

C NNECT

2021 WINTER



Anti-Bullying Week: One Kind Word



Curriculum Focus: International Baccalaureate Middle Years Programme



Equipping Our Students for the Digital World

CEO Greetings

Well, as you read this Winter edition, Christmas will have been celebrated and the New Year, 2022, is well underway. This is my final message for Connect and it is a sad farewell I bid to the TES Community as I retire following four and a half years with you all.

The past semester has been difficult with all the restrictions that COVID-19 prevention has had on us but the really great thing was that we were able to have the entire semester 'in person' on campus! Given the situation we were in during the summer this really was a blessing.

Whilst many normal school events were on lockdown for the early part of the semester, this has not held our resilient staff, students and parents from making the best of the situation and achieving a lot in the classroom, outside the classroom and also in the wider community. This can be seen in the content of another great edition of Connect. As always the students have excelled in their studies, but also in the unique journey's that take place outside the classroom.

The past year or more has been full of ups and downs across the world but as I leave Taiwan I am assured, as I read the Connect articles about our students, that the core community values of participation, perseverance, respect, responsibility and creativity are in full effect and the students that graduate will not only have amazing academic accomplishments but will be well-rounded global citizens that embody the school's vision and mission.

I know you will all have a busy Spring and Summer, that is the nature of all schools, and the hard work from students, staff, and the parent community, will ensure that another great year will be had by all.

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

Curriculum Focus: International Baccalaureate Middle Years Programme

By Kate Nevenglovskaya, Head of English and IB MYP Coordinator &
Christopher Bellamy, Deputy Head British Secondary and High School

This year, teachers in the British Secondary and High School are engaged in an extensive, comprehensive professional learning programme to prepare for our introduction to the International Baccalaureate Middle Years Programme. The programme will be implemented year on year starting with next year's Year 7 students.



What is the IB MYP?

The International Baccalaureate Middle Years Programme (IB MYP) is a globally recognised, prestigious educational programme for students

between the ages of 11 to 16. Since its introduction in 1994, the MYP has been adopted by a wide variety of international schools worldwide because of its reputation for offering a rigorous, holistic learning experience for students and preparing them for the IB Diploma Programme. Currently, the MYP is used by 1,358 schools in 108 countries.

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. In order to equip students with the skills they need as life-long learners, the MYP promotes active learning, international-mindedness, and empathetic thinking. MYP students will use these skills to explore and interrogate a wide range of local, national, and global issues and ideas while taking MYP courses. The programme is designed to give students in this age group advanced learning opportunities through a curriculum that is tailored to our school's context.

It is one of four IB programmes which aims to achieve the IB mission of:

“develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”
(IBO, 2020)

Why are we moving to IB MYP?

As a committed IB World School, at TES we believe our own mission aligns closely with the IB's. Therefore, after 17 years as a Diploma School and a period of review of our Key Stage 3 curriculum, we feel this is the ideal time to move to the Middle Years Programme.

Our teachers and leaders in TES BSHS fully appreciate the demands and expectations of an IB education. We are confident that this programme will enhance the learning experience for the students and better prepare them for their future.

We are all aware that the world has changed significantly over recent years and there is a greater need than ever for us to reflect on our responsibilities to educate the world's future change agents. TES' adoption of the MYP allows us to undertake this process, not just with those students who will begin the MYP next year but for all our students, regardless of the programme they follow.





IB Middle Years students are encouraged to have a more active role in their own education, including what they learn, how they learn it, and the topics they research or study. Of course, the IB is not about giving absolute freedom but about teaching students about the choices they make and the responsibilities that accompany those choices.

The IB MYP is designed to offer students the foundation they need for the next stages of their education and careers, both academically and in their skills and attitudes as learners. The programme is fully inclusive and is designed to be accessible for students of all abilities and language levels.

Through the use of global contexts to frame learning, students are required to think about the wider world and their place within it; student learning is rooted in real-world issues and ideas on a local and global scale.

The IB aims to encourage students to think creatively, critically, and reflectively; competency in different types of thinking is crucial for a range of future pathways and careers and is in keeping with TES educational values. One of the most significant reasons for TES BSHS' decision to move to the IB MYP is the way it prepares students for the IB DP. Whilst we are skilled at ensuring students have the preparation they need for the DP during their Key Stage 3 and IGCSE courses and appreciate the value they offer as highly reputable programmes in their own right, the MYP objectives and assessments are specifically created to move seamlessly into their DP subjects.

What does the move to MYP mean for TES students?

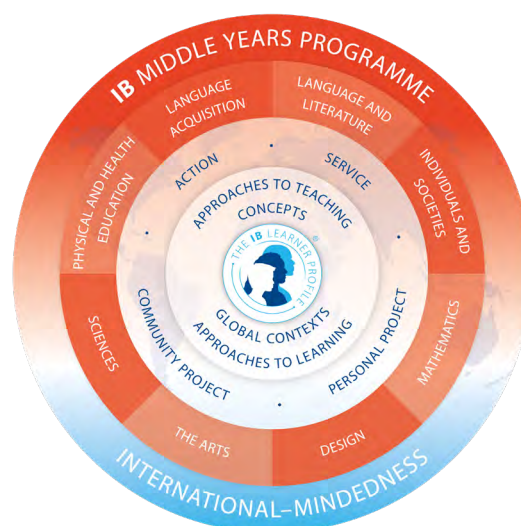
We recognise that students who have already started in BSHS have already embarked on a learning journey that they need to see through and, therefore, we have taken the decision to implement the IB MYP year by year

starting with current Year 6 students when they move into Year 7. We continue to be fully committed to the Key Stage 3 and IGCSE programmes which students currently follow. We believe these are the right programmes and the potential disruption of changing to MYP across the entire Secondary School would negatively impact the students outcomes. The slower pace of implementation allows all students across the school to benefit from the significant investment we are making in teachers' professional development and additional planning time and resources to better understand the most contemporary teaching and learning methods.

The IB Middle Years Programme is rooted in the approaches to teaching and learning, the learner profile, concepts and global contexts. There are a number of essential elements within the IB MYP which we believe will be beneficial to all our students, including international mindedness, service as well as personal and community projects.

The curriculum is divided into eight subject areas of equal value. Students will follow these eight subject groups as they follow a broad and balanced curriculum. In the later years of the MYP, students will then select their preferred specific subjects for which they will be formally assessed in order to earn the MYP Certificate. These highly-respected terminal assessments require students to pass examinations in each of the eight subject groups and complete a personal project and service within the local community. There is a clear correlation between this assessment format and the Diploma Programme.

Finally, I want to take the opportunity to share with you how thrilled we are to begin this exciting journey. Many BSHS teachers have already started to develop their practice by attending IB external workshops and as a school we have committed significant time and resources to ensure we launch this new chapter at TES BSHS in the very best possible way.



New Building Projects for the Advancement of Learning Facilities

By Kerry Nockolds, Director of Community Relations and Marketing

At the end of the last academic year, Mr Gatley, shared a webinar with the community for the AGM, which unfortunately was not possible to hold in person with the school community due to COVID-19 restrictions, but which did outline the exciting upgrades to the school's learning facilities both at EPC and ESC. You can still watch the full webinar via the secure Community (Parent) Portal <https://www.tes.tp.edu.tw/community-portals/webinars>.

What had been a very exciting 'Official opening for the new Phase 3 building' at ESC, was really just the first major step in bringing the facilities to the new generation of students. A short video of the opening ceremony and our 2021 Europe day celebration is on the TES website <https://www.tes.tp.edu.tw/about/explore-our-campuses>.

This article is essentially an update on the timeline for the various projects and to re-share some of the architect design renderings so that we all have a clear visual picture of the future.

In 2019, the TES Strategic Plan for the coming 5 years was developed, looking at how to reach our educational goals and further enhance teaching and learning for the needs of our students as they move forward to manage the world they live in now but also the one they will graduate into in the next 5-10 years.

The 5 year Strategic Plan 2019-2024 - encompasses five main priorities: 1. Governance / Leadership, 2. Curriculum and Student Learning, 3. Staffing Quality and Profile, 4. Marketing, Communications and Internationalisation, 5. Campus and Infrastructure.

The upgrades in Campus and Infrastructure are really a continuation of the plans from the previous Strategic Plan which brought the New Sports Centre in 2015 and initiated the new Phase 3 building which opened at the start of 2021.

This article is going to outline the plans and the basic timeline that Mr Gatley shared in his AGM back in June. These timelines are based on current conditions, however COVID-19 has seen fit to make planning and completion of projects less reliable than before, with governmental permit delays possible also.

The Rationale

There are a number of factors that led to the adjustment of the original plan for the ESC redevelopment, and one being how to build without causing great interruption to the students.

A new building (Phase 3) achieved this, but to knock down and rebuild an existing building would impact the teaching and learning environment for several years. So, once the Middle Years Building is complete (again not affecting learning spaces of either EPC or ESC students) the middle years students will move down the mountain and the high school students have the space to continue their studies whilst there is one less building (as work takes place) but with no loss of teaching and learning space or resources, due to reduction in the number of students on ESC.

The EPC has an unused piece of land in the back left corner of the property, where a new building can be placed to the betterment of the EPC and ESC. A building which can be built for-purpose for the middle years age (11-14) to support the move to the IB MYP curriculum (to learn about this curriculum see the article in this Connect issue) but which also offers shared spaces - Gym, Theatre, Dining Room, Science and Tech Labs for the primary students to have access to as well.

Additionally, the opportunity to create a bespoke High School campus also becomes available - with the upgrades to the campus.



The Upgrade Plans: The Middle Years Building

The location at the back of the EPC, takes over the car park area and basketball courts. There are outdoor green space areas on the terrace areas to provide recreation space to the student. Between October 2022 - January 2023 we will start preparations and dig the foundations. Completion by August 2024 with the students to move in after October 2024 (likely after the Christmas break / New Year 2025).

Other EPC upgrades will include: covered walkways between buildings, main entrance, and upgraded play spaces.



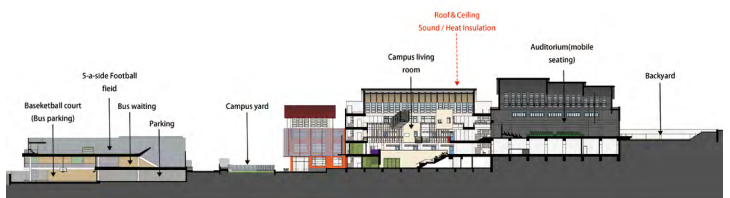
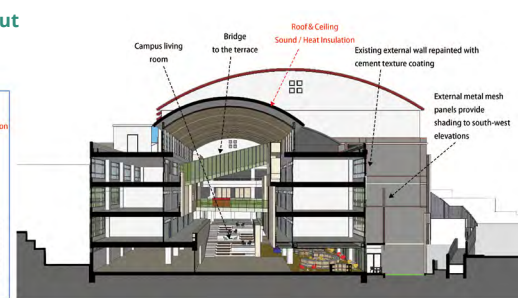
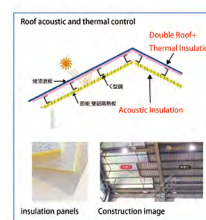


The Upgrade Plans: The ESC Upgrades

The plan is to upgrade the Phase 2 building and knock down Phase 1 for a rebuild.

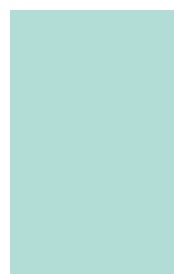
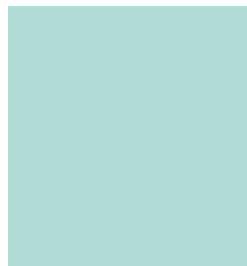
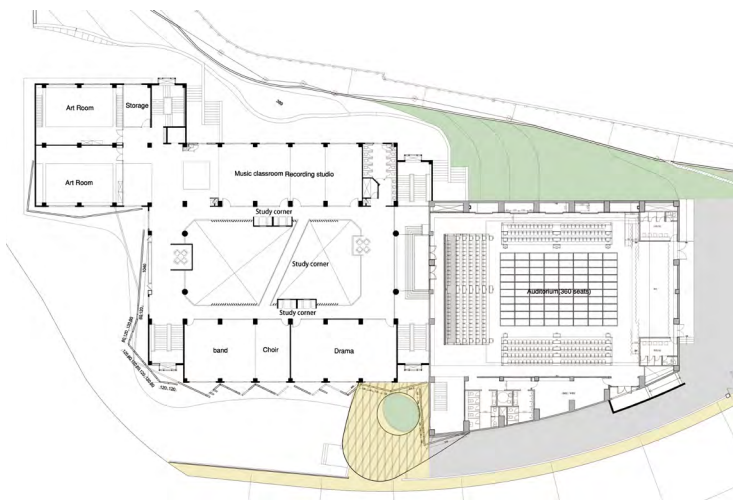
The Phase 2 upgrade will include specialist learning facilities for Music, Drama, Technology, Science, as well as a multipurpose Theatre, Library and Dining Area. The roof terrace will be made accessible as a break space, with the old Gym being converted to the theatre space with upto 420 seat audience (if required). The Facade / Landscape and Auditorium (theatre) will start December 2022 and be completed November 2023. Full interior redevelopment will start December 2024 and be completed December 2025.

Phase 2 Interior layout Site section



Phase 2 Interior layout

3F Plan
Art & Music classrooms | Auditorium



The Phase 1 building will be knocked down to be replaced by sports fields and an underground bus loading bay and car park. There will be 2 sports pitches - the large roof-top field and the smaller lower field, this will enable access close to the school as opposed to travel to the New Sports Centre.

This Phase 1 Sports facility will start January 2026 and be completed August 2027.



It is certainly an exciting period of growth in the facilities for the school, but one which will keep disruption to the present student's teaching and learning experiences to the minimum.

Updates will be shared with the community and as you can see, just as in other areas of the Strategic Plan 2019-2024, we will have come a long way in the Priority area 5. Campus and Infrastructure.

SPORT FACILITY THE OVERLAPPED HORIZONTAL FIELDS //



French Section Art Week

By Jaya Hiranandani, FCE2 English Class Teacher

Art is, first and foremost, a creative expression of our thoughts, feelings, ideas, hopes and dreams. However, beyond that, art creates awareness, stirs emotions and spurs action.

Apart from developing their creative skills, which in itself is a good reason for us to spend valuable time on it at schools, engaging in art has additional benefits for children. Creating a piece of art is a complex process and helps develop decision-making skills, perseverance, manual dexterity, self confidence and an attention to detail. By channeling their thoughts and emotions through art, both performance and visual, it also enhances children's emotional intelligence.

On one hand, using art in our classroom benefits visual learners who learn best by seeing words and pictures of any kind, and on the other hand, encourages children who learn through reading/writing, hands-on, physical activities (kinesthetic learners) or listening (auditory learners) to learn in a different style.

To encourage the development of visual art skills in students, the French Section celebrated Art Week from April 6th-9th last school year. Students from PS (3 year olds) to CM2 (11 year olds) engaged in a variety of art activities over several weeks which culminated in an art exhibition in the Junior atrium in the second week of April.

Children from the youngest two classes - Petite Section (PS) and Moyenne Section (MS) - created their favourite flowers and bugs using paper. They arranged their colourful pieces of art on a 'Garden Wall'. This project aligned very well with the Green Project the classes were working on as children made visual and cognitive connections to the seeds they had planted and watched grow into plants.



An eco-hotel made by a CM1 student as part of their Wonder Garden project

The Grande Section (GS) students created habitat dioramas and playdough animals which they then used to film Stop-motion video in English class. They talked about what their animals ate, and some physical characteristics of their animals.

In French class, the GS children experimented with different techniques using paints and chalk. They threw and dripped paints to create a collaborative piece of art a la Jackson Pollock. Then they tested different unusual objects like salad spinners, toothbrushes, feathers, straws, legos etc. with paint and used them to create individual pieces of art. The next day, students observed and described ephemeral artwork and then they chose one to reproduce and create their own chalk drawing on the floor, enlarging the original as much as possible. In the afternoon they powdered chalk pieces and layered them in jars to create calming art bottles.



PS and MS students made paper flowers and bugs to create a Garden Wall



GS students used their playdough animals and dioramas to create stop motion videos

The children in CP (*Cours Préparatoire*) classes had a lot of fun making marbled peacock tails using shaving foam and ink which produced some impressive results (as well as a very nice smelling classroom). Later they cut out heads and faces from paper as well as eyes for the tail feathers and stuck them on. They also experimented with air dry clay to make roses on hearts which they carefully painted with acrylic paint.

In French class, CP students discovered and experienced Japanese culture through celebrating Japanese Children's Day (*Kodomo no hi*). Their art week activities were based around 5 workshops:

- Sakuras (Cherry Blossoms) painted with black ink
- Koinobori made with water-based paint
- Lanterns created by mixing paint and tissue paper
- Kimonos designed with origami paper
- Exploring the work of artist Takashi Murakami





GS students made various paint and chalk creations



CP students had fun hands-on experiences during Art Week making Peacock pictures and discovering Japanese culture



CE1 students were immersed in a variety of art activities during Art Week

The cours élémentaire 1 (CE1) students engaged in a variety of artistic activities including creating some outdoor stone art, making self-portraits and participating in a photography scavenger hunt.

Art Week in CE2 (*cours élémentaire 2*) lasted two weeks and included a field trip to the Juming Museum and a visit from an artist- Jun Yang. Students from the two CE2 classes had the option of choosing one of the eight different artistic techniques: Soap carving, henna, Picasso's cubist-style self portraits, pointillism art on canvas, Andy Warhol's digital art, metal carving, origami dress designing and tangram sculptures. They then exhibited their stunning artwork in the atrium along with other classes. Students also got to practice their presentation skills as they explained their art work to the visiting artist.



CE2 students visited the Juming Museum, experimented with different art techniques including henna, and learnt from world renowned Chinese-Austrian contemporary artist Jun Yang's about his creative process

During the Art Week, CM1 (*cours moyen 1*) were in the middle of their long-term project based on The Wonder Garden. To join in with the celebration of art with the rest of the French Section, they spent the week focused on completing some animal portraits and creating some designs for their treehouse eco-hotels.



CM2 worked on 3D self-portraits made from recycled materials. This activity was designed to enhance students' understanding of space, foreground, middle ground and background as well as overlapping space, which can be quite a challenging concept for elementary students. They took self-portraits either individually or with their classmates, then decided on which aspects would be positioned in different spaces within the frame. Once students had picked out the various elements they wanted to foreground, they had to carefully cut their materials and layer them on to cardboard pieces to create a 3D image.

If You Can Dream It, You Can STEAM It!

By Frank Cheung, EPC STEAM Coach

With the 2021-2022 academic year well on its way, we are moving full *STEAM* ahead with our Makerspace Program in the EPC Campus. We have redesigned and renovated the old DT/Cookery Rooms into a single, multipurpose makerspace to benefit all three (British, French and German) sections. In addition to the new and improved Makerspace, we also retained the Computing Suite as a standalone clean room for computing and various other project-based related activities to inspire integrative learning and to foster curiosity with a pathway to discovery.

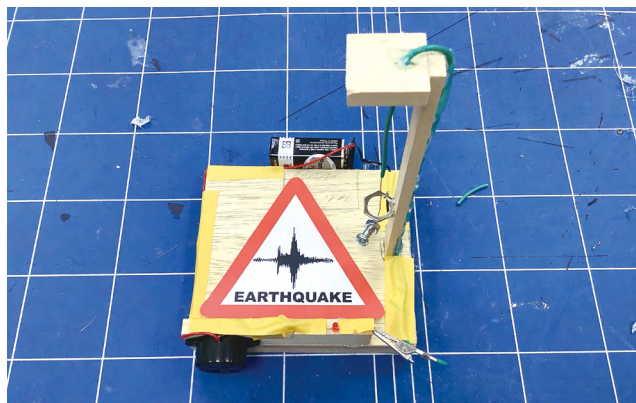
In recent years, there has been a growing emphasis on STEAM—an educational approach that engages students around the subjects of Science, Technology, Engineering, the Arts and Maths. According to the U.S. Department of Education, “In an ever-changing, increasingly complex world, it’s more important than ever that our nation’s youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know

how to gather and evaluate evidence to make decisions.” Enhancing such skills lies at the heart of STEAM education. At TES, we believe that STEAM has more value as an integrated curriculum, to both enhance student understanding of a given topic and at the same time reinforce other areas such as maths or science. STEAM is meant to encourage the development of creative problem-solving skills, inventive thinking, imaginative design capabilities, and obtaining a more well-rounded skill set to tackle challenges which subsequently helps students to become more proficient in collaboration, questioning, problem-solving, and critical thinking. Therefore, we strive to integrate STEAM with authentic, meaningful and relevant projects based on real-world challenges.

To give you a glimpse on what students have been creating recently, here are some of the fun and exciting projects throughout the school.



Year 2 students got their hands dirty with woodworking, as they made picture frames. They had to first draw up a blueprint with the exact measurements before using the coping saws to cut wood pieces. We used a simple butt joint method and in the process children learned the importance of safety in respect to working with tools. Once the picture frame was completed, they decorated them, which brought out their own unique artistic creativity.



Year 3, using Lego Wedo 2.0. constructed and coded robots. These are not regular Lego, while having fun, the students learned to code and learned about simple mechanics. (Read this Connect edition's "Wonderful One to One" article for more details about this project.)

For our Year 4 cohorts, they made a xylophone as part of their **Sound** topic. This involved precise measurements in order for the instrument to produce the desired tones. Students needed to measure the distance between each plate, bore holes, nail parts together and finish off by varnishing the wood. Once the base set was done, students tested out sounds made with different material mallets and plates, as they learned about running science investigations.



For Year 5, with the several earthquakes being felt recently around Taipei, the **Active Planet** topic explored the mechanics behind a seismometer by making a simple seismic detector. Children incorporated prior learning on a series circuit from previous years to both set off an alarm and light up a LED when an earthquake strikes.

For Year 6, with the success of our Eco-City building last year, where some groups of students had to create and build wind-turbines and water-wheels through 3D designs, we have invested in an additional five 3D printers, so that this time even more Year 6 students could have practical, hands-on experience with designing in a 3D environment. Rest assured, more projects are being devised. Be prepared for your child to ask for a 3D printer for next Christmas!



To STEAM things up for the entire EPC Campus, this year the STEAM Coach is designated to work with all three sections. Our newly purchased hi-tech VR equipment has been put into good use for British, French and German students with the topics surrounding space and the solar system. Students took a virtual tour inside the ISS Space Station, experienced life as an astronaut, and journeyed through the solar system all in one day!



To cap it off, STEAM Week for the French Section took place at the end of November. The CP Class began learning simple coding with Beebots and Ozobots to gain insights on algorithm and logical thinking. CE1 Class students designed and created their own light-up robots where they learn about circuitry and conductivity. For the older CM and Cycle 3 classes, they embarked on an ambitious and truly unique integrated endeavour amongst the classes. Students in groups designed and created their own grid map containing physical and human geographical features with 3D models. They then coded the Codey Rocky robots using block codes to drive around the city. The journey that Codey takes around the city was written into a narrative story in French and filmed into a short movie.



STEAM is applicable to different subject areas and can be integrated into any curriculum which allows students the opportunities to expand their understanding of the subject matter through a hands-on, practical manner. Students thus are not tied solely to the rigidity of learning through the traditional methods. It is wondrous when students approach me to ask how something works after seeing a gadget on display. That's what makes STEAM innovative—to ask questions and to apply what's learned to other areas. The philosophy behind STEAM is—If you can dream it, you can make it. So, lookout for the next Elon Musk amidst the crowd!



Equipping Our Students for the Digital World

By John Chin, Tech for Learning Integrator
Angela DeLuca, Assistant Head - Student Progress

The Importance of Digital Safety and Citizenship

Out of necessity, in the past two years, everyone has spent much more time online. For a time, classes were conducted entirely on Zoom and student collaboration on projects required remotely working on the same Google Doc together while gathering information from many different sources.

During the current term, some teachers have not been able to enter the country, and students have therefore had a mixture of in-person and online classes. Consequently, teachers and students have become much better and more creative at using technology. However, the one thing that hasn't changed is that learning continues to thrive.

Along with the benefits, challenges have arisen as well. Learning requires thought and conversation, and communicating online oftentimes lacks the visual and verbal feedback that we use to understand the fuller context of a conversation. Sarcasm, joking and tone, in general, are harder to understand when that communication is mostly text-based. There is also the fact that when we are behind a screen, we feel more anonymous and sometimes respond in a way that we never would in real life. Video chats mimic real conversations but require a different conversational skill set; think about how one engages with a group of people or interrupts in real life versus an online video call.



Additionally, with increased technology use comes more websites, logins and files. Therefore, managing, organising, and finding files have become even more complex. Like literacy and numeracy initiatives that provide students with the skills to participate in the school environment, digital literacy has become an essential skill to be a confident, connected and actively involved life-long learner.

At TES, we recognise that technology is quickly and constantly advancing. Therefore, we must continually remind our students how to use technology responsibly, and one of the ways we do this is through our Digital Citizenship curriculum. Common Sense Media defines Digital Citizenship as “the responsible use of technology to learn, create, and participate.”

Currently, our Key Stage three students learn Digital Citizenship in their Core classes. In many of the lessons, students are presented with different topics and talk about how they would respond in hypothetical scenarios. Below are some examples of main topics that are covered.





Year 7:

- Digital Competency
 - Email: formal vs informal emails, timeliness of email responses, times and days one should and shouldn't email
 - Google Classroom for assignments
 - Google Drive file organisation
- Media Balance and Wellbeing
- Digital Footprint and Identity - Who Are You Online?
- Cyberbullying, Digital Drama and Hate Speech

Year 8:

- Digital Footprint and How Others Might View You
- Relationships and Communication on Social Media
- News Media and Literacy: The Four Factors of Fair Use
- Cyberbullying, Digital Drama and Hate Speech

Year 9:

- Privacy and Security: Being Aware of What You Share Online and Where to go for Help
- Relationships and Communication
- Cybersecurity, Digital Ethics and Fake News

Many of these skills are further reinforced in the classroom as students submit assignments to Google Classroom and comment on teacher and student posts. Students and teachers check for fair use and respectful dialogue and help students correct themselves as needed. In addition, all of our classrooms have the student-created 1:1 Learning Agreement displayed so that digital routines and responsibilities are always at the forefront of teaching and learning.

Agreement Update

This year, the Senior Leadership Team and teachers have reviewed and reworked the Digital Citizenship Agreement. This agreement was shared and signed by all students and parents across all sections of the Secondary Campus. Aligning our expectations helps us be consistent when guiding students to make good decisions and parent support is paramount. As technology becomes more integrated into learning and instruction, it is essential to help students build positive digital experiences and become good digital citizens. The support and vigilance of parents is much appreciated as we navigate together a rapidly changing digital landscape.

Plans for the Future

We are currently reviewing our Digital Citizenship curriculum to ensure it is up to date and aligned with international best practice. We are living in a society where people are more connected than ever. As such, it's vital that we are all aware of our responsibilities and can navigate our own digital lives. With MYP coming into Year 7 next year, we will teach some of this curriculum during Design classes. In addition, we are looking to extend Digital Citizenship lessons to H1-H4 students by adding topics such as using password managers and multifactor authentication.

This term, we have welcomed Online Safety and Social Media Awareness Consultant Jonathan Taylor to deliver online workshops with students, focusing on online safety. We are also keen to hold sessions for parents and teachers about platforms that youth are actively using and have specialists share their experiences with parents and staff. In the meantime, if you are looking for resources to go over with your children, check out Common Sense Media's parenting advice for Tweens (10-12) and Teens (13+).

Our aim is to help our students take an active role in the digital world by educating them on the dangers and responsibilities of using technology. By teaching and practising the principles of digital citizenship, students will live out our TES values and exemplify "doing well by doing good."



Wonderful One to One

By Keith Gosling, Peter Groom, Daniel Thomas, Mark Vincent (BPS Year 3-6, Digital Leads and Class Teachers)

A 1:1 programme will allow for a personalised & equitable learning experience, allowing students and teachers to experience truly transformational learning opportunities.

In the 1:1 programme, students' uninhibited access to a technological device and the internet enables them to be self-directed and gives them the flexibility to use a range of tools, including technology, that are the most appropriate to the task at that time, rather than having to pause until a device becomes available later that day or even later that week. Students use their personal devices to carry out research, solve problems critically and creatively, complete team projects, email collaborators as well as complete academic courses and homework. At the same time, they gain valuable skills that will be beneficial throughout their lives and careers.



YEAR 3

It was an exciting start to life in Year 3, with the students eagerly awaiting to get their hands on their very own iPad! Now things have settled down, what do our students think of the impact of having their own device has had on their learning so far.

"It has been good to use the iPad to do our own projects and I have enjoyed the added responsibility of having it" *Dahlia B3.4*

"If you have your own iPad, you can work on a See-saw activity and save it as a draft and complete it at a later time and not have to worry if you can't get an iPad. Also, it is very helpful to learn my times tables with TTRS." *Shunta Nozawa B3.1*

For the teaching staff it has provided new opportunities and enhanced flexibility in the way we use technology with the students. A recent unit using the Lego Wedo 2.0 kits highlighted how having individual devices allowed students to pursue their own ideas of building and coding a robot independently, while being able to share their thoughts and ideas during discussions. Some students opted to create a combined robot that required separate coding for each of their motors but needed to be coded in unison, a tricky challenge.

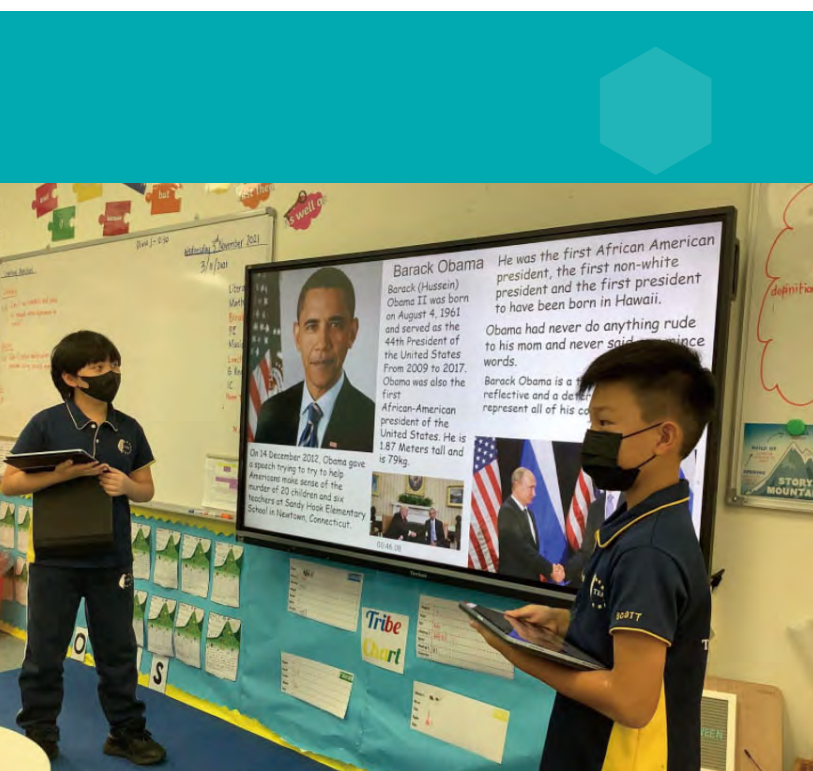
Another benefit of our 1:1 programme is teaching the students about responsibility - not only as digital citizens but taking care of objects physically. It is becoming less frequent that teachers have to remind students "Don't leave your iPad on the floor!" *Mr Gosling*



YEAR 4

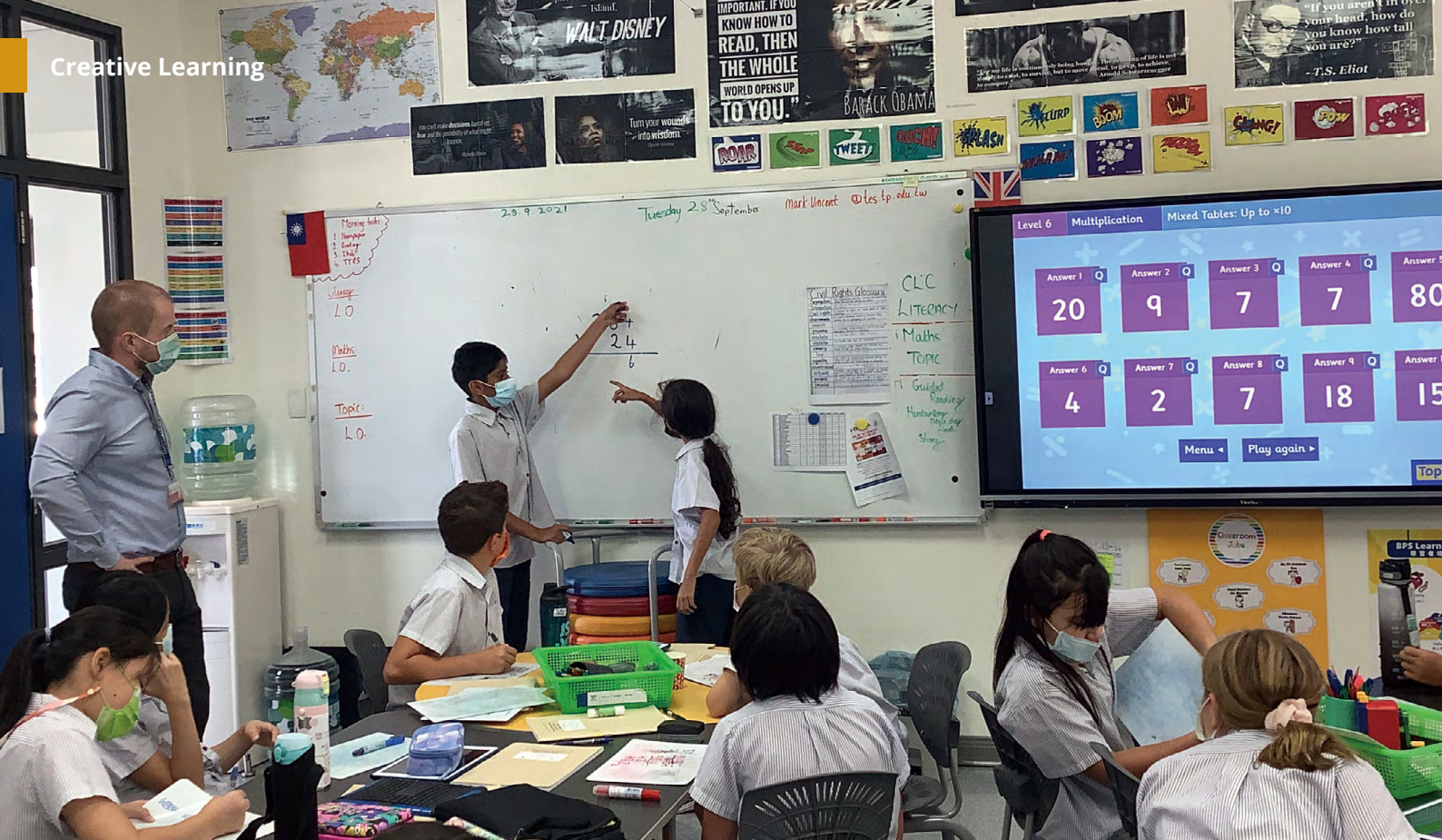
In Year 4, the 1:1 iPad programme has had a transformational impact on teaching and learning. As learners, children's agency, collaboration and engagement have increased significantly through quick access to information and the ability to organise and share their work independently. From the teacher's perspective, we are now able to ensure all children can actively engage with all parts of the lesson which helps us to assess learning quickly and accurately.

During our first term, the children used the iPads to film their own version of 'The Deadly 60' show to share their knowledge of an animal they had spent time researching. Using imovie, the children learnt how to use green screen technology as well as create scenes and transitions so that their show looked professionally made. *Mr Groom*



YEAR 5

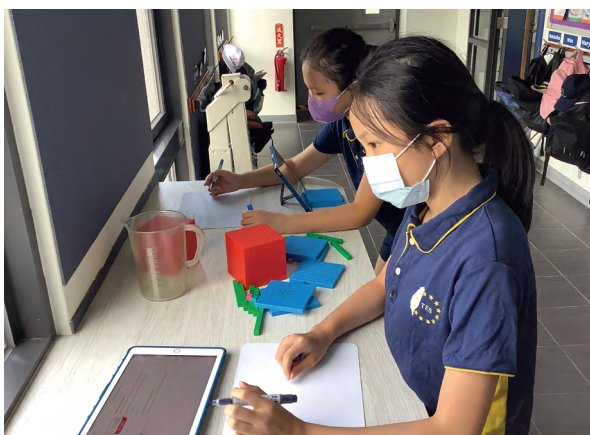
The 1:1 iPad programme is off to a great start in Year 5! Students really enjoy having a device at hand all the time to support their learning in class. One excellent collaborative moment in Year 5 has been sharing different writing ideas during Space Narrative. We also had the opportunity to explore space using our iPads labelling and drawing the planets. Year 5 students had the chance to share (and borrow) ideas from one another by adding their work to a shared Padlet page. It was the first time 4 classes had the opportunity to link up online using iPads, and will be something we continue to use in the future. They have all enjoyed the opportunity to enhance their digital citizenship skills through many different activities including using them to present to their peers. *Mr Thomas*



YEAR 6

The introduction of the 1:1 iPad programme in Year 6 has been a positive disruptor of learning throughout the year group - it has driven great change. New opportunities and challenges have presented themselves with the introduction. However, the learning has continued to flourish as we have endeavoured to leverage the benefits of having a powerful learning tool to hand always and the positive educational impacts this can have in the classroom. Some of the learning outcomes that have changed include:

- Presenting and sharing learning from anywhere in the class
- Collaboration through various platforms
- Fast and effective research tools
- Self organised learning



We are just scratching the surface! With learning being planned to include computer aided design (CAD), 3D printing and Minecraft worlds - to name a few! It is great to now plan for learning, considering how the devices can enhance, augment and redefine the learning experience and journey.

Parth - Year 6

"It has made my learning more efficient and quicker. After all I have it all the time"

Koen - Year 6

"I think the iPads have helped us to become eco- friendly as we do not need to print paper out"
Mr Vincent

MOVING FORWARDS

The digital leads are working to support innovation for use of appropriate technology and help develop lifelong learners across the school. While it is exciting and liberating to have this availability of technology, we remain vigilant to the fact that it is a tool to be used to enhance learning and does not take the place of writing, reading and other key skills!

Anti-Bullying Week: 'One Kind Word'

By Jeni Wong, PSHE Lead Teacher

Anti-Bullying units are part of the British Primary section's PSHE (Personal, Social & Health Education) programme for Years 2, 4 & 6. The unit is a week long and aims to raise awareness about the issues of bullying and provide children with the skills and strategies to deal with it, should they ever encounter bullying. In our rapidly changing world, it not only teaches them about physical, face-to-face bullying but also alerts them to the potential of cyberbullying, online.

Last year, around 1 in 5 young people, aged 10-15 in England and Wales, admitted to experiencing online bullying: most commonly being insulted or having hurtful messages sent about them. 16/11/2020 The Guardian

Every year, Anti-Bullying Week is coordinated In England and Wales by the Anti-Bullying Alliance, taking place this year from 15th to 19th November 2021. Each year, Anti-Bullying Day incorporates a theme or message that we want children to share through their learning. Over the years anti-bullying work has shifted from what was once viewed in a negative light, to one of hope, positivity and



the idea that doing kind things can help to halt hurtful behaviour in its tracks. Hence this year's theme: 'One Kind Word', uses kindness to shadow bullying. Kindness is more important today than it has ever been, with the impact of isolation due to COVID-19, kindness has highlighted how little acts of consideration can break down barriers and brighten the lives of the people around us.

No act of kindness, no matter how small, is ever wasted
- Aesop

Kindness costs nothing, but it means everything!
One kind word can change someone's entire day!



At BPS this year, we decided that we would hold our anti-bullying units to align with Anti-Bullying Week held in schools in England and Wales. We wanted year groups to take a connected approach and as a school show a jointly committed effort in creating a positive environment for all. Our Anti-Bullying campaign started with sharing the message through Key Stage assemblies and focusing on the starting point for Anti-Bullying Week:

“Odd Socks Days”. On Monday 15th November everyone was invited to show their support by wearing odd socks. The message behind wearing odd socks is to celebrate individual differences and what makes us all unique. Learning throughout the week then focused on the main theme of using “One Kind Word” and kindness to take a positive approach towards dealing with bullying. A variety of art, drama and literacy activities evolved, really showing the kindness we all have within us. In addition, each class used children’s picture books to share and discuss anti-bullying messages through a daily story.

As a school we are devoted to providing a safe and secure environment for our children to flourish. Teachers, counsellors and staff are all well trained to support children and our PSHE programmes of study aims to prepare learners for their lifelong journey through school and into society. Thank you to all the staff and children who spread kind words and made Anti-Bullying Week a success.

Anti-Bullying Alliance

- anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2021-one-kind-word

Prevalence of Bullying

- <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/prevalence-and-impact-bullying/prevalence-bullying>
- [Preventing bullying. GOV.UK – DfE](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- [Bullying and cyber-bullying. NSPCC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/)
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

One in five children in England and Wales experienced online bullying in 2019

- <https://www.theguardian.com/society/2020/nov/16/one-in-five-children-in-england-and-wales-experienced-online-bullying-in-2019>
- <https://www.bbc.com/news/uk-50370667>



Life Transitions

By Isabelle Lu, School Counsellor

Starting from a young age, everyone experiences several planned and unplanned transitions. For instance, do you remember how you felt and managed when you set off to college, moved out of the family-of-origin home, started your career, or had a newborn?

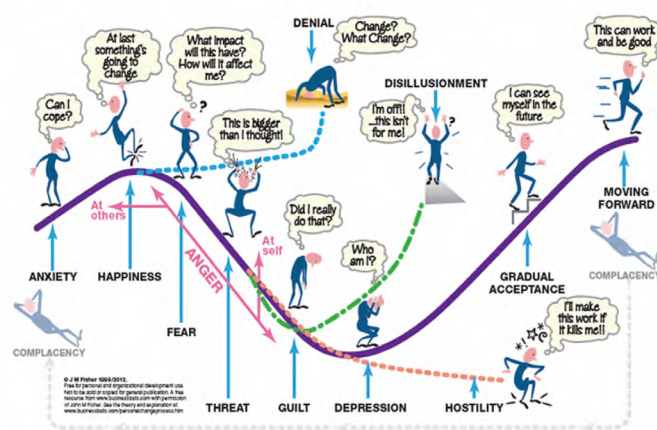
The Roller Coaster of Life Transition

The process of moving through life transitions can be depicted as taking a roller coaster. The process, however, does not always proceed in order. Instead, moving back and forth among the stages and taking varying durations to experience the process frequently happens.



III.

With the help of time and gradual preparation and acceptance of the reality, the individuals start to move forward or at least feel more capable of rolling with the transition. They feel prepared to take on the new routine and eventually find the equilibrium in building a new comfort zone.



Perhaps we can naturally find a new balance with the passing of time. Yet, many of us struggle with life transitions as they involve a sequence of losses - the loss of an identity, a person, a place, or a sense of belonging. And here are some reasons why transitions could be challenging:

- **Change.** Transitions involve parting ways with familiarity and welcoming the unknown. Consider a teenager moving to another country. Although this may be exciting, several new things await. For example, figuring out a route to get to school, searching for a suitable new social clique, or simply getting familiar with the new neighbourhood, let alone the cultural shock or possible language barrier. The process of getting adjusted to an altered lifestyle can be effortful.
- **Unexpectedness.** Transitions that happen unexpectedly can be strenuous to manage and catch us off guard, such as the onset of the pandemic. In particular, it is more challenging to navigate the substantiality of the change as we haven't been equipped with sufficient time or knowledge to prepare for the unsettlement.



- **Chaotic feelings.** Whether positive or negative, life transitions can trigger various feelings. The erratic emotions can leave us feeling like we are thrown into a personal crisis and unprecedented states, which induce disturbance and disorientation.

Dealing with Life Transitions from Experience

With the experience of working with a group of students who transitioned due to relocation, the following measures were noticed to be beneficial in making the transition less overwhelming. They could also be implemented as “prevention” to help with the experience.

- **Acknowledge what was left behind and being missed.** Whether it's one's close relatives, friends, or memories, talking about the “favourites” and “rituals” created a sense of belonging, joy and acknowledgement of the past. Accepting one's loss is also the first step to moving forward and is part of the closure.
- **Identify the difficulties and express assorted feelings with one's support system.** Being with trusting people or those who share similar experiences makes the transition feel less lonely and a lot more reassuring. As everyone has unique experiences, it is crucial to process, reflect, organise, and express valid struggles and sincere feelings.

- **Brainstorm the tailored support plan.** The support plan will help the individuals settle in faster and make them feel like taking more control. The plan can range from helping individuals locate their possible new social clique, learning the new culture, and acquiring knowledge on classmates' common interests.
- **Review and redefine the transition.** When individuals reflect on their stages and identify what they have gained and learned, they focus on a more positive outlook. For instance, they might realise how they overcame a specific fear or feel less anxious toward uncertainty. This reflection makes the individual feel empowered. Perhaps with the new viewpoint, the individuals will feel more confident with the later transition that might happen in the future.

Life transitions are often complicated as they are all unique in their own way. It is important that we engage in self-care during such difficult transitions, which can ease stress, anxiety, negative thinking, and low mood. With support, preparation, and time, perhaps we can view transitions with a positive light, which provide an opportunity to assess the direction of our lives, as well as a chance to grow, learn, and amplify once we strike a balance and get over the roller coaster ride.

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- <https://www.manhattancbt.com/archives/4288/life-transitions/>
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IBDP Core: Broadening and Challenging High School Students

By Leica Burley, Assistant Head - Curriculum Leadership and TOK Coordinator
Ian Stewart, International Baccalaureate Coordinator and EE Coordinator
Fabrice Laureti, Head of Modern Foreign Languages and CAS Coordinator

Two of the most commonly discussed aspects of the International Baccalaureate Diploma Programme are its academic rigour and the breadth and depth of the curriculum. Both statements are true of the six subject groups on offer; Studies in Language and Literature; Language Acquisition; Individuals and Societies; Sciences; Mathematics; and the Arts.

However, it isn't only true of these six subjects. An integral part of the IBDP is the Core Curriculum. Comprising of Theory of Knowledge, Extended Essay, and Creativity, Service and Activity, the IBO states that the DP Core is designed to "broaden students' educational experience and challenge them to apply their knowledge and skills". Here is an overview of the three components of the IBDP Core curriculum and reflections from some of our H4 students.

“ Theory of Knowledge (TOK)

Theory of Knowledge is a course grounded in the philosophy of knowledge (epistemology). It provides students with an opportunity to explore the nature of knowledge and is underpinned by the central question; how do we know what we know? TOK is all about helping students see links; links between their independent DP subjects, and links between the knowledge they learn in these subjects and how knowledge is created, applied and shared in the world around them.

There are two assessment tasks for TOK. Firstly, in H3, students will complete an exhibition. Their task is to select one of the 35 Exhibition prompts, select three real-world objects that relate to this prompt, and then write a 950-word commentary that justifies why they have chosen these three objects to be included in an exhibition on that specific prompt. An example of a prompt is, Are some types of knowledge more useful than others?

The second task is the TOK essay which is completed in H4. Each year, the IBO released six essay titles which are framed as knowledge questions. Each student selects the title they feel can respond to the best and writes a 1,600-word essay. The essay is analytical in nature; the titles are open-ended, and students are free to explore their personal opinions, supported by specific examples. An example of an essay title is, *Is there solid justification for regarding knowledge in the natural sciences more highly than knowledge in another area of knowledge? Discuss with reference to the natural sciences and one other area of knowledge.*



Thomas Liang

For me, Theory of Knowledge has sparked a level of creative thinking that extends beyond mere knowledge; it pushes me to question the why and how behind belief, justification, and the truth. This new way of thinking is something that I have begun to take towards my studies in an attempt to comprehend at a deeper level and is a skill that I will take towards my future studies, regardless of the discipline.



Jeremy Lu

Theory of Knowledge teaches us to think about the meaning and purpose behind our pursuit of knowledge. It helps us see the connections between each of our IBDP subjects and between academia and the world around us. It gives us the skills we need to be more than just engineers, writers, or scientists, and instead learn to become inquisitive thinkers and individuals.

“ Extended Essay (EE)

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. The extended essay provides practical preparation for undergraduate study and an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas and developing an argument. Participation in this process develops the capacity to analyse, synthesise and evaluate knowledge.

During the second half of the H3 year, students attend core sessions devoted to the EE, with sessions on researching, referencing academic work and academic integrity, using the TES library databases, and writing an academic research essay. In addition, they will need to hone their research questions, undertake background reading and conduct research. Once students have proposed a subject group, staff will discuss and approve the students' proposals and assign a teacher supervisor to help support the students. The process begins with an official meeting with their individual TES teacher supervisor.

Before the summer break of the H3 year, students are required to have carried out initial research, have an essay plan and are mandated to complete a reflection on the process during three stages of the EE. The essay draft is written during the summer holidays and submitted in September of H4, and the final submission of the essay takes place in November.



Silvia Fang

Through writing my World Studies Philosophy and English Literature EE, I saw how deeply rooted and universal Philosophy is in our culture, academics, and identity. Furthermore, it gave me the opportunity to explore and define my interests within such a broad, yet not commonly offered, subject. Though there were many setbacks, the new methodology I had to learn for this independent research paper was similar to the methodology I will be using for my future studies in Social Sciences and a breath of fresh air. Throughout KS3 and HS, “research” has always been synonymous with science only. But with the unique freedom that the EE has offered IBDP students, I was able to develop and learn different methodologies, which will undoubtedly go on to help me and others in our future endeavours.”



Alisha Huang

I loved exploring this idea of the female “Other” in Charlotte Brontë's Jane Eyre, one of my favourite protofeminist books I read growing up. Completing the Extended Essay and embarking on this research journey under my supervisor's guidance has now allowed me to view society and novels from a critical and fresh perspective, a skill that I will value in the future as I continue to craft essays in various disciplines.



“ Creativity, Activity and Service (CAS)

Within the framework of the CAS programme, students elect to do experiences in the three fields of Creativity, Activity and Service and keep a journal that allows them to reflect on their strengths, skills and challenges.

TES students have often excelled in this programme. Within Creativity, several cohorts have gained professional skills while contributing to the school magazine, PEAK. They also became talented musicians or artists. For Activity, they have joined the school Varsity teams or enrolled in dance classes such as Ballet or Hip Hop. However, they seem to have gotten the most personal growth when using the Service strand.

On the one hand, the school offers a variety of excellent service opportunities such as Peer Mentoring and Peer Tutoring. On the other hand, TES students have also engaged with the community by performing very rewarding service projects. For instance, students have in the past collaborated with the Yang-Ming Home for the Disabled, the St Anne's Home, the Child Cancer Foundation, the Forblind Association and various animal shelters. Some have also taught English to local primary students. In those instances, their work responded to authentic needs, and they directly witnessed world issues first hand.

Like TOK and the EE, CAS is not an optional programme but a requirement to pass and obtain the IB diploma. It is not assessed quantitatively by the number of hours but rather qualitatively by reviewing the documentation gathered in a portfolio. CAS is a fantastic opportunity for students to say who they are and show their colours. As for the school, it is one of the many tools it uses to teach the whole child.



Mila Peters

Through my Litterati Taiwan CAS service project, I experienced the difficulties of being a good leader and organising a large event within the school. I learnt how to collaborate and effectively communicate with my peers and fellow team members to achieve our aim. After a couple of months of hard work, we managed to lead a three-week Litterati competition in which we were aiming to pick up over 50,000 pieces of litter as a school. Watching the numbers of pieces picked up rise daily felt incredibly rewarding, as I was able to see how the actions that my group and I had taken were actually making a difference within the community around us. I think this is one of the most valuable aspects of CAS; it allows IB students to make a difference in the larger community around us, form new relationships and recognise the positive effect we each can have on the larger world.



So Cool To Have A Balance of English and German in GIB!

By Roland Heinmüller, Head of the German Section

“Great!”, “quite good!”, “cool!”, none of the respondents have to think for long. Without exception, the replies are positive when I track down the students of our class 11 (H3) during lunch break and ask them how the GIB has started for them.

The GIB (short for “mixed language IB” in German) is a new programme which the German Section has been running since the beginning of this school year. It is a regular IB Diploma Programme with a twist: Three of the six IB subjects students are taking are taught in German: Language A, History and Biology. For the other three subjects the GIB students attend courses that are part of the regular BSHS IB programme.

Leon likes the fact that particularly the higher-level subjects are more in-depth and that he understands many things better in biology in German. Sara also finds it easy to comprehend and she is happy about the variety that GIB offers her.

Eileen thinks it is good to return to having more German, because she had noticed that the high proportion of English in H1 and H2 has not done her German any good. Aaron and Elias also like the balance of languages, because they plan to study in Germany.

While this is possible with a regular IB Diploma as well, the GIB not only helps students maintain their academic German, but also frees them of any further language requirements. Not having to do Math HL for full German recognition of their Diploma is another little bonus.



Self-paying parents like the fact that the GIB programme is supported by the German government, which allows for a considerably lower tuition fee.

Most of the students do not find the timetable ideal, which goes into the 9th and 10th periods several times a week and leaves large gaps for many on Wednesdays. But all of them expected the IB to be demanding and therefore find it OK, also because the hours in the afternoon buy them a greater choice of subjects.

The narrower choice of subjects - a frequent point of criticism when it comes to the GIB - is not an issue, surprisingly. Whilst Eileen might have liked to take psychology instead of history, she is happy with her subjects anyway. On the other hand, Ion is happy that physics HL was possible and Sara, Leon, and Elias do not feel restricted in their choice of subjects either.

The transition from Klasse 10 went very well. It's nice to still be in the same familiar group in the German subjects. And it's also going well in terms of content: In mathematics, for example, the IB curriculum repeats much of what they already know from German maths lessons. But what about the road ahead?: “Do you feel well prepared for university?” Yes, everyone agrees. “We are learning a lot!”

Their teachers see it that way too: “Klasse 11 are a motivated group that I enjoy working with,” says Claudia Jeske, and Jeroen Affolter also has the impression that his biology students have now arrived well at the IB.

Of course, everyone is curious to see how our first GIB year will do in the end, but it is clear: our Klasse 11 is on a good path.



The Globalised World: ISE Week 2021

By Joshua Morris , BSHS Head of Individuals, Societies, and the Environment (ISE)

After the success of last year's ISE (Individuals, Societies, and the Environment) Week focusing on the Dragons' Chamber entrepreneurship activity, the department developed and expanded this year's ISE week to include a range of activities for all BSHS students.

All BSHS students study Individuals, Societies and Environmental Studies at Key Stage Three and the High School subjects include Business Management, Economics, Geography, Global Perspectives, and History. ISE Week gives the department a chance to showcase aspects of our subjects. More importantly, it allows students to extend their learning beyond the school curriculum, something that's a valuable aspect of a well-rounded education.

The theme for this year was The Globalised World. This broad theme encompasses so much of what our subjects focus on and was very topical, coming at a time when global leaders were meeting in Glasgow to discuss global solutions to climate change.

The week kicked off from Monday morning with Year 7 focusing a lesson on remembrance (Remembrance Day being November 11th), which nicely linked into discussions about the founding of the United Nations (UN) and the League of Nations - early drivers of modern globalisation. The most exciting aspect of the Year 7 activities was that our team of Year 9 ISE Champions delivered part of the lesson, bringing remembrance up to date by helping students to understand the situation in Afghanistan and its impact on the rights of women and girls.



It was great to see our team of ISE Champions taking on this initiative, and Year 7 teachers were extremely impressed with their efforts. We'd like to acknowledge our Year 9 ISE Champions - India Graham Bonnalie, Oscar Swift Yeh, Kay'ien Wong, Emilia Wagner, Senaapathy Pandian, Emily Li, Jude Ou, Alston Chang.

The first BSHS ISE House Challenge, a gruelling quiz for teams from our four houses across the school, took place over three lunchtimes with different events for Year 7-9, H1&2 and finally H3&4. The questions covered a range of topics related to the department subjects with a link to globalisation and a few more fun and entertaining questions thrown into the mix. It was another opportunity for our student leaders to excel. The House Captains were responsible for motivating their students to enter teams and acting as hosts of the quiz. They did an outstanding job with three highly competitive quizzes and a building audience. Sirocco took the plaudits in the Year 7-9 quiz, but the Mistral team proved too strong, winning both the other two.

The focal point of the week was the keynote speaker. We were delighted to have Philip Fernbach, a cognitive scientist from the University of Colorado and author of *The Knowledge Illusion*, deliver an engaging talk to our students. It was an excellent opportunity for our students to think beyond their school curriculum and examination preparation. For a school like TES, it's important that we offer students a full range of additional opportunities. Students were given a pre-talk task to rate their understanding of some familiar processes (how a bike works, how a pen works). When they tried to explain the process, many students found that they realised they had overestimated their understanding. The talk allowed students to consider issues of fake news and echo chambers, and how important it is to ask questions. In Philip's words, we should "ask more stupid questions". Namely, not to be afraid to ask a question even if you think the answer is obvious or you should know. Things are often more complex than they seem! It gave plenty of food for thought and some good discussions afterwards.

Wednesday lunchtime saw the culmination of weeks of hard work from the H2 Business students who had been given the brief to create small enterprises to sell products made from waste materials. They had been considering the issue of globalisation and mass consumption leading to a host of environmental issues, from ocean pollution to climate change. There was an impressive range of products, including plant pots made from old bottles, coasters made from old clothes, bookmarks made from waste paper, key-chains, and lots of keen staff and student customers.



The H4 Economics Debate took place on Thursday morning. Two opposing teams of Economics students fought a passionate debate on the motion "Free and unrestricted global trade will, in the long run, benefit the planet and its people". It was a high-quality debate with both teams very well prepared and producing well-structured arguments. They also coped very well with tricky questions from the teachers in attendance. All H4 I&S students attended the debate, and many offered their own "points of information" during the speeches. It was a great way for students to extend their learning and critical thinking and allowed us to explore real-world examples and plenty of quick thinking on their feet!

It was great to see so many students involved in the different aspects of ISE Week and to see them rewarded for their efforts. It's a crucial part of education that students are engaged not just in their lessons and their focus for grades but in all aspects of their education that enrich their school journeys.



The British Primary Section Learner Profile

By Sarah Kuo, CLC Teacher &
Gillian Smith, BPS Assistant Head

Alongside the TES Mission and Vision, the British Primary Section uses their Learner Profile to positively impact student learning and build vital skills. The Learner Profile is a set of attributes and values that has been co-constructed by the students, staff, parents and community that form the heart of the British Primary Section learner at Taipei European School. We understand that as times change and the world evolves, education must too.

The learner profile enables our students to foster the best possible attitude to lifelong learning. Our community is aware that future success is not just about the academic marks you receive. The future education of our students will hinge on their ability to cope, adapt, strategise, connect and behave in ways that are respected and can be understood worldwide.



The Learner Profile impacts all aspects of life in the BPS, in particular our students' learning. It is visible around school and it guides our learning, behaviours and actions. It is deliberately planned across the school for students from Nursery to Year 6. Teachers work collaboratively to give students authentic learning experiences that allow them to not only build their skills but also demonstrate and apply their Learner Profile attributes. For example, in the recent Year 2 unit of learning, children demonstrated their understanding of what it means to be healthy and designed, created and evaluated a healthy snack bar - complete with packaging and advertising!

As a community of learners, our staff also engage with the Learner Profile. During selected staff meetings throughout the year we host a “Living the Learner Profile” event. Staff can join a variety of activities that include yoga and meditation, art, music, team games, and cooking. This supports staff wellness, gives staff an opportunity to share their passions, and also try something new.



The Learner Profile also supports our mission to nurture independence, embrace diversity, and encourage all to ‘do well by doing good’. BPS students and staff are also reminded of the Learner Profile through assemblies and school events.

The recent WorldFest celebration, which had a two-week-long focus on global citizenship within four themes of a peaceful world, promoting human rights, caring for the environment and cultural diversity. During this period, students were given the opportunity to reflect on the characteristics that make up the different elements of the Learner Profile. For KS1 students, we focused on being Global Citizens. We discussed how we can be Global Citizens by creating a more peaceful world, supporting others, caring for the environment, and showing respect for different cultures. Through reading and discussing the storybook - ‘Come With Me’, the students were made aware of how ‘what we do matters’, as ‘tiny’ as it may be, to make the world a better place for all.

In the BPS, the Learner Profile allows us to create and celebrate students who are lifelong learners, who value themselves and others, in ways that are integral to creating a better world.

We invite all of you to be part of our Learner Profile Community and explore how you demonstrate the Learner Profile attributes in your life!



Educate, Share, and Inspire Oslo Freedom Forum at Taipei European School

By Christopher Bellamy, Deputy Head, British Secondary and High School

Organised by the Human Rights Foundation (HRF), the Oslo Freedom Forum (OFF) is a global human rights conference series dedicated to speaking truth to power in the face of authoritarianism. The flagship forum is annually held in Norway and has since evolved to include satellite events worldwide. Based in New York City, HRF is a non-profit organisation dedicated to protecting and promoting human rights in countries where they are most at risk.

In 2018, HRF hosted the first Asia-based Oslo Freedom Forum in Taiwan. They were able to host yet another fruitful Forum in Taiwan in 2019. For both years, Taipei European School (TES) students participated in these conferences by either volunteering or being part of a TES student delegation. Furthermore, building on connections made at these events, TES and HRF worked together to bring OFF speakers to the school to speak directly to students; Eritrean activist Vanessa Tsehaye visited in 2018, and Thai student activist Netiwit Chotiphatphaisal in 2019.





Due to the pandemic, the Oslo Freedom Forum in Taiwan has not happened again in Taipei since 2019. TES decided to contact HRF to explore how to keep students engaged with the organisation's work and, together, we were able to move forward by organising a virtual event. One of the challenges for schools around the world is finding ways to re-engage students after teaching online for extended periods and so the opportunity for TES to collaborate with the Human Rights Foundation by organising this event came at just the right time. The conference enabled our students to confront some really important global concerns - to think critically about some of the issues facing humanity and to reflect on what it means to be free.

The event was held at ESC via a live connection with New York and was attended by all H3 and F1 students. Opening the event, Jenny Wang (HRF Senior Strategy and Research Associate) shared how Taiwan is an inspiration to emerging democracies around the world, and Sherry Jeng (HRF Development and Finance Liaison) emphasised how Taiwan stands as a leading global supporter of human rights.

Following this, there was a live presentation from Molly McKew, an expert in information warfare and Russia's use of technology and disinformation tactics. She was also one of the speakers who visited Taiwan in 2019. The discussion prompted lots of lively debate and Molly answered questions from students, including about their fears relating to the use of personal data by governments around the world and what precedents are being set for the future. The students then watched some recorded segments from the Oslo Freedom Forum in Miami, which took place in October this year, before being joined in person by the European Union Representative in Taiwan, Filip Grzegorzewski. It was a fitting conclusion to the event. Filip spoke about the things that the European Union and Taiwan have in common: human rights, democracy and the rule of law.

As Ms Papps (BSHS Head of Section) explained in her introduction, as IB Diploma students, our young people are called upon to be risk-takers and inquirers, open-minded, reflective, principled, and knowledgeable; and, arguably, most importantly, to be caring. They heard about all of these attributes in the speakers' stories. We are grateful to the Human Rights Foundation, Molly Mc Kew and Filip Grzegorzewski for creating this opportunity, and we look forward to supporting the work of HRF in the years to come.



Growth Mindset in Sport

By Jared Duxfield, BSHS Head of Physical Education

"I'm not good at sport. There's nothing I can really do to change things; it's just not my thing". Unfortunately, as a PE teacher and sports coach, I have often heard comments like this from students. It is also often echoed in parent comments like, "my child isn't sporty" or "they are good at other subjects, but they'll never be great at PE".

This is known as a "fixed mindset" (Dweck, 2017) and is detrimental to progress in any developmental area. With this fixed mindset, a student believes that their achievement (or lack thereof) is due to their innate abilities, and they have no or little control over this. As a result, they are more likely to focus on performing well on familiar tasks, shy away from challenges, and be less resilient in the face of failure (Denworth, 2019). This attitude is highly demotivating and takes away their feeling of control over the situation. As a parent, I've also observed this mindset with my children saying they're not good at a particular sport or activity, so they won't bother trying. My daughters are 9 and 11 now, and this is a belief I want to expel.

Doubtless, teachers of all subjects have also heard similar statements from students who've decided they can't do something. But it seems to be more prevalent in sport as physical abilities are on display for all to see, making students more prone to comparing themselves to others. In addition, there are massive variations in student sporting experiences outside of class. Some students are constantly involved in physical activity through their own play, some families encourage physical activity, and some students are involved with teams and professional coaches outside of our school curriculum. Despite this, sport and PE at TES are designed to allow students of all experience levels to participate and succeed.

Genetics also plays a significant role; adolescents develop at different physical development rates. I remember going into Year 7 as an 11-year-old who was used to being at or near the front in running races throughout primary school. Suddenly, there were many students who I couldn't compete with as they had physically developed earlier than me. All this can add to a fixed mindset and the belief that some students can do it and some can't. It can also bring emotional insecurities about both one's body and ability. Despite all this, I firmly believe that all students can succeed in sport with the right mindset and persistent effort.

The opposite of a fixed mindset is a “growth mindset”. The growth mindset is the belief that your abilities are not pre-determined but are the result of your effort and grit. The growth mindset replaces the statement, “I can’t do that” with “I can’t do that yet.” This is a vital distinction and replaces powerlessness with empowerment. The growth mindset leads to focus on continual improvement through effort. Those with a growth mindset see challenges as an avenue to improvement and are better prepared to learn (Denworth, 2019). Failure is just an opportunity to learn and grow when someone has a growth mindset rather than a terminal position. A growth mindset is not a lowering of standards or accepting sub-par performance but acknowledging that high standards are possible, irrespective of past failures.

In the PE department, we’ve witnessed some students come into the school with low physical ability, most often due to coming through school systems with low emphasis on Physical Education. However, some of those students have become excellent PE students and athletes through persistent effort and improvement over an extended period. This is really the key to achievement; making small improvements consistently over an extended period. The belief that this can happen due to persistent effort rather than any innate ability is fundamental to such transformations.



Michael Jordan is a well-documented example of an athlete with a growth mindset. Often thought of as the greatest NBA player ever, Jordan did not win his first championship until he was 28 years old. Before that, Jordan and the Chicago Bulls struggled, losing many times to the more physical Detroit Pistons. It could have been easy for Jordan to give up. Instead, Jordan recognised he needed to work on his physical strength, so he trained hard, improved, and eventually won six NBA championships. No one doubts that Jordan had extraordinary natural ability. Still, his championship successes wouldn't have been possible without a growth mindset and the belief that abilities can be developed through effort.

As teachers, we strive to foster a growth mindset by structuring activities for constant incremental improvements. For example, each time we give feedback on a test or a game, we want the students to ask the questions: “Where can I improve?” and “What do I need to do to get there?” Sometimes, the first barrier to improvement is having students believe that they can do it. Parents can foster a growth mindset by reminding students of these principles and using the language of “not being able to do something... yet,” rather than ascribing permanence to any perceived weaknesses, and celebrating improvements and effort rather than just excellence in the attainment grade.





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