foreign trade advisors coming from several sectors of activity (aeronautics, fashion, chemistry...)

To prepare our students for this exercise, a training session was devoted to the issues, techniques and objectives of the interviews. After working on space management, relaxation, self-confidence and improvisation, the Première (11th Grade) students worked on the creation of an elevator speech, coached by the Terminale (12th Grade) students who experienced the situation last year. Each student has learned not only to present his or her academic record and professional project, but also to stand out by highlighting what makes him/her unique (experiences, interests, extra-curricular skills but above all their multilingualism and multiculturalism). The morning ended with a Job dating activity, during which the students, with their ideal CV, had to answer the questions of the 'recruiters'.

On April 10th, all the students had the opportunity to present their elevator speeches before a jury, to explain their educational guidance projects, and most importantly, to receive advice and guidance from the professionals present. It was a rewarding morning for our students as well as for the members of the jury who were, once again, impressed by the maturity and ambition of our students, their incredible talent but above all by their humbleness and simplicity.

Congratulations to all our students who passed this exercise brilliantly! Thank you to the teachers and professionals who dedicated their morning on a Saturday to this project. Thanks to Stéphane Péden and Christophe Cheyroux who, also, contributed to its realisation.

Travelling TES Bears

By Catherine Tsai, Year 5 Learning Assistant

We are happy to announce that TES has created a global collaboration project named 'Travelling TES Bears' this year. Due to Covid-19, we looked at other ways that we could involve the school in online collaborative opportunities - we came up with the concept of sending the TES mascot bears that can travel to international schools across the globe representing our school.

This global collaboration project aims to enable our students to learn about other countries, their students and cultures, as well as introduce Taiwan and our students to overseas schools. This will allow greater cultural understanding and build an international connection for all the students involved around the world. It also addresses several of our school 'Learner Profile' characteristics - 'Global Citizens', 'Thinkers' and 'Communicators'.



The Formosan Bear, our school mascot, plays a significant role as a cultural ambassador introducing aspects of Taiwanese culture. The schools receiving the Bear will introduce their countries in a similar way to our TES students; they might send a letter back to us or design clothes for the Bear based on their country's traditional costumes! TES Bears have brought a hands-on experience that young learners get to touch, cuddle, and play with. It also creates a great opportunity for cultural exchange with the overseas classrooms!



Since launching the project at the end of November 2020, we have built a network of international schools in Asia, North America, and Europe. We began the project here at TES by creating a promotional video which expressed the project's purpose, as well as tying into a Year 5 literacy genre called "Playscripts." This involved creating dramatic theatre scenes where students learned how to create a scene, write the dialogue and action, as well as work in groups to collaboratively act out their final scripts including filming their performances. Having the chance to film the "Travelling TES Bear" promotional video allowed volunteer Year 5 students to apply what they learned, as well as practise their public speaking abilities. Our mascot also visited some classrooms with student translators to announce the project. Students were thrilled to see the bear show up in the classroom and learn about how to follow the bear's adventures!



Student in Guangzhou, China is excited to take the TES Bear to explore the city. She has also decided to dress the bear in a new costume for the week.

We also invited students from different year groups to share their knowledge about Taiwan on Flipgrid. Students were encouraged to communicate directly with overseas students who are involved, thus empowering TES students to take the lead in sharing their learning experiences and ideas; taking ownership of the learning process and expressing their collective student voice. Creating this direct connection not only allows overseas students to learn about Taiwan from diverse perspectives, but also for TES students to welcome questions and feedback from overseas students.



We are excited to have 5 schools on board and have started to receive back reports on their experiences with our TES Bears. One such experience we are delighted to share is from Seattle, Washington, USA. Mr. Eller's class brought our TES bear around their home area, showing him tourist spots, mountains near them (the Cascades, Olympic, and Mt Rainier), and their most famous building -- the Space Needle. Mr. Eller's class also mentioned they will involve the bear in the local traditions around Easter, the bear might look for Easter eggs with some students in the class, or help the giant bunny hiding chocolate eggs all over for Easter!

We are glad to create these international connections and deliver our most sincere greetings from Taiwan; and we are looking forward to sharing more information and experiences from overseas schools with TES students. Travelling TES Bears project has allowed students to gain a better sense of the world around them, and also develop their 21st-century skills of 'Creativity', 'Communication' and 'Collaboration!' It is so exciting to see how students establish fun and meaningful interactions with academic and cross-cultural engagement! Keep following the Travelling TES Bears, you never know what you will learn!



A TES Bear skiing with Mrs. Eberhard in Zweisimmen, Switzerland. He had a lot of fun in the mountains and on the slope!

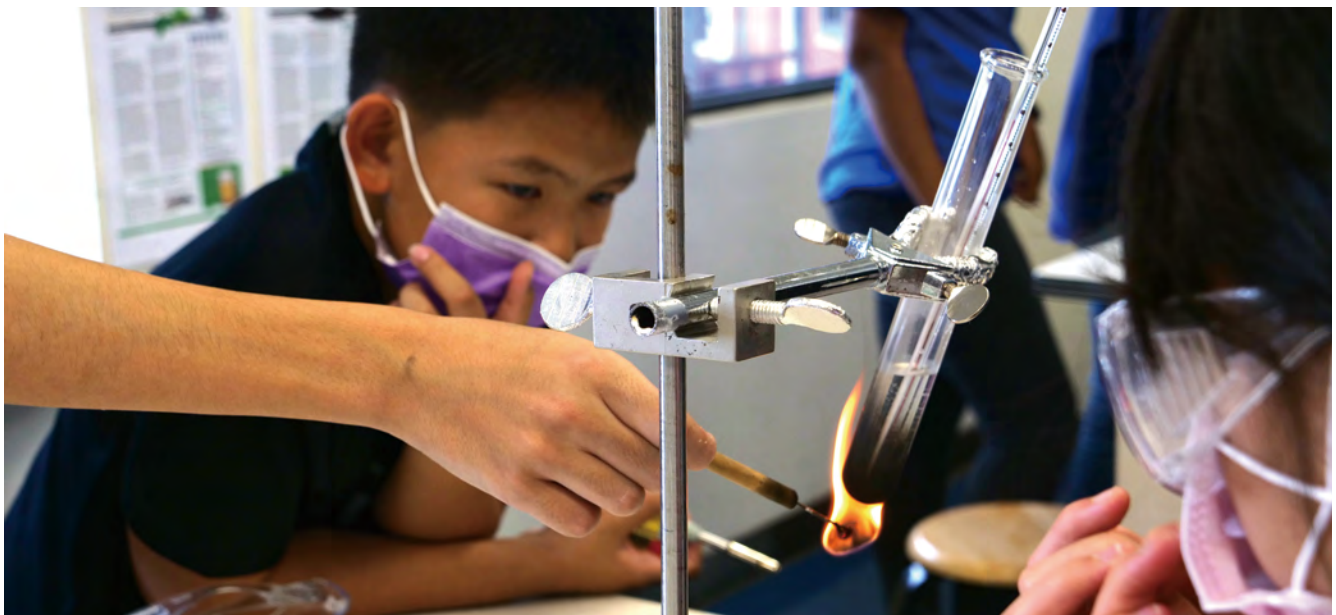
BSHS STEAM Week 2021: Airdrop House Challenge

By Paul Warren (Head of Science); James Greenwood (Head of Computing);
Chiji Okosi (Assistant Head of Mathematics); Fiona Okosi (Head of Art)

STEAM Week is a highlight of the British Secondary and High School calendar. Every year we design new activities to support our students to think and act creatively, and to help them recognise the intersection of science, technology, art and design, engineering, and mathematics.

This year's big event was a house competition on Thursday 18th March where students in Years 7, 8 and 9 worked in mixed teams to design airdrop packages with supplies to support vulnerable populations during global crises, climate disasters and other emergencies.

We focused on the Republic of Palau whose embassy in Taiwan generously gave us flags, folders, document wallets, pamphlets and gift bags that were given out as prizes to our students.





Some facts about Palau:

- Palau is an island country located in the western Pacific Ocean.
- The country contains approximately 340 islands, and together with parts of the Federated States of Micronesia, forms the western chain of the Caroline Islands.
- Its area is 466 square kilometers.
- It is one of the best diving destinations in the world.
- The bounty of Palau's waters come from generations of what's known today as "ridge to reef" or sustainable land and ocean management.
- "Ridge to reef" means an awareness that things are connected; what happens on land can impact the reef.
- Sustainable fishing techniques have been passed down through generations. The traditional chiefs know when to fish, how to fish, but more importantly when not to fish. They don't fish when it is breeding season or when stocks are low to allow the fish to repopulate.
- The women also know how to till the land. They sow plants to hold the soil together to prevent soil erosion. If there was a lot of soil erosion (heavy rain washing the soil into the sea), this could kill the reef.

The country's delicate ecosystem, as well as its limited medical care capacity, means that the population is particularly vulnerable during times of crisis. After learning more about Palau in House Assemblies, the students moved on to begin the challenge of designing the packages. Obviously, we hope that a situation will never arise when it would be necessary to do this in real life; however, the day's activities were linked to our school's mission to cultivate lifelong-learners and responsible global citizens who are ready to rise to the challenges of the future, whatever they may be. As a school community, we endeavour to nurture independence, embrace diversity, and encourage all to "do well by doing good".



In the Science labs, the students applied practical techniques to investigate aspects of the food that was contained in the airdropped packages. Firstly, they tested the energy content of the food by burning the food and measuring the temperature change of water in a beaker above the food. This temperature change was used to calculate the calories per gram that each type of food contained. Secondly, they used food tests to identify the macronutrients present in each of the foodstuffs included in the package. This information was collated onto a nutrition fact label and attached to the package.

In Computing, the students learned how to tackle large-scale logistics problems by using databases to track their airdropped packages. Barcodes and QR codes were used for inventories of the food being transported and used to query an online database to track individual packages and their contents. Students learned about usability and user experience design by creating their own machine-readable packing labels for their packages. They used a vector graphics package to follow a design brief for a consistent, scalable approach to transporting large quantities of perishable goods.

PACKING SLIP			Barcode
Origin: TAIWAN		Dest: PALAU	
#	存貨	INVENTORY	WEIGHT
2	白米	WHITE RICE	500G
3	黃豆	SOY BEANS	200G
1	蛋粉	POWDERED EGG	150G
4	鮪魚	CANNED TUNA	400G
1	玉米	CORN	200G
5	蘿蔔	CARROTS	200G
1	蘿蔔	SOY SAUCE	50G
4	巧克力	CHOCOLATE	200G
21			2800G
INSTRUCTIONS			
↑ THIS WAY UP		QR Code	



A typical supply chain end-to-end process deals with the main purpose of production, transportation, and distribution of products. In Mathematics, students were introduced to the concept of production and maximizing resources through the max-box problem. The initial task was to manufacture an open box from a sheet of paper, optimizing its size (hence maximum volume). Students then had to work out the dimensions of a closed box. This introduced and supported the idea of maximising the use of resources in our environment with mathematics.

In Art, students used their creativity to design a logo for their airdropped packages. Firstly, students learned about the purpose of logos and identified some of key features of a successful brand logo. Then in teams, students designed and refined their logos before placing these onto their packaging.

Thank you to the students in the Peak Media Team for taking photographs: Iggy Grzegorzewski, Serena Heng, Thomas Liang, Daniel Profit and Brian Su.



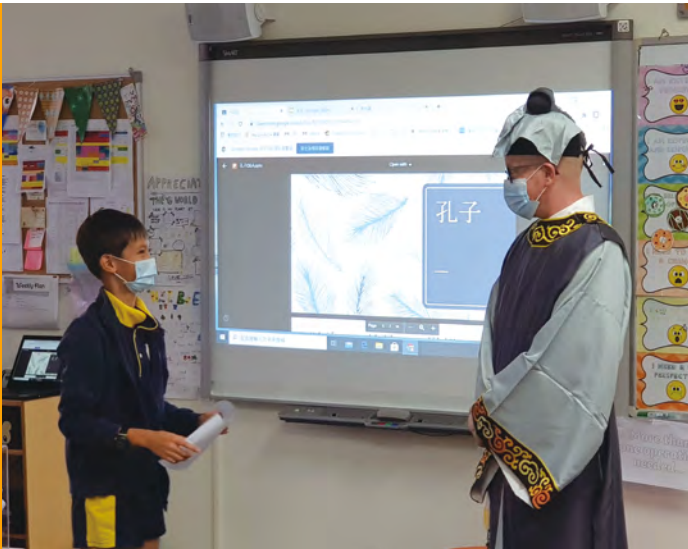
Connecting Through Chinese Language and Culture

By Ms Flora Sung, Head of Chinese Language and Culture (CLC) Programme

Learning Chinese is not only a language learning journey, but also a process of cultural collision and exchange. Chinese cultural events have been widely provided for our students to enrich their Chinese learning experiences. For all TES students, we celebrate Chinese New Year, Dragon Boat Festival, Moon Festival and Birth of Confucius.

“ Confucius Living Museum

Confucius Birthday has carried historical importance due to the significant role Confucius played in Chinese literature, history, philosophy and education. His legacy was introduced to all Year 6 and Y7 students before Confucius Living Museum took place on his birthday, September 28. The Heads from three school sections dressed up as Confucius to be interviewed by Year 6 and Year 7 students. Various creative questions were generated by students e.g. how do you consider the education at TES? What do you want to be in your next life? Students also had great opportunities to apply their linguistic and communication skills in Chinese while interacting with their peers from different campuses.



“ Secret Santa

It's a TES convention that Y6 students produce Christmas cards in Chinese for their Year 7 peers. Year 7 students replied in the holiday spirits and also to answer the queries their young peers have about future school life in Secondary School.





“ Chinese Christmas Bazaar

Year 7 students of Chinese Foreign Language course of study were invited to jointly organise the Chinese Christmas Bazaar on December 8. Students create learning activities in Chinese, produce posters to sell their products designed. Authentic learning opportunities were provided for students to apply their linguistic and organization skills in Chinese language when creating games for the event. Students' Chinese oral communication skills were also accelerated while interacting with peers from the other campus.



“ Chinese Lantern and Calligraphy

Chinese brush calligraphy is one of the most prominent cultural heritages in Chinese speaking communities around the world. Year 7 students in three courses of study all learned how to use Chinese brushes to write and paint with Ms. Lily Feng. Students also produced their wishing cards in Art lessons as part of their lantern design. The ESC atrium is now beautifully decorated by all Year 7 students through the collaboration of Chinese and Art Departments.



“ Chinese New Year Celebrations

the Chinese New Year celebrations were jointly organised by Chinese teachers at both campuses. Students at both campuses were provided with the opportunities to showcase their talents in Chinese public speaking, singing, dancing and drumming in front of their peers across two campuses. Teachers and Heads also keenly participated in the Dragon Dance to open the celebrations. It is not only a Chinese cultural festival but also an event to connect everyone at TES.



The TES Chinese team endeavors to enrich students' Chinese learning experiences beyond the classrooms by providing students various learning opportunities to showcase their linguistic talents and Chinese language skills. TES students across sections performed extremely well in the recent global event, [The 1st Online Chinese Language Festival](#) which was hosted by the English Schools Foundation (ESF), and Education University of Hong Kong and China International Education. The purpose of the event aims to promote Chinese language and culture education and provides a platform for students worldwide to demonstrate their interest and talents in using Chinese language to create and present, and to communicate with others.



線上 第一屆 國際漢語節 2020/2021
The 1st Chinese Language Festival 2020/2021

最佳組織獎 Outstanding Participation Award

港澳台華區
Hong Kong, Macau and Taiwan

TAIPEI EUROPEAN SCHOOL 台北歐洲學校
漢基國際學校 Chinese International School
ESF 英基 KENNEDY SCHOOL 堅尼地小學

保良局田家炳千禧小學
W F Joseph Lee Primary School 和富慈善基金會李宗德小學

中國內地華區
Mainland China

中国涉外教育
北京顺义国际學校
ISA Science City International School

歐洲華區
Europe

西班牙馬拉加中文學校
Pessy Multi 西班牙博思語言學校

東南亞華區
Southeast Asia

CONCORDIAN INTERNATIONAL SCHOOL 曼谷英漢國際學校

優秀組織獎 Excellent Participation Award

港澳台華區
Hong Kong, Macau and Taiwan

聖羅撒女子中學中文部
Hong Kong International School 香港國際學校

ESF 英基 QUARRY BAY SCHOOL 鯉魚涌小學
香港教育大學賽馬會小學
The Education University of Hong Kong Jockey Club Primary School

中國內地華區
Mainland China

SHEN WAI INTERNATIONAL SCHOOL 深圳外國語學校國際部

歐洲華區
Europe

ENGINEERING SCHOOL



TES students performed extremely well among 3,621 participants from 450 schools worldwide. We have 8 Champions in 98 [Chinese-background](#) winners and 73 [non-heritage](#) winners in either storytelling, composition, ancient/modern poems recitation, traditional Chinese painting or hard pen/Chinese brush calligraphy...etc. Seven ESC Chinese teachers were also awarded 'Excellent Teacher' because each one of them has more than 10 students obtaining the top awards under their supervision. There are 64 teachers receiving such awards worldwide and TES is the school with the most winners. TES was listed at the first place among the 16 Excellent Organisations worldwide.

Maths Week 2021

– French Section

By Benjamin Orillon, Head of the French Section

Like every year, 'Pi Day' is an opportunity to organise a 'Maths Week', an institutionalised event that each school and team of mathematics teachers is free to take advantage of. It is an opportunity to show a current, lively and attractive image of mathematics. By leaving the usual formats of the classes, students have the opportunity to study and see mathematics from a different perspective. They can, then, challenge, cultivate themselves and discover other facets of the subject. In short, a week of tremendous fun with mathematics!

This year, the Mathematics Team of the French Section offered, to all its high school students, a solid and extensive program where conferences, competitions and workshops were alternated. There were many opportunities to learn while being active.



TES Lycée Français de Tadjik

Semaine des Mathématiques

Du 15 au 19 mars 2021

- Stand défi coding**
Lundi 15 Mars
Lunchtime
- Stand Défi de Pi**
Vendredi 19 mars
Lunchtime
Un lot dès 20 décimales !
- Rallye CM2-6èmes**
Mardi 16 mars
9h30 – 12h30
- Épreuves du Kangourou**
Jeudi 18 Mars
11h – 12h30
- Mathador**
Jeudi 18 Mars
Assemblée

The online lectures, live and exclusive to the TES, allowed all students to experience concrete uses of mathematics and get a glimpse of the profession of researcher, male and female, as mathematics is attractive to all. The speakers, members of the "Maths en scènes" Association and the National Centre for Scientific Research (CNRS), were able to popularise topics as varied as the protection of the environment, digital imaging, artificial intelligence, cellular biology, and the behaviour of our clothes. These hot topics captivated the attention of students and generated numerous questions.





Competitions are, of course, must-attend events of any 'Maths Week' and the most famous of them, among students and parents, is the 'Kangaroo Contest'. Logic and mathematical questions that all students from Grade 6 (6ème) to Grade 10 (2de), as well as their schoolmates from the primary level, had to tackle. While the competitions are often individual, collaborative work and collective intelligence were also in the spotlight with the 'Maths Rally', a team reflective test for fifth (CM2) and sixth (6e) graders, which also allowed primary class students to have a preview of their daily life next year. Other competitions punctuated our week, such as the 'Mathador Mental Calculation Contest' and a coding contest, a foretaste of the c0de afternoons and c0de night to come in May, since mentioning mathematics would equate to computer science.

But maths is not limited to calculations and puzzles only. The students, under the guidance of their French teachers, showed their creativity: reading of mathematical poems selected by the 6th graders, recitation contest of the decimals of pi (a record of 196 digits! It was a contest open to all the sections of the school and contestants attempted to recite it in French and English as well as in German and Chinese), creation of fake Instagram accounts of great mathematicians (Pythagoras now has his 2 million followers).

The highlight of the show was the construction of a beautiful 'Pythagorean fractal tree'. Created collaboratively by all the classes of the school, it was decorated a few days later with alluring poem leaves. Enough to enliven the springtime of the poets and mathematics!



Slow Motion
(construction de l'arbre de Pythagore)

Introducing the TES Writers' Hub

By Kate Nevenglovska, BSHS Head of English



"A word after a word after a word is power."

- Margaret Atwood

The TES Writers' Hub is a brand new space on the TES Secondary Campus aimed at supporting both students and teaching staff in improving their academic and creative writing. We aim to help anyone who visits the Hub to articulate their thinking and learn more about strategies that can help with drafting, editing and proofreading. We hope we can develop confident, independent and competent writers across the school and, to that end, we hope to reach out to writers of all ages and abilities; we can all improve and learning is a life-long journey best taken together.

Principles of Writing as a Learning Tool

We all probably have our own ideas about why writing is such an essential skill, whether it be as a means of communication or a way to help process ideas or the impact the written word can have on others. Those interested in the cognitive sciences will appreciate the value of writing on exercising both the left and right sides of the brain; whilst social scientists will surely agree that, without writing, the study of history becomes virtually impossible. One thing that proponents of all disciplines can agree on is that writing is important.

"We must somehow maintain the spontaneity and integrity of our young writers' ideas, while at the same time foster editing skills that ultimately enhance the finished product."

- Barbara Everson

Why open the TES Writers' Hub?

"If you want to be a writer, you must do two things above all others: read a lot and write a lot."

- Stephen King

As with most good ideas, this one grew from a discussion and analysis of written academic literature about the best ways to support one another in our academic growth.

We have all had those people in our lives who have helped ignite a spark or help guide us to improve. We endeavour to ensure all members of the TES community bear the responsibility and also have the opportunity to be that guide to others.

The most recent educational literature confirms what most educators have always known: we need to provide a safe, supportive environment in which learners can flourish. The TES Writers' Hub has been created to fulfil that brief.

How can students use the TES Writers' Hub?

"Get it down. Take chances. It may be bad, but it's the only way you can do anything really good."

- William Faulkner

Above all, we want to create a space in which students and teaching staff feel comfortable writing. Part of our philosophy in creating the Writers' Hub is to offer a range of opportunities that allow for student choice in their learning.

We will offer an induction session so students and teaching staff understand what the Writers' Hub can offer:

- Regular one-to-one sessions which individuals can book with teacher consultants,
- Masterclasses on different aspects of writing,
- A designated room, available at different times of the day to offer a quiet, dedicated space in which writers can simply write without distraction or pressure.



Initially, teachers from across the different school subject areas will serve as consultants; once the Writers' Hub is up and running we will pass the mantle to students who will offer assistance to those looking for support. Eowyn Crissfield, the school's language consultant, has already been invaluable in preparing our consultants by offering the most up-to-date and well-researched approaches for supporting writers of all ages and abilities. The cornerstone of our work is that we do not fix or edit writing. We aim to enable the writer, through consultation, to own the writing process: the writer identifies the areas for improvement; the writer sets the goals; and, ultimately, the writer is the one who improves their writing.

"What children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone."

- Lev Vygotsky

The TES Writers' Hub Mission Statement

The Writers' Hub will empower writers across the school by providing opportunities for students and teachers to learn and grow together.

Founding Principles

We believe...

- ...the Writing Centre is a place for all,
- ...in teaching the writer, not the writing,
- ...that writing is a process, not a product,
- ...that everyone can improve their writing.

The Writing Centre will...

- ...empower students as leaders,
- ...challenge and disrupt conventional roles,
- ...ensure that learning is collaborative.



Fun with Language Support in the German Kindergarten

By Veronika Pfannkuch, Kindergarten Coordinator of the German Section

How can we organize the DaZ lessons in the kindergarten (DaZ: German as a second language) in such a way that the children learn with joy and curiosity? In such a way that we take into account their needs and abilities and that they can really 'immerse' themselves in language and culture? - The German Kindergarten team continually works on how to best answer these questions.

So, when a language education concept encompassing kindergarten, primary and secondary education was to be launched, some colleagues working in the DaZ field took the initiative and set something in motion that would provide a more comprehensive view of language support for the young children.

What was initially planned as a project within a group, could (after the colleagues have evaluated it) develop into another building block in DaZ teaching.

Where are the focuses?

Generally speaking, one can say that the changed approach rests on 3 pillars:

- Increased and intensive use of musical elements, rhymes and games, and the promotion of storytelling skills.
- Conscious linking of topics from the DaZ lessons with topics in group activities, Flex 0 lessons, sports, and music.
- Regular offers for parents to support their children.

Musical elements, rhymes, games

When music is used, feelings and emotions are addressed, motivating children to engage and learn without them realizing it.

This is also true for rhymes or verses: here, too, there is a certain rhythm that facilitates listening, perceiving, and memorizing the new concepts.

What can this mean for language development in kindergarten?

The linking of melodic, rhythmic or even motoric information, e.g. when singing, helps significantly to store what has been learned - and it's fun on top of that!

Repetition, such as a refrain in a song, also supports the learning process; in addition, sound and syllable structure and intonation patterns are learned in a 'natural' way.

Many children enter kindergarten with little knowledge of the German language; Songs, i.e. sung lyrics, reach children even if they do not yet fully understand the content. A melody that accompanies a song text helps it to be remembered and articulated much more quickly than if the child learns through only one sensory channel. Likewise, rhythm and its inherent repetition helps with language learning.



So, the teaching team jointly developed lyrics to well-known melodies that fit the theme and sang them with the accompaniment of a ukulele, recorded this and used it in the DaZ lessons - with a success that could hardly have been expected. Suddenly the songs of the DaZ children were also heard in the group or new terms from these songs were used on the playground, on the way to the library or in Flex 0 (preschool class).

The team also places special emphasis on the development of storytelling skills. This competence also plays an important role as preparation for learning in primary school: texts should be understood and reproduced. For this to succeed, a certain degree of linguistic 'independence' is already necessary; in practical terms, a certain rhythm or repetition helps.

If one wants to use an image, one could imagine the process of weaving

The warp threads stand for the rhythm or repetition, while the weft threads form the narrated content. If one has this image in mind, one understands that the competence of narration or the reproduction of a text is not something abstract, but a tangible process for the children that they enjoy.

Conscious networking of subject areas

As already mentioned, the deliberate use of concepts and learning areas within the various activities of everyday kindergarten life plays a major role. What is learned is actually sustainable when the children encounter it in different situations.

For example, the topic 'Which animals live in water' can be dealt with in many different ways: starting in DaZ lessons, then through picture books and stories, painting activities, a visit to the aquarium, or songs in the individual groups.

For the team, this means an intensive exchange about the topics and appropriate preparation, although the freedom to deal with other topics that are currently moving the children must remain.

Experience has already shown, over a few weeks, that deliberate networking during a certain period of time contributes to the anchoring of word fields or grammatical structures.





Regular offers for the parents to support their children

In the kindergarten we speak about the educational partnership with the parents - we understand our work as a pedagogical supplement to the education in the family.

Within the framework of the project, the team have addressed the participation of the parents in the home setting; the idea is to regularly send the parents the current material of the DaZ lessons and to ask them to speak, read or paint about the topics with their children in their respective mother tongues... Here, too, the goal is to make the language more accessible to the children through diverse learning situations.

This is, of course, to be understood as a non-binding offer that parents can take up if they have time and interest.

Now it is time to collect and carefully evaluate the experiences, possibly make further changes, ask for feedback from the parents, and much more.

As an observer of the newly designed DaZ units, I can only conclude so far that the children and their German teachers are having more fun and enjoyment and that learning is becoming easier!



The CE2 'Take Action' Inquiry - Led Project

Honoring student voice and choice

By Jaya Hiranandani, CE2 English Class Teacher

As we aspire for future generations to become creative and critical thinkers and prepare them to take their rightful place as responsible citizens in this ever-challenging world; active engagement, discussions and student-centered activities are becoming the norm in most international schools. Inquiry-based learning, however, takes a step further - it is explorational, problem-based and involves student voice and choice in the learning process.

The CE2 'Take-Action' Project

The CE2 'Take-Action' project was part of an inquiry-based, cross-curricular unit of study called Mighty Mountains. After immersing in learning activities and events, and learning about the causes and effects of plastic pollution and global warming on mountain habitats, the students, along with their teacher, decided to take action to help protect the mountain habitats which are adversely affected by human actions and inactions. Students formed groups and planned their own projects.

While the students worked on their projects, they were also learning about the art of persuasion, and one of the requirements of the project was that each group had to choose a persuasive device like a poster, infographic, podcast, video or letter to reach their goal. The end result was the acquisition of a range of real-life skills like oral and written persuasion, research and digital skills, problem-solving, money-related calculations, planning events, design technology and so on.

The planning process was a journey in itself, and through their initial struggles in coming up with feasible ideas, students learnt about SMART goals. The teacher had to adapt the planning process to meet the difficulties the students were facing. Then, a host of interesting ideas emerged... You can read what students had to say about their projects below (words in brackets have been added for clarification).



Children's reflections on the projects they planned and executed:

Toy swap

"Before you started (the project), you had to think about what was next. Then when you were done with that step, you looked back and added in what was missing and removed what you didn't need."

- Ivan

"We tried to stop us from wasting money by buying new toys. This way we did not waste paper and plastic packaging so we saved greenhouse gases from going in the air. We reduced waste."

- Ray and Lukas

Letter to the CEO, Mr. David Gatley, asking for more solar panels to be installed at school

"Our project taught us how to use the right words when writing a persuasive letter. You need to write more than one paragraph and you need to be sure of what you are writing about."

Oh, and the toy swap taught us not to be attached to our things and be selfish."

- Nathan

Letter to the French Section Primary Head, Mr. Sebastien Clergeault

"We wrote a letter to Mr. Clergeault to install more trash bins in the Junior playground because children are littering the playground. We learnt that by 2050, there will be more trash in the ocean than fish! We can help by not littering so the trash in the sea will not grow bigger and turn into microplastic."

- Luka and Quinton

Podcast about: How we can protect mountain habitats

"It (planning the project) was not only harder but we had to also do things again, and we learnt that we need to not read but speak clearly and with emotion."

"First you are not really good but after practice you make it better. In the future, we would like to do more podcasts about other things because you get to decide what you want to say and others can hear it."

- Lily and Pei Tong

Podcast about: Use of insecticides

"It was cool when we went inside the Little Bears Radio Room because all the equipment was very cool."

- Alex

"I really hope that our project helps people to change their minds about using pesticides. We can use natural ways to keep insects away."

- Elsa



Poster to: Spread awareness about using less electricity

"We learnt about fossil fuels that make electricity because it causes smoke that has greenhouse gases that cover the earth like a blanket. When the sun comes out, the earth becomes hotter."

- Idina

"We want to use less electricity because it causes global warming."

- Clara

Videos to: Teach other students how they can bring eco-friendly snacks to school

"I feel happy that the video will go on the TV in the glass tube and others can see it."

- Ayaka

"We had to make sure we had all the ingredients and we practiced a lot."

- Lili



Funfair and Exhibition

"We all did a carnival and we earned lots of money to send to all the foundations. There was a wall to write how you can help. I learnt about animals and how to use piktochart to make a poster. It was a fun way to learn!"

- Nadia

"I learnt how selling things works."

- Kayla

"We made posters and infographics and did an exhibition. People scanned QR codes to learn why we did this exhibition and what we will do with the money. Our 'Destroy the Pollution' game was so fun!"

- Justin

"I learnt that if we work together, we can help endangered animals. We should continue to take action- maybe on our own, maybe with our friends or with our families."

- Loup

Shining the Spotlight on Kindness

By Rowena Bracken, Head of Positive Education, BSHS

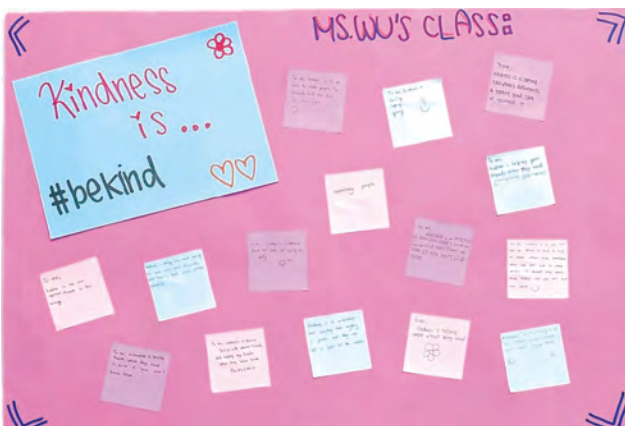
In March, students and staff celebrated Kindness Week where students were introduced to the science of Kindness and its benefits.

The purpose of focusing on kindness was to help students understand the impact their actions and behaviours have on others. Promoting kindness builds positive relationships and increases positive emotions. Psychologist Martin Seligman and his research team at Penn State University state that “Doing a kindness produces the single most reliable momentary increase in well-being of any exercise we’ve tested” (2012). When we feel good, we are more likely to flourish and the possibilities become endless.

Kindness Week is one of the many ways that the British Secondary and High School of Taipei European School seeks to raise awareness about the importance of wellbeing for both students and staff.

Here are some of the wonderful things that took place this Kindness Week.

- During Individuals, Societies and Environment lessons, students learned about how certain acts of kindness changed history.
- In English lessons, students explored memes to unpack the language and culture of kindness.
- Drama classes took time to reflect on the personal and collective benefits of kindness by creating small scenes that explored the ripple effect of kindness.
- High school students in H2 and H4 were invited to sign up to an Acts of Kindness activity in which they were assigned an individual for whom they had to perform an anonymous act of kindness. Teachers also took part in their version of this activity, sprinkling kindness throughout the school.



- Students attended an assembly on 'What Kindness Looks Like.' The intention of this was to encourage students to consider how they can take responsibility for their actions and show greater kindness towards their peers, teachers, and the wider community. Students finished the day by completing a kindness survey to explore what we do well and where we can improve as a school.
- The Staff Choir sang 'Lean on Me' for students with the help of the Film Club to help create a fun and uplifting music video.
- The Student Council ran a range of activities that included providing free kindness cards for pupils to send to people who they care about and creating a 'Kindness Tree' where people placed kind thoughts about people around the world they wanted to send thoughts of kindness to. The Student Council also provided boxes of chocolates with thankyou cards for the guards, cleaners, and canteen staff on behalf of all TES Secondary students to say thank you for their continued daily acts of kindness.
- Friday coincided with our celebration of the International Day of Happiness. Students were greeted by happy, dressed-up staff from the PERMAH Champions, a team of staff volunteers interested in wellbeing. A happy movie was shown at lunchtime and all students received stickers and happy face lollipops at the end of the day.
- The House Captains gathered students, teachers, and even the guards to take part in a house competition music video using Harry Styles song 'Treat People With Kindness'.



The Student Council gives the student body regular opportunities to practice kindness towards their teachers via regular gratitude practice. Each month the Student Council sends a survey with specific teacher names to the whole student body. Students articulate their kind thoughts of gratitude and these are compiled into a card that is given to teachers each month. At TES, we recognise that 'Kindness' is a key ingredient that enhances positivity and helps children feel good about themselves as it increases serotonin levels (Lisa Currie 2015). When students are empowered to initiate acts of kindness, they feel a greater connection to their teachers, peers, and their learning.

Here are some staff reflections on Kindness Week:

"Kindness Week has brought so much joy, creativity, and love into my classroom and all around the school. When students are taught how to conduct random acts of kindness, it not only boosts their moods but also their relationships with others. Being kind does have a ripple effect."

- Ms Wu

"Even though I knew some kindness was coming this week, I was still taken pleasantly by surprise when it came! Thank you to whoever gave me the delicious cakes!"

- Mr Lee

"Year 9 Drama students really moved their audience when exploring different aspects of kindness and how it can help others."

- Ms Wainwright



Printmaking: The World of Patterns

By Katy Ho, BSHS Art Technician

Last term I was very fortunate to participate in a six-day printmaking workshop, led by one of the leading printmaking companies in Taiwan, In Bloom (印花樂). This gave me a chance to widen my knowledge and skills in order to enhance my work in the Art Department. Additionally I learned about the abundance of printmaking resources that are available locally, which has helped me to answer some of the challenges I face in my day-to-day work such as where to find tools and resources in Taiwan and the correct Chinese terms for specialist Art equipment. I also benefited from sharing my skills with teachers and students and it has boosted my confidence.

Perhaps many of you are unfamiliar with the process of printmaking and indeed may not have ventured to the printmaking studio which is tucked away on the mezzanine of the ESC Art classrooms. First and foremost, what is printmaking? Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric. There are many types of printmaking techniques including letterpress, intaglio printing, offset printing, risograph printing, and screen printing.



Screen printing is a process where ink is forced through a mesh screen onto a surface. Making certain areas of the screen impervious to printing ink creates a stencil, which blocks the printing ink from passing through the screen. The ink that passes through the mesh forms the printed image.

Here are the steps and equipment needed to complete the screen printing process:

Screen

The screen is a piece of mesh stretched over a frame. For the mesh to be effective, it must be mounted on a frame and it must be under tension. The right mesh count can go a long way towards producing the results you are after. With that in mind, here are some common guidelines for mesh count: 70 - 100 for fabric; 100 - 150 for paper; and 150 - 350 for metal.

Photo-Emulsion

The emulsion gel is spread over both sides of a mesh screen and left to dry before the next step. It creates a blockage so that the printing ink can't pass through the screen.

Vacuum Exposure Unit

After the emulsion is dry on the screen and your final design is ready on a transparency film, the vacuum exposure unit is where the magic takes place! Place the transparency on the machine with the picture face up, then put the screen on top of the transparency and close the lid tightly. Then, press the start button and let it run for a few seconds. The intense light will expose the image onto the screen to create a positive image. Gently wash off the dried emulsion from the image area so that the mesh is clear for the printing ink to go through.



Inking

Duct tape is used to seal around the mesh screen to prevent excessive paint from staining your printing area. After the ink is applied on top of the screen, use the squeegee to spread the ink evenly. Repeat a few times if necessary. You can also experiment with multiple colours per print.

The real fun of printmaking is the moment when you remove the screen to reveal the final result! With screen printing, you can create as many copies of images as you like by using different colours or mixing two colours to create a different shading effect. Using water-based ink means that you may wash the ink easily from the screen and your hands, but not from the paper or fabric.

You can see a range of printmaking projects in the accompanying images. One of these is the Year 7 Chinese New Year stencil printmaking. Students made personalised red envelopes by cutting the design on paper to form a stencil, then used a printing brush to transfer the ink to the area of printing. Other student printmaking projects include Year 8 reduction printing, H1 intaglio printing and H3 screen printing.

Look around our surroundings and you will find lots of images that have been made using printmaking techniques; the TES Bears hoodies and our values banners hanging in Phase 2 are some examples. Can you find more examples of printmaking in school?



For the Love of Learning

By Leica Burley, Assistant Head - Curriculum Leadership

It is no secret that we aspire to instill a love of learning in all of our students. Being a lifelong learner is one of the seven TES graduate attributes; the skills and qualities that we strive for each student to develop. The International Baccalaureate (IB) Learner Profile, listing ten qualities that IB students should develop for success in and beyond the classroom, includes students striving to be knowledgeable, inquirers and thinkers. At TES, we are not simply teaching students what to think or even just how to think, but to want to think and pursue knowledge for their own growth.

Our British Secondary and High School (BSHS) staff are wonderful role models of this important trait, with three current doctoral candidates and many currently completing their Masters. As someone whose top character strength is Love of Learning, I can completely understand this motivation to undertake further formal studies, despite our already busy lives. When you value the process of learning and are passionate about what you are learning, it is honestly as pleasurable as it is rewarding. This doesn't mean

that it isn't also hard work, difficult and something that requires sacrificing your weekends and holidays, but it means that those things are worthwhile.



Ms Leica Burley completed her Masters of Educational Leadership through Macquarie University.



Ms Rowena Bracken, Head of Positive Education, is currently completing a Masters of Applied Psychology through Buckingham University. Her studies have taught her applied practice that she can use personally, as a parent, and of course as a practitioner. Ms Bracken described the experience as “good to be in the students’ shoes”, remembering what it is like to be juggling learning and assessment. She knows that she has developed her academic skills including becoming a more selective reader when researching, using her time wisely such as by listening to audiobooks on the way to school, developing her referencing skills and academic writing, and of course increasing her confidence alongside all of this. Interestingly, Ms Bracken’s ‘classmates’ are people in a wide range of professions such as psychologists, life coaches and doctors who all have the shared aim of wanting to help the people they serve to be at their very best.

Ms Rowena Bracken is completing a Masters of Applied Psychology through Buckingham University.



Mr Paul Warren, Head of Science, is currently completing his Masters of Education through the University of Bath. He describes himself as someone who has always loved learning and attempting new things, and so the academic study of teaching and education seemed like the next logical step. When asked how his studies are impacting his work as a teacher and leader, Mr Warren reflected that “Academic literature is all about perspectives. By reading and analysing different perspectives on issues in education, you can develop your own ideas, beliefs and concepts about teaching. It also provides ideas and techniques that are new, as well as allowing me to use evidence-based techniques to complement my own style.”

Mr Paul Warren is completing his Masters of Education through the University of Bath.



Mr Paul Wright, IBDP Psychology Teacher, is currently completing a Masters of Character Education through the University of Birmingham. He selected this course as it is an area that he is extremely interested in, and given the direction that TES and other leading schools are taking with wellbeing becoming an integral part of holistic education, it is an area of study that he knows will provide him with many future opportunities. In reflecting on his experience of being a student, Mr Wright spoke about a steep learning curve in critical, academic writing, an area that he was not provided a great deal of support in when he first started the course but has learned to adapt to very quickly.

Mr Paul Wright is completing his Masters of Character Education through the University of Birmingham.



Mr Christopher Bellamy, Deputy Head, is a part-time doctoral candidate in the School of Social Sciences at Nottingham Trent University. His research is focused on the social positioning of teachers in international school communities in East and Southeast Asia. He is in his second year and anticipates it will take at least another two years, maybe longer, to complete. In his first year, he had to complete two stages. The first step is called ‘project approval’, which included giving a presentation to his supervisors and an independent assessor. Secondly, he had to get ethical approval for his research from the College Research Ethics Committee. He has monthly virtual meetings with his supervisors, where the 7 or 8 hour time difference between the UK and Taiwan (depending on the time of the year) means that he can hold the meetings in the evening after work which is the morning for his supervisors. Mr Bellamy added that “Obviously, my interest in this topic stems partly from my decision to move from the UK to teach in Taiwan; however, for ethical reasons, I won’t be interviewing any of the teachers at Taipei European School!”

Mr Christopher Bellamy is a doctoral candidate at Nottingham Trent University.

This commitment of our staff to their own professional learning is of course far more valuable to our students and the school than simply the act of role modelling lifelong learning. A commitment to our professional growth, whether that is through further study, professional reading, attending a conference or participating in our own TES professional learning communities, ensures that our teachers are abreast of the ever-changing landscape of education. Our teachers learn and flourish, just as our students do.

Official Opening Ceremony of the New Phase 3 Building

By Mr. Kerry Nockolds, Director of Marketing



It was a joyous moment on May 7th 2021, when we were able to hold the Official Opening Ceremony for the New Phase 3 Building. An event that we combined with the school's annual Europe Day Celebrations!

In the current world pandemic and the carefully managed environment the school has been under these last 18 months it was never going to be quite the normal type of event - but we were able to finally have one.

The students and staff have had the pleasure of using the new Phase 3 building for the full academic year, with the fabulous classrooms, the wonderful gyms and also the additional spaces created not just in the new building but also in Phase 1 where music and drama have new and larger performance and practice spaces.

On the Friday May 7th, we were blessed by perfect weather for the outside opening ceremony, no rain and not too much sun, a perfect temperature for our contingent of guests from the European Trade Offices, Ministry of Foreign Affairs, Board of Directors and Leadership of TES to stand and watch the celebrations.

The traditional Chinese Drumming, Lion Dance and Dragon Dance made for a very lively opening ceremony enjoyed by the guests and students alike. All the auspicious traditions were observed with Dr. C.V. Chen and Mr. Gatley presenting the Lions a 'Hongbao' red envelope and the lions offering lucky a turnip and pineapple in return. We even had a visit from the God of Wealth!

Finally the Ribbon cutting ceremony took place, with our team of French Section ushers delivering the gloves and scissors to the ribbon cutting guests, (from left to right) Mr. Freddie Höglund - CEO of the European Chamber of Commerce in Taipei, Ms. Chen Yong Shao - Ministry of Foreign Affairs, Mr. Filip Grzegorzewski - Head of the European Economic and Trade Office, Dr. C.V. Chen - Chairman of Board of Directors, Mr David Gatley - TES CEO, Mr. Casabonne-Masonnave - Director of the French Office, Ms. Nora Tech - Deputy Director of the German Institute Taipei, and Mr. John Dennis - Head of the British Office.





With a cut of the ribbon we were officially open and following a few photos we moved into the air conditioned area in B1 between the 2 gymnasiums. Now we got to celebrate our Europe Day.

Following a couple of introductory speeches from Dr. C.V Chen, highlighting a few key events in the history of TES that brought us to the present opening, and then a few words from Mr. Filip Grzegorzewski, about how Europe Day is the birthday of the European Union, the students took their turn to shine.

Music is always a strong feature of Europe Day and so it was again, performances from Key Stage 3 String Quartet, a Harp Duo and also a specially written fanfare, by Mr Papps, for the event was performed by the Brass and Percussion Band.



We also had a wonderful presentation from the Terminale History students of the French Section, who presented famous words about the European Union Project from famous historical European figures.

Mr. Gatley rounded off the event with a few words.

Finally a big thank you to all the students and staff that supported this wonderful occasion. Another momentous step in the history of TES is in the books!



A Year of Digital Transformation at TES - a place where learning never stops

By Mr. Kerry Nockolds, Director of Marketing

2020-2021 has been a year of digital transformation for students, parents, faculty and staff alike. For parents the year has seen the introduction of new systems and platforms that both unify the flow of sensitive information, but more importantly adhere to best data practice adopted by many of our regional peers.

In alignment with our strategic goals to centralise and safeguard data - PowerSchool, SchoolsBuddy and Finalsite (the school website) have been introduced to replace legacy systems that no longer offer the security that we aspire to achieve. The new systems were selected to honour our pledge to prioritise student and parent data privacy whilst ensuring data interoperability (parents can rest assured each platform is a trusted, GDPR compliant, and a verified custodian of their children's data) where we can manage the flow of data.

Implementing change at the best of times is a complex process, each stage from planning, communication, to execution requires teamwork and tenacity. In a thriving school such as TES with its multi-section structure, unique curricular we have prioritised an intentional digital transformation which embraces the vision of one school. Our unified Student Information System (SIS) PowerSchool provides the backbone for managing student and parent data. With its core interoperability PowerSchool offers dependent systems such as SchoolsBuddy and our recently launched website and Community Portal with data continuity.

It has been necessary despite the appearance of digital disruption to launch the three platforms mid-year to meet operational needs. Our initial focus has been on data interoperability, developing capacity through training, and establishing routines to better serve our community as a whole. With all three systems now being live we move to the third phase of the implementation - Account unification, in essence using one set of credentials to login to all systems. We aim to achieve this unification through the adoption of Single Sign On (SSO) authentication.

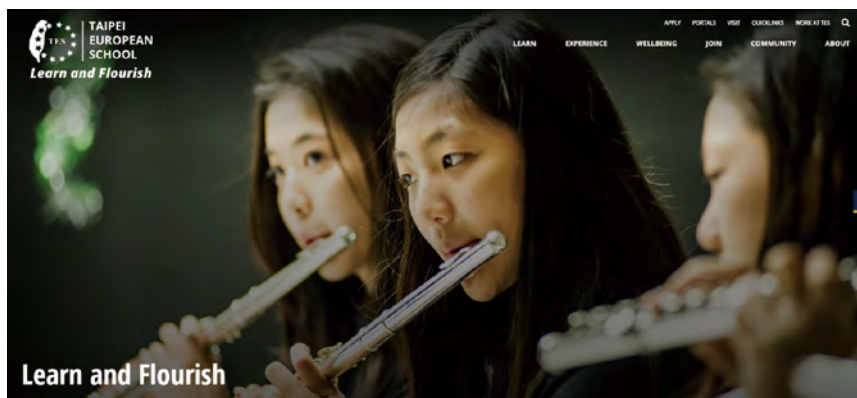
Single Sign On

Each parent has been assigned a unique SSO account e.g. p12345678@parent.tes.tp.edu.tw. The prefix p12345678 is your parent number that is tied to your family. Moving forward this unique identifier will replace existing legacy account conventions and ensure that we have a unified record key.

Our Community Portal which offers secure access to school communications, documents, presentations, and videos already utilises SSO.

Next Steps

On July 1st 2021 we will enable SSO for Schools Buddy and PowerSchool.

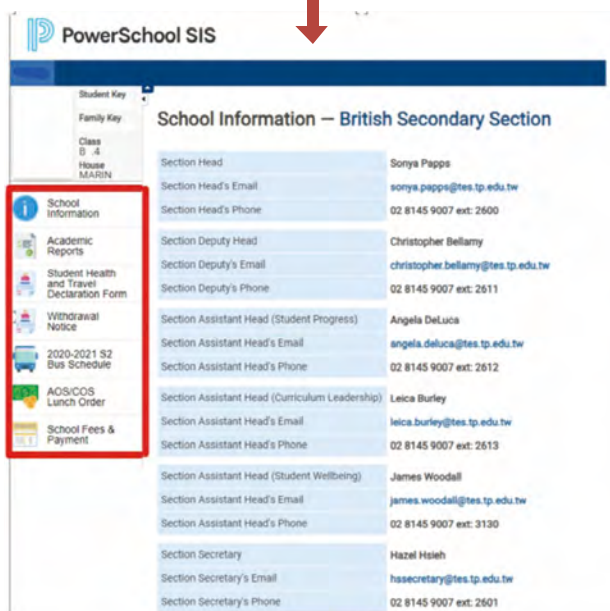
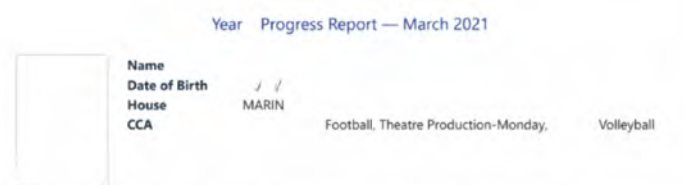
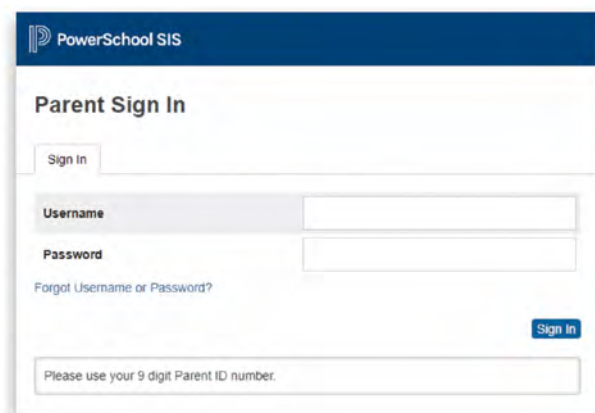


Below is a quick overview of the 3 main platforms we have adopted for parents and what functions they serve:

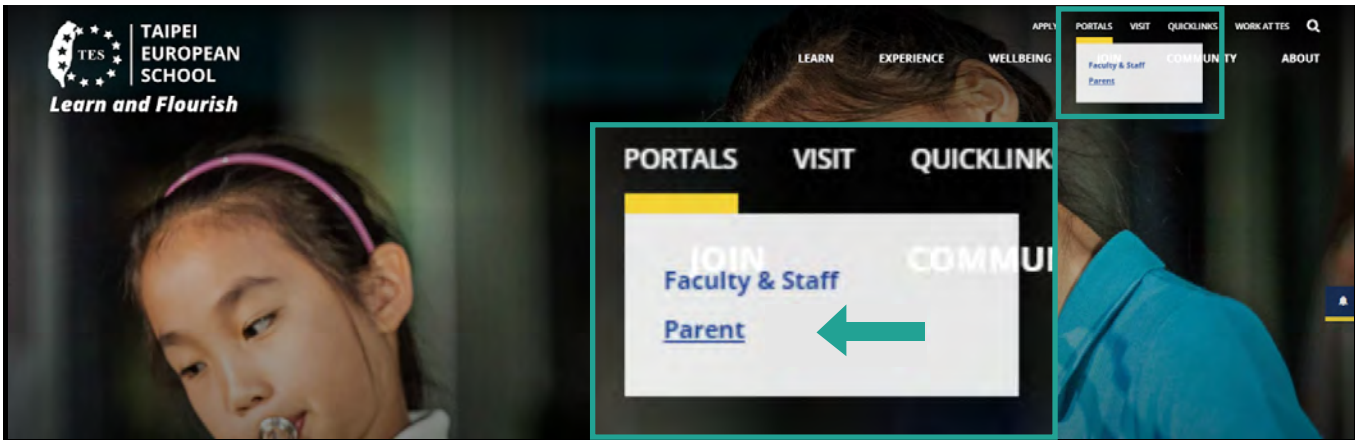
PowerSchool Parent Portal	<p>Function</p> <p>Student Information System (Data Management Platform)</p>	<ul style="list-style-type: none"> • Report Card • Student Timetable • Demographic Data • AOS/COS Link • Transportation Information • Billing Invoice • Medical Consent • Withdrawal notice • New School Year Checklist
Community Portal (website)	<p>Function</p> <p>Content Management System (Communications & Document Management Platform)</p>	<ul style="list-style-type: none"> • Calendars • News Posts • Document access • Message archive • Section specific portals • Videos, webinars and Presentations • Feeds
SchoolsBuddy	<p>Function</p> <p>Activities, Parent Teacher Meeting, and Event Management Platform</p>	<ul style="list-style-type: none"> • CCA Sign-up • ECA Sign-up • Parent Teacher Conferences & Meetings Sign-up • Field Trip Consent Forms

In a world of greater technological functionality comes the need for all of us to learn new things, new platforms, and this year has definitely proven that we are true to our Vision, a community of lifelong learners!

PowerSchool Login Page



Subject	Nov. Grade	Mar. Grade	Engagement in Lessons	Contribution to Group Work	Responsibility for Meeting Deadlines	Willingness to Speak in Lessons
Art and Design A. Duinell	A	A	★★★★	★★★★	★★★★	★★★★
Chinese Language K. Lee	A	A*	★★★★	★★★★	★★★★	★★★★
Computing W. Jeggo	A	A	★★★★	★★★★	★★★★	★★★★
Drama P. Schenk	B	A*	★★★★	★★★★	★★★★	★★★★
English E. Wainwright	A	A	★★★★	★★★★	★★★★	★★★★
Individuals, Societies and Environmental Studies J. Tang	A	A*	★★★★	★★★★	★★★★	★★★★
Mathematics N. Harris	A	A*	★★★★	★★★★	★★★★	★★★★
Music C. Papps	A*	A*	★★★★	★★★★	★★★★	★★★★
Physical Education K. Chow	A	A	★★★★	★★★★	★★★★	★★★★
Science A. Dwyer	A	A	★★★★	★★★★	★★★★	★★★★



Community Portals – Parents access



APPLY PORTALS VISIT QUICKLINKS WORK AT TES
LEARN EXPERIENCE WELLBEING JOIN COMMUNITY ABOUT

PARENT PORTAL

Parent Portal

Semester 1 2021-22 School Fees & Invoices

[School Fees for Semester 1 2021-22](#)

Schoolwide Messages

[TES - CEO Office - COVID Update \(12.05.2021\)](#)

12 May 2021

[Semester 1 2021-22 School Fees Invoice](#)

4 May 2021

[TES - CEO - COVID-19 Update \(5.05.2021\)](#)

3 May 2021

Section Portals

BPS PARENTS



British Primary Section

BSHS PARENTS



TES High School

Latest News from Section

British Secondary and High School Section News

FOBISIA Student Leadership Conference - by Graeme McNaught, Head of Student Leadership

Climate Day - by Ms Burley, Assistant Head

1st Online Chinese Language Festival - by Flora Sung, Head of CLC

House Points: End of Term 2 Tally - by Mr Armstrong, Year 8 Dean

The Journey to TASMUN - by Mr Laureti, MUN Coordinator

Ecosystems: A Day at the Zoo - by Yoko Tsai, Science Teacher

Year 9 Science Fair - by Paul Warren, Head of Science

Introducing The Writers' Hub - by Kate Nevenglovska, Head of English

Choose you Calendar and filter based on your needs - see what you need - not everything

PARENT PORTAL > BRITISH SECONDARY AND HIGH SCHOOL

British Secondary and High School

General Overview **Full BSHS Calendar** Sports ESCPA

Filter By All Selected

Month Week Day

← MAY 2021 →

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
26 Mid Semester Holiday	27 Mid Semester Holiday	28 Mid Semester Holiday	29 Mid Semester Holiday	30 Mid Semester Holiday	1
	IGCSE Final Examinations (YEARS 8 & 9) ESC		IB Final Examinations (YEARS 9 & 10) ESC	National Holiday	2
3	4	5	6	7	8
				Europe Day / Phase 3 Opening 11:00 AM - 1:00 PM ESC PHASE 3	9
10	11 Climate Day	12 University Information Webinar (2) 3:30 PM - 4:30 PM	13 Canadian Maths Contests (Years 8 and 9) Online UCC Parent Coffee Meeting 8:15 AM - 9:15 AM	14	15 School Production: Rehearsal ESC
					16

Academic Calendars

SchoolsBuddy Login Page



List of CCAs, Teacher Conferences signed up



Graduate Attributes

We strive for each graduate to be

A Lifelong Learner

A Critical Thinker

Independent

Empathetic

Socially Responsible

Interculturally Aware

Globally Minded

Community Values

We expect each member of our community to exhibit

Respect

Participation

Responsibility

Creativity

Perseverance



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.