

C NNECT

2022 SUMMER



History and Memory: French Section's First History Day



School-to-School Support



Safeguarding the Future: A Journey of Transformation

Greetings from the Leadership Team

Another year has finished, it has once again been one which has tested our community in many ways as we begin the transition toward 'Living with COVID-19' - a position the entire country is now trying to grapple with (as are countries across the world).

The school community has, though, shown its core values of 'perseverance, participation, respect, responsibility, creativity' on a multitude of occasions, in a multitude of ways. Spread throughout this edition of CONNECT are examples of the amazing things that students and faculty have managed to do even as the restrictions upon them have been great.

We have missed all our main events this academic year, so as parents we have had to watch 'online' the endeavours and successes of our children (ones we would usually watch in person). It has truly been hard on many, yet the perseverance and resilience of our children specifically has been nothing short of amazing.

As a leadership team, we have been maintaining our forward momentum in the CIS/WASC Self-Study report in preparation for the upcoming visit next semester, and we thank all the parents, students and colleagues that have helped to evaluate, offer opinion and feedback in this process.

We will be saying goodbye to those in the community who have completed their journey with TES, whether it be graduates setting out onto new journeys or families and staff that are moving off-island and going to new countries. These changes are part of the cycle of life in an international school context. We want to thank our leavers, who include Ms Papps and Mr Heinmüller and we wish them all the very best for their next adventures, their 'Unique journey at TES' is at an end.

However, as we will discover with the return of Mr. John Nixon, our new CEO, and Mr Stewart Redden, the new BSHS Head, sometimes our friends/colleagues may come back to be with us again! The joy of being part of the Taiwan and TES community is that both stay warm to our hearts and so it may not be farewell for good, but just goodbye for now, as we get to see many returning friends (sometimes for brief visits, sometimes for a longer return).

Have a wonderful summer everyone, and we will be back with renewed vigour and enthusiasm in August.



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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

Bringing Literature to Life

By Matthew Green, BSHS Assistant Head of English

The H1 year is a particularly important time in a student's life as they acclimate to the increased rigours of the high school environment, and for teachers, fostering students' curiosity for learning is essential as students build healthy and enduring learning habits. One way to do this is by creating authentic learning experiences that allow students to make connections between their studies and the real world. For Secondary English teachers, this is an endeavour that fundamentally drives our approach to teaching and learning, and it particularly characterises the learning atmosphere we strive to achieve in all of our H1 and H2 IGCSE World Literature classes.

Learning within our IGCSE World Literature classes is characterised by a balance of both individual and collaborative learning experiences. Even before opening the novel, teachers provide opportunities for students to connect, on a personal level, with the relevant concepts of a new text. After all, the ability to intellectualise literary themes and concepts is crucial to success in the English subject, and here is where freewriting becomes paramount.

Freewriting simply entails writing down your thoughts, ideas and feelings in an unrestricted way, without worrying about how it is written. Freewriting prompts may look something like: "What would you do in this situation?" or, "Describe a personal experience when...". Once finished, students may choose to share their thoughts with the class...or not. But simply making personal connections to the subject allows what might at first be an abstract or unrelatable topic in the student's mind to become authentic. Bringing the literature to life in this way can open up many avenues toward truly understanding how a writer – especially one who is writing from an unfamiliar cultural perspective – uses language to create meaning and effect. And after all, this is what literary analysis is all about!

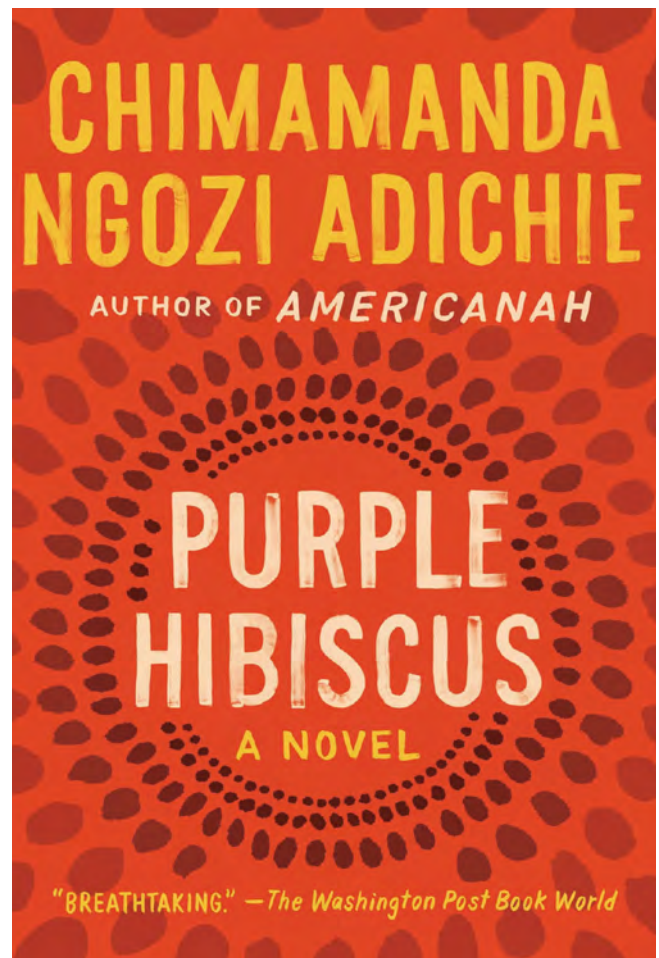
Of course, complementing the individual student connection is the learning that comes through sharing ideas and working with others. Collaborative projects are often excellent opportunities to synthesise all of the knowl-



edge students have gained throughout any literary unit. To illustrate, one particular collaborative activity that one of the H1 English classes did this year perfectly exemplifies how learning can be made so much more impactful when it is authentic.

Earlier this school year, the H1 students studied a novel titled *Purple Hibiscus*, written by contemporary Nigerian writer Chimamanda Ngozi Adichie. The novel traces the journey of a teenage girl in Nigeria living under the tyrannical rule of a domineering and abusive father. After a dramatic series of events, she finally breaks free from the chains of his manipulation and abuse, ultimately discovering strength in her own identity and voice.

To help the students better connect with the novel from a literary perspective, they were asked to prepare talk show role-plays to perform in front of the class. The talk show scenario was meant to mimic an American-style talk show, wherein a host asks guests questions about a particular topic. For this activity, students were asked to centre their interview discussions around the portrayal of the characters in the novel. One student in each group played the role of “talk show host”, with each remaining student, or “guest”, representing a different character from the text. In preparation, students collaborated intensively to develop questions and answers that would be true to the characters and purpose of the novel, drawing on specific examples from the text to support their ideas.



In the end, this activity proved to be a huge success! This became particularly evident when students offered unanimously positive feedback on the overall effectiveness of the activity as a learning tool. Students said they were better able to understand the characters from a literary perspective, which helped them to internalise the novel's overarching purpose more effectively.

In essence, authenticity in learning is key to encouraging students to make practical connections between their studies and the world beyond. By exploring global literature in a way that helps students develop enquiring minds, critical thinking skills and compassion and empathy (not to mention the skills needed to become more effective communicators both in speaking and writing), they will ideally become better, more successful, globally-minded citizens.



Meeting Macbeth

By Ms. Jeni Wong, Year 5 Class teacher

All hail, Macbeth, Thane of Glamis!

All hail, Macbeth, Thane of Cawdor!

All hail, Macbeth, Who shall be king!

Wednesday 23rd February 2022 was 'Meeting Macbeth' day in Year 5. This was a new literary genre for Year 5 and we really wanted to inspire our students into the play script genre, as Shakespeare can sometimes come with other connotations such as being old-fashioned or boring. However, we purposely planned a creative, engaging 'hook' day that grabbed the students' attention and set the tone for the rest of the learning. Hooking students in from the start is vital to the overall success of the learning.

Our 'hook day' incorporated a variety of elements from creating the mysterious and eerie atmosphere of the story to the introduction of each character in the story. First, the amphitheatre was decorated and the stage lighting was programmed to create mysterious eerie green lighting. Props such as a large bubbling cauldron generated a mist of smoke created by dry ice and large plants gave the effect of trees. With the environment set, staff dressed as the main characters and acted scenes alongside the BBC animated Macbeth chapters to bring the Macbeth story to life.

Without a doubt, the sinister setting and array of characters brought suspense and excitement to the audience and gasps of amazement or claps of surprise could be heard. Finishing the show, the children then discussed the main characters of Macbeth, guessing who the respective staff members were and then worked in small groups plotting the story outline.

Iain: I wanted to know what happened next...

Dudley: I predicted that Macbeth would die because the witches said he would. Macbeth got greedy.

Ella: It was sad because people die and the story itself is a tragedy.

Roger: It's a tragedy because innocent people died and Macbeth only cared about being King.

Bringing a powerful 'Macbeth' hook inspired the children to talk about their learning, discuss themes and ultimately show enthusiasm in the genre. Each class followed up with writing their own play script based on the text: Macbeth, a Shakespeare story retold by Andrew Matthews & Tony Ross. The children then used their own play scripts to produce a performance, with the intention of the final prod-



uct being shared with parents and other classes. The project provided a variety of cross-curricular opportunities: music to record Macbeth inspired jingles; artistic skills to make props and piece together costumes. A further layer of integrating technology came by the live performances being recorded using DJI Mimos gimbals as well as using a range of technology and editing skills: Stop Motion, I-Movies and green screening. The children took on many roles as writers, actors, directors and editors

To end the unit, on Friday 1st April, we finished as we started, with an amphitheatre performance of the children's own adapted versions of Macbeth, where they were now the 'Stars of the show! All hail, Macbeth!' Watch out for the shows, which are all available on the school's Vimeo account.



History and Memory: French Section's First History Day

By Sylvain Amisse-Paoletti, History, Geography, Economics, Social Sciences teacher



The French Section's first History Day took place on February 23rd 2022 at the Secondary campus, with the theme of 'Taiwan'. Students from F6 to F0 (middle school to high school) engaged in a variety of activities related to Taiwanese history and geography.

To go beyond history teaching in the classroom, our aim is to help students reflect on the place they live in and on their own personal origins. The study of historical events is the development of a collective memory built on shared values and contributes to the sense of belonging. The choice of the history and geography of Taiwan as the main topic is in line with this objective.

Our curriculum, defined by the French Ministry of Education, is centered on the history of France and Europe. Activities organized during this event were an opportunity to adapt our teaching to the local contexts of Taiwan and Asia and to expand our students' cultural and global perspectives.

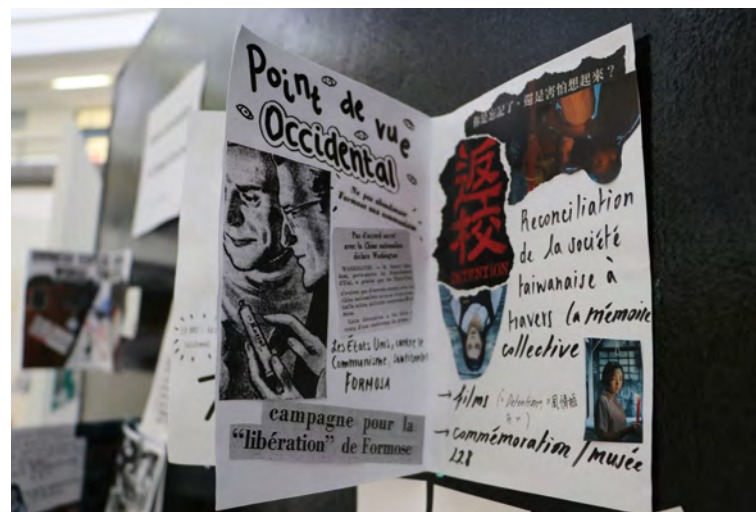
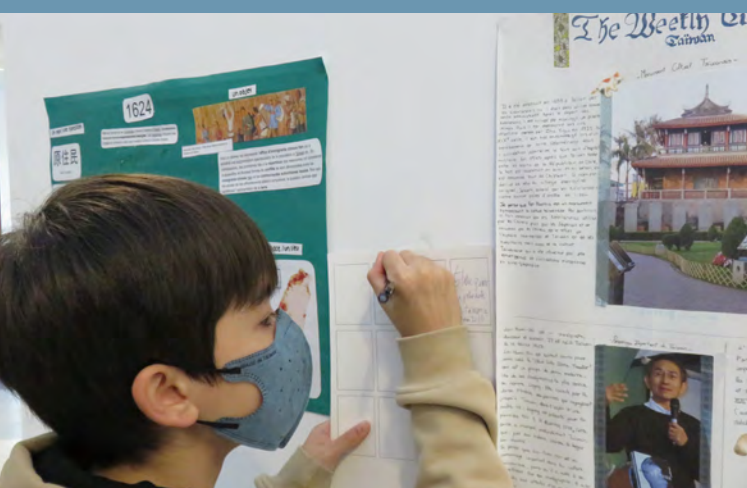
Before the event, F5 to F0 students created posters on various subjects related to their syllabus in history, geography as well as moral and civic education, starting from Formosa under the Qing dynasty through to the Sunflower Student Movement. On History Day, these posters were exhibited in the atrium of the Phase 2 building. In the morning, middle school students and the CM2 class (last year of primary school) visited the exhibition to collect dates and names in order to finalize their own copy of a Timeline card game, specifically made for this occasion. Other activities and competitions took place during the day: quizzes, design of Taiwanese landscapes, emotional cartography of the secondary campus and a conference on the geopolitics and history of Taiwan by Dr. Tangy Lepesant, Associate Professor at the National Central University in Taoyuan.



The distinction between history and memory, as well as the study of its interactions, are key issues in the transmission of historical thoughts. In order to make sense of past events and the present state of our society, the critical analysis of the expressions of memories in the public space is crucial. We encourage students to comprehend the memory in the plurality of its expressions and to associate it with historical facts and various issues which arise in human societies. Key historical issues, as discussed in school, result in the convergence of occurrences originating from three domains: history as a field of study and its reference knowledge, history as discussed in the public space and in family conversations, and history as a teaching subject at school.



This process of comprehending historical events from a distance, was central to an activity carried out by F1 and F0 students in the morning. Without any outside resource or source of information (no laptop, no access to Internet), students worked, as historians, on an 'archaeological box' on the White Terror period, also known as the '228 event'. Various resources in three languages (French, Chinese, English) were displayed in the library: press articles, pictures, autobiographies, administrative documents, movies, documentaries, video games, etc. Students, working in groups of four, had to study these primary and secondary sources in order to form an understanding of this



key period of time for Taiwan and to create fanzines (with only pen, glue, paper and scissors at their disposal) relating and reflecting on the events. The application of students in this activity exceeded our expectations. In their own words, "memory is the subjective vision of historical events". As such, 'the White Terror is still an event younger generations reflect upon' decades after, and 'it still seems traumatizing today'. The annual commemoration on February 28th works toward "the reconciliation of the Taiwanese society through its collective memory".

We are extremely grateful for the enthusiasm demonstrated by students during the first 'History Day', and for the whole school's support for this initiative. We look forward to a second edition next year on a theme yet to be revealed!



Bringing Stories To Life

By Jennie Bonnalie, British Nursery, Head of Unit

The importance of storytelling and reading books with young children has been well documented. The Early Years Foundation Stage curriculum framework states that, 'reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive' (March 2021).

In Nursery, the children are read to multiple times a day. Teachers carefully plan the shared reading sessions and the class libraries, so that the children are able to easily access a range of high quality books. A selection of fiction and non-fiction books covering a variety of different genres are used. During shared reading and storytelling opportunities, puppets, props and other relevant materials are incorporated into the readings to make it a more engaging and a memorable experience for the children.

This year we have worked hard to continue the shared stories by setting up an area for the children to revisit and retell the stories in their own time. It has helped the children to bring the 'story to life'. It is wonderful for the educators in Nursery to watch the children, and facilitate their retelling of the story. The staff support the children by helping them to recall the words, develop their comprehension and build their vocabulary.

The children's reading behaviours can be observed during this time, for example: their knowledge of how to handle a book, turning pages one at time, using different voices or imitation to narrate stories, their comprehension of the story, and their ability to identify some letters or words from the stories.



When stories are brought to an outside area, it is not uncommon to see creative and imaginative ways being used by the children to bring the stories to life. They will often use open-ended materials to make props, for example a tyre is used for the large porridge bowl in the retelling of 'The Three Bears', or leaves and sticks to make food.





Providing time during their continuous provision, helps the children who are still developing their language confidence to have an opportunity to work in a smaller group. It also allows them more time to process the language. Children whose first language is not English will often need more time to process and make meaning from the shared stories. This opportunity has really helped them to develop their language confidence, and to then become more secure and successful when in a larger group.

The team was grateful for the recent professional development training from Lynelle Woods who helped us to refine and critique our practice. She suggested ways to ask questions about the stories which would further develop their understanding of the narrative. She also confirmed to us the importance of re-reading text to develop a deeper understanding. We also explored vocabulary building. “The highest rate of vocabulary develop-

ment occurs during the early childhood years; therefore, it represents a crucial time where we can intervene” (Neuman & Wright, 2014).

To foster a life-long love of reading is one of our goals in the Early Years, and to observe and see the children engaging with stories in this way has been a real pleasure and privilege for us.



School-to-School Support

By Christopher Bellamy, BSHS Deputy Head, James Woodall, BSHS Assistant Head for Student Wellbeing

As an international school in Taiwan with a unique European identity, we are always looking for ways to support teachers and schools locally, exchanging ideas and building partnerships. For example, teachers in the British Secondary and High School (BSHS) have been involved in outreach programmes with teachers in Taiwanese schools, most recently as part of the British Council in Taiwan's teacher development programme. This is a relationship that has been established for many years.

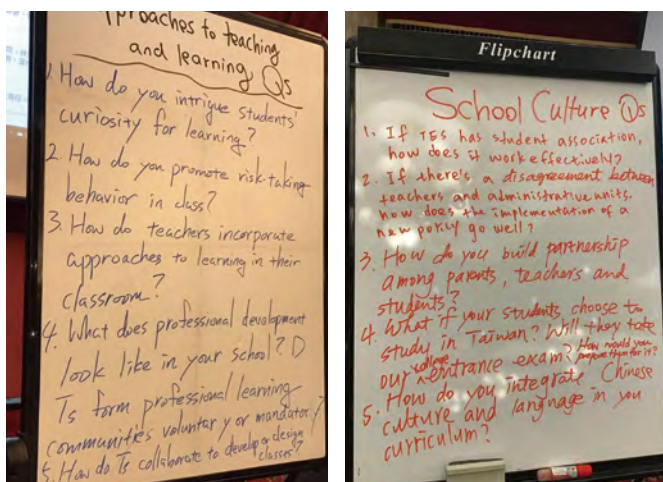
Another example of the way in which we endeavour to support education is through service projects. Most recently, some of our students in H1, H2 and H3 have been teaching English online (video conferencing) to students in rural schools, a project set up in partnership with the Rotary Club of Taipei. The project started last year, and we were linked to a school in Xindian. This year, we are partnering with a school in Pingtung County in the south of Taiwan, near Kenting.

British Council Teacher Development Programme

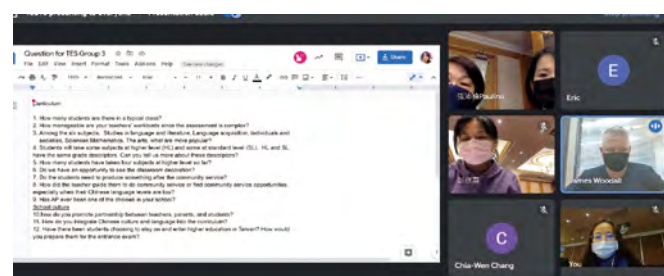
The Taiwanese teachers involved in the British Council teacher development programme would normally have visited the campus in person, spending time in classrooms. However, this year, the programme was online due to the COVID-19 restrictions. From November to January, groups of teachers from schools across Taiwan joined in hour-long discussions with various BSHS teachers. Chris Papps, BSHS Head of Music, said afterwards: "It was a really interesting conversation. This year, the different format meant there was more time to hear each other's opinions and ideas about teaching." The topics discussed were wide-ranging: approaches to teaching and learning; support for English language learners; Chinese language and culture; assessment practices; school culture; how schools in Taiwan have been affected by the pandemic; and lots more.

In terms of how BSHS and Taiwanese teachers' experiences are similar, a frequently mentioned issue was the importance of managing digital distractions (e.g., smartphones) and the potential for social media and gaming addiction to affect students' levels of engagement with school. One of the differences commented on by the Taiwanese teachers was the smaller class sizes in our school and the personalised support for students and their families. The teachers commented positively on our wellbeing agenda and the information we have available to support every student to reach their potential (the data that we use to promote student achievement).

Opportunities such as this help us better understand each other's values and priorities; they are mutually beneficial. For the BSHS teachers, this was to do with being more sensitive to our Taiwanese context (e.g., understanding the expectations of students and parents who are more used to the local education system). For the Taiwanese teachers, this was to do with understanding our educational philosophy and why BSHS parents have chosen to send their children to an international school. The professional dialogue helped empower both sets of teachers, improving outcomes for all of our students.



Some of the questions prepared by the Taiwanese teachers



Local teachers posing questions to James Woodall, Assistant Head for Student Wellbeing

BSHS Students Teaching English to Students in Rural Schools

Following on from the huge success of this project last year, we now have forty-two High School students teamed up to teach English to students at Yonggang Elementary School in Pingtung County.

Although the focus is on teaching English, there is much more to it. Students in this area often lack motivation at school. Very few go on to further education because this was not the path taken by their older family members. One of the main goals of this project is for our students to develop relationships with their tutees, trying to instil a love of learning and acting as positive role models.

Our students aim to make the learning environment as positive and interactive as possible. They use the time together to find out more about their tutees - their interests and their family situation - and design future lessons based on this information.



Students log on to Zoom every Friday at 3.15 pm, usually with a teaching partner, and they spend the next hour interacting online with their tutees. It is proving to be a very worthwhile experience for both sets of students. The feedback from the school has been incredibly positive, and our students are gaining a great deal of satisfaction, as well as living up to Taipei European School's mission: *'doing well by doing good'*. It has also given our students more profound respect for the challenges of teaching! There is a wide range of English language abilities and so, at times, it has not been easy. However, our students have done a tremendous job, and strong, positive, supportive relationships are being formed.

We hope to eventually travel down to Pingtung and meet the students in person; this is something that everyone is looking forward to.



How to Embed Inclusion and Diversity in Schools

By Jess Gosling, Year 1 Class teacher



As a school, we promote global citizenship. However, I feel this can only be relevant if young children are presented with ideas of inclusion in a way they understand and are relevant to them. My starting points, which I outline in this article, attempt to support the young children to think beyond their own experiences and understandings.

Tackling gender roles

Stories help support concepts of fluid gender roles.

From when I very first introduced a move from my reading towards the children 'acting' our class stories, I emphasized that a name was just a name or label. No more than that. There is no gender attached, therefore a boy or a girl could represent a name. So, for example, when the story had a character named Daisy, I would ask 'Who wants to be Daisy today?'

There were only one or two quizzical looks about this concept initially but now, due to frequent exposure, there is a total acceptance. I feel this is one way in which I can demonstrate the fluidity of gender roles and reject being defined by one.

A boy in my class expressed his love of 'Frozen' and the character of Elsa in particular. He frequently leaps up to sing 'Let it go'. Gradually, other boys have begun to join him. In this context, however, initially there were some giggles. We unpicked this reaction and talked about how some girls love ninjas and superheroes, does it matter? Reversing the context helped those children understand that we are free to like whatever we like. They agreed how they enjoy playing those roles in our stories.

Addressing different understandings and perceptions, not trying to sweep them under the carpet, is the way forward to transforming ideas. I react to their questioning and never show any judgment regarding their views or opinions. Children are very curious when they are young, so discussing these 'big' concepts is vital.

Discussing cultural differences

Stories again are fantastic for exploring different cultures and religions. When selected carefully, they illustrate a diverse representation of cultures.

However, it is equally important to select texts which show children following both culturally 'different' activities as well as living 'standard', everyday lives, similar to the children. Following a book share, we discuss any perceived differences and similarities, encouraging questions.



One book, which was especially well received with my class, was 'Amazing Grace'. This text is about a little girl who wanted to be Peter Pan in a school show. But the fact she was black and a girl was highlighted by her peers, who were unkind to her and told her she could not be Peter Pan.

My students all agreed these children were 'so mean!' My class as a whole were shocked and couldn't understand why kids would say this. They thought it was a ridiculous idea, explaining that Grace was the best actor for the job. This story was particularly relatable to my children as they understood this concept well as we act in our own shows. By carefully selecting this story, with a relevant activity they could relate to, really supported their understanding.

However, these concepts are something we need to revisit constantly in 'small drips' to help the ideas of equality between all take hold.

Finally, I highlighted my own difference, as a fair-skinned person in Asia. I explained how often I am stared at, or my freckles commented upon, like I had a skin problem. I revealed my feelings of sadness and how I did not like people to point out my differences. They were surprised that I could also experience this unwanted attention.

Addressing disabilities

I led an assembly where I showed a 'Sesame Street' clip featuring a girl with Downs Syndrome. We talked about how she looked and spoke a little differently. The children hadn't initially mentioned this, as they were more focused on what she had to say (or perhaps watching the 'big screen!') I raised the question; how would you feel if people always saw you as different?

The children replied that she was just a girl. I said people may point out how she looks and sounds different and they were a little bit surprised by that. I think maybe they hadn't come across it. By making them aware of this as an issue, my intent is that they start to build upon concepts of 'right' and 'wrong' reactions in these situations.

Discussing those who have chosen 'different' lives

I also led an integrity assembly and I discussed Freddie Mercury, to illustrate how being honest and true to yourself is as important as being honest to other people. I emphasized how he took a different course in life than what he was expected to do, to remain honest to his own hopes and dreams.

Expressing viewpoints

Our class has its foundations rooted in kindness. We allow for differences with our friends and identify how we have different likes and dislikes.

Further, we are clear that all ideas are appreciated and children should feel able to share their own viewpoints. This is particularly the case if they are considered not the 'accepted' idea. One example of this was when I introduced a 'Houses and Homes' topic. As we scrolled through photos of different homes around the world on the whiteboard, a photo of an African hut was displayed. A little girl responded to the photo saying '...ooh that looks so dirty'.

As a class, we picked the idea apart. We were not negative or judging of her comment but instead we explored reasons why a house may be built in that way. It turned out that huts such as these would be very practical in extremes of weather.

My class knows they can explore their ideas in a safe, non-judgmental place. You can really help support a mindset change through calm discussion. I don't believe in making children feel guilty for having certain views, because they will have mostly developed these socio-cultural concepts from adults around them.



The adult world does not allow young children enough credit for how intelligent they are and how much they perceive and listen to others. If we, as educators, treat them like they are individuals who can learn and grow like we do, they will.

University and Careers Counselling: Four Years in Review

By Nancy Chien, BSHS Head of University and Careers Counselling



When I first joined TES, I was asked to write an article to explain the role of the University and Careers Counselling (UCC) to the school community; what we do, how we support students and our curriculum. It has been four years since then, and this year, the UCC department conducted an extensive UCC Review to examine a number of things: 1) the development of UCC over the last four years; 2) historical admissions trends versus current changes in admissions during COVID-19; 3) university offers and matriculations; 4) students' major and course preferences in the last four years; 5) the various types of support for students to ensure a healthy and successful outcome for all students.

At the core of the UCC Review is recognising the importance of having a four-year approach to a robust UCC curriculum. Making contact with students early on builds rapport with students so they know who they can ask for help and support when it comes to thinking about their future.

It starts in H1 focusing on self-understanding and self-awareness while encouraging students to explore their interests and develop their strengths. Inventories

and surveys are built into the curriculum to understand aspects such as students' personality traits, work values, and character assessments. H2 UCC class is a continuation of self-reflection as well as introducing some focus on university destinations and making informed curricular and co-curricular choices. The H3 and H4 UCC curricula focuses on the heavy-duty work of actual research of different universities, admissions requirements, and the application process.

Our multitude of events from University visits, fairs, webinars, and career-focused seminars allow students to learn and ponder about what is the best-fit university for a career that they want to pursue. This year we tried something new by hosting a career fair with university representatives but the focus was not on these speakers talking about their own institution, but on a specific career discipline. For example, in one focus on international business, the university representative explored what students would do with a business major, what courses they need to take, and the employment prospects for that major. For the career fair, we focused on five different disciplines: Engineering, Science and



Health Science, Creative Arts, Business and International Business, Humanities and Social Sciences, based on our student trends (see Table 1). Oftentimes students focus too much on a specific university without really thinking about what they want to do and what skill sets they want to develop in their future selves. Having this approach allows students to really think about how they will learn and be challenged if they majored in engineering or animation.

The Table below shows the BSHS Class of 2021's university enrolment by discipline. There are five major disciplines - Business, STEM, Humanities, Social Science, and Arts - plus one that is undecided which is an option for universities in the United States. Based on the Table, around a third of our students pursue a STEM major/course for university. Popular majors include computer science and engineering. It is good that computer science is offered in both the IGCSE and IB curricula. The second

Discipline Breakdown	Class of 2019-2021	Percentage
Business	23	14%
STEM	54	34%
Humanities	12	7%
Social Science	30	19%
The arts	26	16%
Undeclared	16	10%
TTL	161	100%

most popular discipline is the social sciences, and those subjects include Psychology, Communications and International Relations. Psychology is a popular course in our school and some students who are undecided about what they want to do in the future end up choosing psychology as a major as it is more open-ended and can lead to different kinds of careers.

What is interesting to note from the table is that we have lots of creatively inclined students; we have a number of students who want to pursue art and design and end up attending a speciality university. It is important that we continue to invest in more opportunities for those who want to pursue art and design in the future. Many of these students are interested in product or industrial design, visual design, and interior design. Furthermore, with the introduction of IB Film in the 2019-2020 academic year, we have seen a growing interest in students wanting to study film studies or film production at university. There could definitely be more opportunities to expand the creative arts at our school, whether that is art and design, performing arts, or film production.



Conducting the UCC Review was an important way to reflect on the department's work, understand the impact that our curriculum has on our students, and discover opportunities for improvement and further event planning. Our students are doing many wonderful things, and the most important message we want to convey to students from UCC is that they do things for the right reasons; that their choices are reflective of who they are, and where they want to grow and develop. These right reasons will carry them far in life when they change majors, land their first job, switch careers, or encounter a life challenge.

What is an Accreditation Visit All About?

By Kerry Nockolds, Director of Community Relations and Marketing
Benjamin Orillon, Head of the French Section

It has been a busy year at school once more, and not merely due to the continued interruption to school life brought on by the pandemic, but because an incredible amount of work is being undertaken by groups across the school in preparing for our Accreditation visit from CIS (Council of International Schools) and WASC (Western Association of Schools and Universities).

Accreditation is a very important process in the life of a school, and whilst there are various accreditations taking place across the school in any given year, this one is a full 'TES School' review - looking at the school from top to bottom, across all sections and across all aspects of a school's operations and learning.

The CIS/WASC accreditation process is one that wraps around the life of the school over a number of years, starting with a preparatory report (submitted 2020) on the progress since the last accreditation report (2016), followed by a Self-Study report (submitting September 2022) and finally a Team visit (November 2022).

We are now at the writing-up stage of the Self-study report, and this is a key part of the self-reflection the school undertakes via this process. We have a large number of staff, teachers, parents and students who have been contributing their time, feedback and opinion. The self-study is our reflective look at - 'Are we doing what we say we want to do?' and if so 'to what extent are we doing it well and if possible how can we do it better still?'

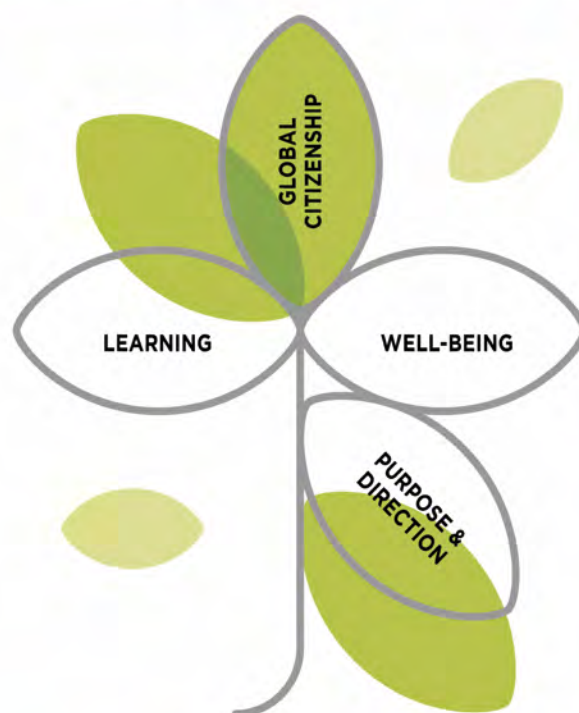
The Self-Study started with our cross-school surveys taken in 2020 (just as COVID-19 arrived). The topics covered a set of domains (topics) which parents, students, faculty, staff, board of directors all gave feedback on via the questions posed in the survey.

With this '360 degree' look at the school from all stakeholders, and all possible aspects of the school, the process of reflecting on the data was undertaken in 2021-22 as sub-committees of faculty, staff and parents were drawn together in the below domains:

- A: Purpose and Direction
- B: Governance and Leadership
- C: Curriculum
- D: Teaching & Assessment for Learning
- E: Student Learning and Well-being
- F: Staffing
- G: Premises, facilities, technology systems and auxiliary services
- H: Community and Home Partnerships



The Four Drivers of International Accreditation



We would like to thank the input of all the committee members in each of these domains, as they gave interpretation to the survey data, looked at the criteria of how the school could evaluate itself in these domains. Also thanks to faculty and staff, who reached out to other colleagues to collect supporting data.

Then, in May this year, we reached out to the parent community to ask for more feedback and opinion via Parent Focus groups, and again a big thank you to the parents that joined these sessions in the middle of another round of COVID-19 online learning for the children. They were very useful opportunities to add some examples of what the data pointed to from the surveys.

So what is next? Well, completion of the Self-Study is underway and will be completed during the summer and submitted to the visiting Evaluation Team that is scheduled to visit our school in November. This is the time when the visiting CIS/WASC Evaluation Team gets to see the workings of the school in person and have the opportunity to meet and talk with members of the TES community.

If you wish to support the school further in the CIS/ WASC accreditation, you are very welcome to, just let you section head know.



The Self-study Process

A Reflective Process for School Improvement

Safeguarding the Future: A Journey of Transformation

By Kay Chaeter, TES Senior Safeguarding Lead

At TES we have always endeavoured to create the safest environment for our students, giving them opportunities to grow and flourish as individuals.

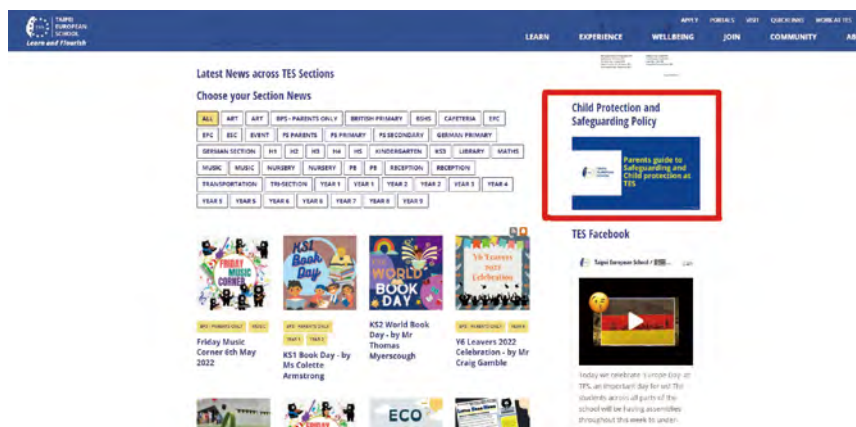
In 2018 we identified a growing need in response to an increasingly complex world that doesn't always have children's best interest at heart, to strengthen our approach to safeguarding, child protection and wellbeing. Bringing together the similarities and differences of a complex international school whilst working within a changing child protection system in Taiwan has its challenges, but four years on we have made tremendous achievements that we as a school are both proud and respected for within our community.

The journey embarked with an audit of safeguarding practices within the school from an international expert, Mr. Tim Gerrish, who came to TES as a critical friend to initiate and support change in line with best practice from other top international schools. In depth training was given to all staff and an action plan was created.

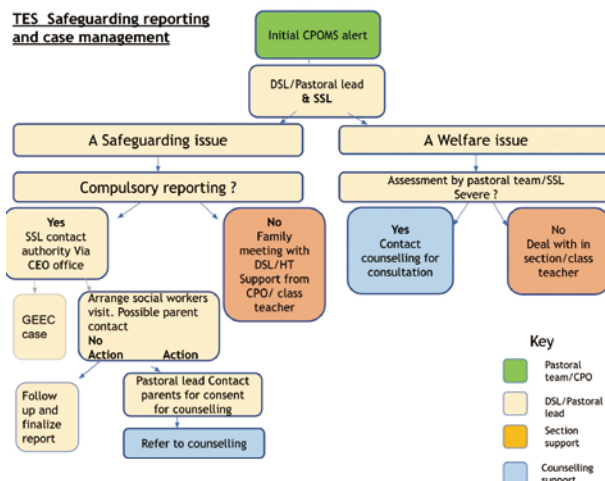
From these beginnings, momentum has moved exponentially, from initial changes such as the creation of new policies and tighter campus security, to the creation of new roles in the school for child protection officers and designated safeguarding leads, a constant up-to-date training programme, and a whole school computer based system, for recording and reporting child protection and safeguarding concerns was brought in to centralise and store information securely.

The investment in a new dedicated role of Senior Safeguarding Lead at TES was introduced to further align each section of the school and work together with Taipei City Government to create smoother and more transparent systems within the school. Working on both the 'child protection' in terms of response and support, and the 'Safeguarding' in terms of whole school training specifically tailored to school needs for staff, parents and students. The oversight

Talk about
'Consent'
(age appropriate)



TES Safeguarding reporting and case management





CONSENT
IS EVERYTHING.

TAIPEI EUROPEAN SCHOOL
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SAFEGUARDING

This booklet is about Safeguarding at BPS

TEAM

- Ms Chaeter - Senior Safeguarding Lead
- Mr Myerscough - Tribe Coordinator
- Eugenie (6.1) - Tribe Council
- Tiger (6.2) - Tribe Council
- Julian (6.1) - Head Boy
- Leo (6.2) - Tribe Captain
- Abigail (6.4) - Student Mediator
- Annabelle (6.4) - Student Mediator

The student safeguarding team have created this booklet for you. It will give you information about everything you need to know about who can help you in a safeguarding incident.

of issues in school, nationally and internationally has informed new initiatives and engagement with students and parents through webinars and workshops.

As a whole school we are seeing a more confident and empowered student body that understands, at their own level, what behaviours and actions are acceptable and not acceptable from others, and how they can make positive changes by knowing their rights and acting to share information with trusted adults that can help them. The older students also have a greater understanding of how to deal with sexual harassment, assault and bullying and how the school can support them through the Gender Equity Education Committee (GEEC) process.

The greater challenges of a constantly changing on-line world create complex issues both for us as a school and for the students. Helping staff, students and parents navigate this has been integral to our safeguarding challenge and the ongoing evolving practices to mitigate risks where possible and instil digital responsibility.

It can be easy to forget what good safeguarding means but it can make the difference between misery and happiness, harm and safety, achievement and failure, even life and death. The impact on children of Adverse Childhood Experiences – ACEs – is life-long and life limiting, with enormous consequences for the health and wellbeing of children as they progress into adulthood. And that is why effective safeguarding in education is so vitally important.

Effective safeguarding requires an evolving team of dedicated professionals who work together for a common goal, sharing expertise, resources and support, and although due to its confidential nature it may not always be visible, at TES we have built a strong team who are extremely proud of its achievement whilst striving always for a better future for our community.





‘Draw Your Tiger’ Painting Competition – The German Section's Marketing Campaign

By Franziska Rothamel, Eckart Schenk (German Section Kiga Task Force parents)

The German Section at the Taipei European School has been seeing a sharp drop in the number of registrations for the German Kindergarten for the past 2 years during the Corona pandemic. This is mainly due to the fact that very few new German families have come to Taiwan and the German Section is not so well known in Taiwan. However, a well-attended kindergarten is the foundation for a thriving school, so it was urgently time to do more public relations work in order to be noticed by interested families with suitable children.

Firstly, we set up an information booth for the German Section at the German Christmas Market in December. Teachers and Parents volunteered to work together to hand out information material and homemade Christmas biscuits during the three days of the Christmas Market. We met many interested families, among them, there were quite a few conversations with people who did not even know that there was a German Section at Taipei European School at all.

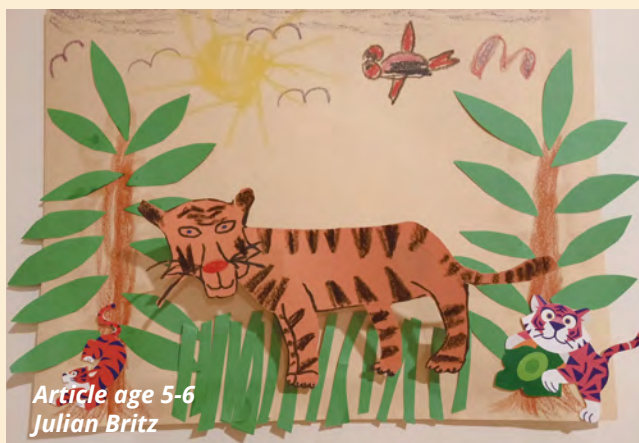
This realisation made it clear to us that we had to intensify our marketing activities if the German School was to be recognised by a wider public. To this end, the Kiga Task Force was formed, consisting of kindergarten staff, parents and members of the German Section Board, resulting in many promotion initiatives:

- Revision and upgrading of the website of the German kindergarten with content in English and Chinese.
- Launch of a Facebook presence of the German Section to inform and address the target group directly and to give insights into everyday school life.
- Organisation of the painting competition “Draw your Tiger” for children between 3 and 8 years of age.
- Online live events such as the prize-giving ceremony and the “Open House Day”.

Veronika Pfannkuch, the head of the kindergarten gave an interview at “Taiwancast”, the German-language podcast about Taiwan and at “Lara’s Globalpedia”, a livestream educational channel for Chinese-speaking children and parents. A special highlight during the interview at Lara’s was the virtual tour through the kindergarten and first grade



Article age 3-4
Yule Yu



rooms. Both interviews were made available to a wide audience via the TES Facebook page and the newly created Facebook page of the German Section and was enjoyed by numerous listeners and viewers. The parent community also actively supported the campaign in sharing the interviews via various social media channels and groups.

The Kiga Task Force had already done a good job with these initiatives, but the highlight was yet to come. Parallel to the activities already described, the Kiga Task Force worked on the preparations and implementation of a painting competition. Shortly after the start of the new semester, the German Section called on all children between the ages of three and eight to participate in the "Draw Your Tiger" painting competition.

The little artists aged between three and eight years could submit their creative artworks until 31 March 2022. To ensure that the painting competition would not be forgotten in the following weeks, the Kiga Task Force kept coming up with new little promotion videos for the painting competition, presented to the target group especially via Facebook. The assistants of the German sections proved to be extremely camera-savvy in these video sequences and also during the live broadcasting.

By the closing date of 31 March, the German Section had received a large number of quite adorable pictures. Now it was up to the jury, which consisted of the school management, assistants and students of the German Section, to select the most beautiful pictures in three age groups.

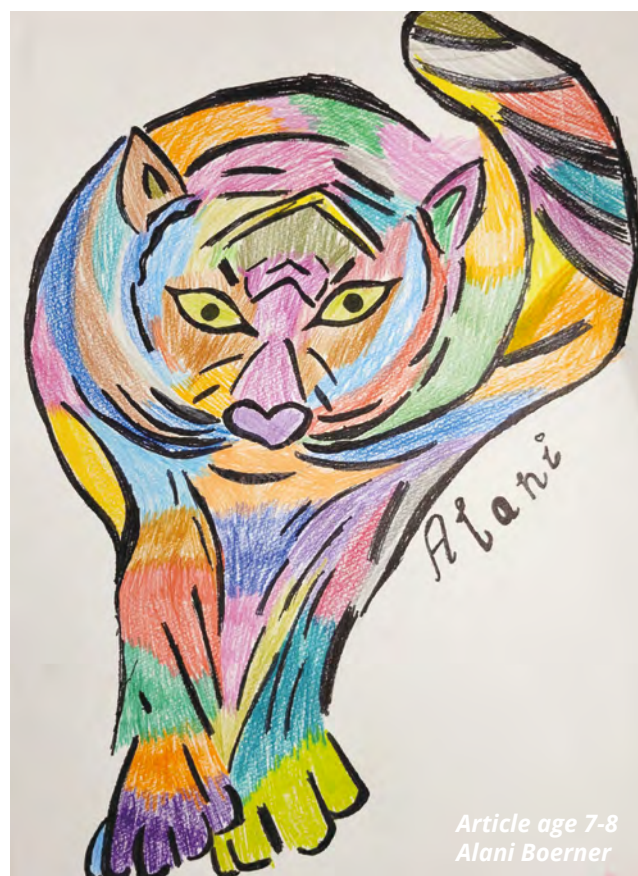
It was not an easy task, but the jury took on the challenge and finally the winners in the age groups: 3-4 years, 5-6 years and 7-8 years were chosen. Many fantastic prizes and specially designed certificates awaited the participants. In a live broadcast from the TES library, the many works of art and the prizes for the five most beautiful pictures from each age group were presented.

With the conclusion of the painting competition, the small Kiga Task Force team, which consists of only eight members, can look back on an eventful and successful marketing project running since December 2022. Thousands of

Facebook users became aware of the German Section and perhaps some parents consider enrolling their kids with the German Kindergarten as a result of these marketing campaigns. In any case, the painting competition made many children's eyes light up and they were very happy about the great prizes.

But even though the work of the Kiga Task Force is over for this school year, this is not the end of the marketing. Rather, this is just the start of an ongoing effort. In order to keep the number of students at the German Section stable in the long term, more comprehensive and ongoing marketing will be implemented in the future.

The German Section will continue to use its marketing campaigns to raise awareness of its excellent kindergarten and school education, to welcome interested parents and to offer them insights into everyday life at the school.



German Kindergarten at Taipei European school:
<https://www.tes.tp.edu.tw/learn/german-section/german-kindergarten>



Taiwan Cast: Interview mit Kindergartenleiterin
 Veronika Pfannkuch:
<https://intaiwan.net/2022/02/21/deutscher-kindergarten-deutsche-schule-tes-taipei/>



Page of the painting competition with the gallery
 pictures of the participants:
<https://www.tes.tp.edu.tw/learn/german-section/german-kindergarten/art-contest>

Byte Club: For Students, By Students

By Silvia Fang and Thomas Liang, BSHS H4 Students

Taipei European School has identified a list of seven Graduate Attributes. We strive for each graduate to be a lifelong learner, critical thinker, independent, empathetic, socially responsible, interculturally aware and globally minded. When two H4 students identified an area where they were hungry for more learning opportunities and took action to make this desire a reality, they demonstrated many of these attributes in action. This resulted in the launch of Byte Club, a student-led Computer Science focused Co-Curricular Activity.

Here is a reflection from Silvia and Thomas, H4 students and founders of Byte Club:

Our idea for Byte Club was to create a place for passionate Computer Science students to explore specific fields and learn beyond the school curriculum. We thought a Co-Curricular Activity (CCA) was the best way to go about this. Whilst Mr Bach and Mr Jeggo run the increasingly popular VEX Robotics Club and students are invited to enter some events like the Pearse Coding Competition, there wasn't a dedicated computer science club on the CCA list. Over the past six months, the club has exceeded our expectations, transforming into a supportive community of students who aren't afraid to try new things and are eager to learn alongside like-minded peers.

Despite being the only two IB Computer Science students in the club, we quickly found that some members were more knowledgeable in specific parts of computer science than us. So we were, and still are, extremely adamant that our club isn't a place where we teach students but rather a place where we are all equals with much to contribute. For example, in the recent Canadian Computing

Contest, all of our members chose to take the Junior level paper, which, for those familiar with USACO, is similar to Bronze and Silver level questions. As we took the Senior level, we couldn't be as collaborative with everyone else as we would have liked. But to our surprise, those who hadn't previously talked to each other much were working together on questions, and some of our members performed exceptionally well. Though the contest was challenging, our members kept their spirits up, and laughter could even be heard over the three hours of the competition!

In the final months of this academic year, we're looking to do some evaluation on the competitive programming questions we've seen, as well as some levels from Bandit (OverTheWire), a site which gives students a gentle introduction to computer security and which is a relatively new skill set for many of our members. Ryan (H2) has been extremely helpful in teaching the other members how to navigate the terminal and Ariel (H1) has even sent us videos on competitive programming





concepts to help with future questions. We're thrilled with how members are more comfortable around each other and are looking into plans for next year with the incoming H3s, including more competitions and new activities, such as web development. Next year, make sure to be on the lookout for Byte Club on the CCA list.

Head of Computing, Thomas Bach, has been extremely impressed with the initiative taken by both Silvia and Thomas and the other members of the club. He described his role as the club's supervisor as "mostly hands-off, only needing to answer the occasional question". He has been so pleased to see the students helping and encouraging each other through coding challenges and personal projects. Building on the foundations Silvia and Thomas have established this year, Byte Club will be in safe hands next year as H2 student Ethan Pan will lead the club. Mr Bach is looking forward to supporting Ethan and all members as they plan to expand the club and what it offers in the future.





Learning and Flourishing Through Co-Curricular Activities

By Graeme McNaught, BSHS Head of Student Leadership University and Careers Counsellor

At TES, we value student voice; encouraging our students to share their ideas and opinions as active stakeholders in their own education. One notable example recently has been the Student Council led initiative of Values Awards, given to students who embody our five school values. More recently, we undertook a review of our Co-curricular Activities (CCA) programme, and gathering student voice was a major component of this.

To begin the review, we surveyed students, teachers and parents about the CCAs we offer. Pleasingly, this showed that, overall, there was a great deal of satisfaction. Students, in particular, were happy with aspects such as the variety of interesting and fun activities, opportunities to be creative and collaborate with others, the feeling of inclusivity in activities, and opportunities to attend conferences and enter competitions. While this was satisfying to read, we also wanted to hear about areas for improve-

ment. From the survey results, these include that some CCAs had too few students, the objectives and aims of the CCAs were not always clear, and students wanted clearer information about how CCAs can help them prepare for university applications.

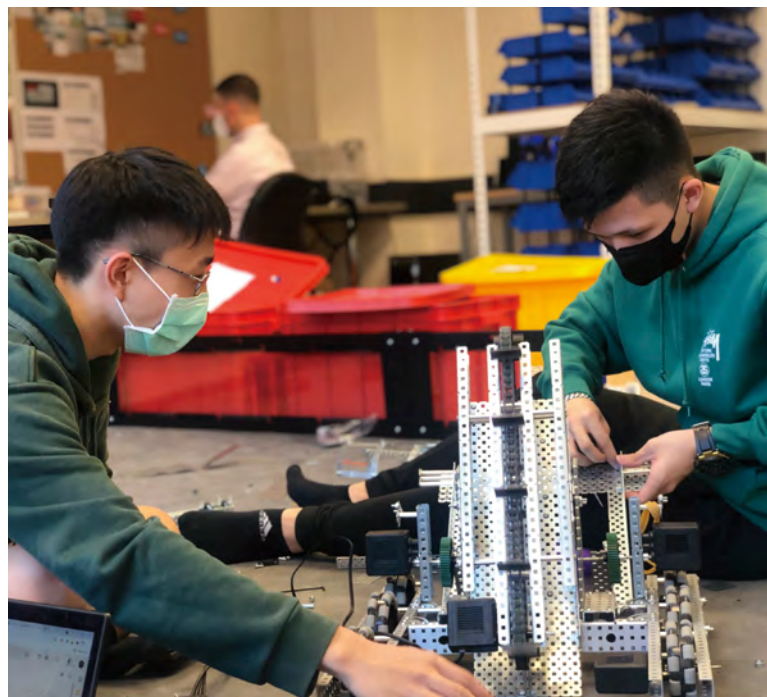
This last issue is understandable, and I have spoken many times to students in year group assemblies, stressing the importance of CCAs in addition to strong grades. This is to help students navigate the increasingly competitive university application process they will be undertaking in H3 and H4. We are seeing a worldwide trend of students having grades above the threshold for acceptance to particular universities yet still not being accepted into their preferred course. The ability for students to enhance their applications beyond grades by committing to CCAs is key here. This is particularly true in the UK where CCAs that relate to the subject students are applying to study



are often a necessary component of an application: subjects such as Engineering and Science; perhaps Economics and definitely Medicine require more than top grades. In the USA they may not expect subject-specific CCAs as much as in other countries but they will expect a variety of CCAs and service, and often a strong commitment to CCAs over a few years.

Given this, we have made some changes to our CCA provision and how we present information to students. In addition to descriptions of each CCA, we now include skills and objectives, plus the eventual outcome for each CCA. These changes have many benefits in helping students choose CCAs, and one of them is a greater understanding of choosing them in relation to university applications. For example, students interested in Media courses know that the Podcast CCA will help them develop skills in production, presenting and researching. In addition, the Film Society focuses on “reading” films for technique and meaning, and there is the option to make a short film, all of which are of great value to students intending to study a variety of Media and Film courses at university.

An important element of the review was done in conjunction with the University and Careers Counseling (UCC) Department. Together we discussed the courses students typically apply to study at university and then looked to see if there were gaps in our CCA provision



that could be filled, to aid both student applications and enhance their passions outside of the curriculum. Results from this included increased investment in Robotics CCAs, and the addition of a number of Science CCAs such as the Chemistry Olympiad and Science Gold Crest. We also added the Science Bronze Crest for KS3 students to allow them the opportunity to explore Science more fully from a younger age. This has fast become one of the most popular KS3 CCAs. Typically, KS3 CCAs are not used in university applications, so we encourage students to use this time to explore a variety of CCAs, but we also want to make sure we offer the CCAs students want to try out.

Finally, I would like to stress that students themselves have a responsibility to make themselves candidates who stand out from the crowd in their applications. In my four years at TES, I have seen that students who are successfully admitted to the most prestigious and competitive universities have often not relied solely on the CCAs we offer, but have taken the initiative to find or develop their own, or to do exceptionally well in particular activities that they make the university take notice of them. Applications are likely to continue being more and more competitive so, at TES we will continue to develop our CCA provision, advise students on CCA choices and encourage them to find their own ways to be amongst the top applicants to their chosen universities, whilst encouraging them to attain the best grades possible.

TES Students become #WorldReady

By Robin Neroutsos, BSHS International
Award Coordinator

It is a busy year for students involved in the Duke of Edinburgh's International Award programme, with over 60 BSHS H1 to H4 participants. Despite the challenges faced by the ongoing pandemic restrictions, our students are showing strong commitment towards completing the requirements for their Bronze and Silver awards and were able to undertake all the outdoor expeditions this year. The International Award is an exciting self-development programme available to youth aged 14 to 25. Initially founded in 1956 by His Royal Highness, Prince Philip, Duke of Edinburgh, the International Award has gone on to inspire the lives of countless young people. It is a voluntary and non-competitive scheme of sports, skills, community service and expedition based activities which bring great benefits to the young people involved.

The Award is tough, but it is about the individual challenge, not about reaching specific standards set by someone else. Young people design their own Award activities, set their own goals, and record their own progress. The only person they compete against is themselves by challenging their own beliefs about what they can achieve. Many of the activities students choose, as part of their character strength development, are offered as part of our CCA program at TES, including all manners of sports, music, art, dance, and service clubs such as PEAK, Interstellar Yearbook, Red Cross and Amnesty International.



Proud to deliver

THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD



The benefits of attaining the International Award at any level are varied and numerous, and universities and employers highly regard it. These include:

- Building confidence and teamwork in new challenging environments
- Stimulating interests and developing new skills
- Instilling a sense of responsibility and local citizenship
- Encouraging participation in physical recreation
- Developing perseverance and self-motivation

Undoubtedly the most memorable part of the process is the Adventurous Journey component, where participants plan and undertake an outdoor expedition with their friends and peers after suitable preparation and training. We are lucky that Taiwan offers an amazing variety of opportunities to get outside and test our physical and mental abilities while also giving us the chance to fully appreciate the beauty of the natural environment. In these challenging situations, where our students are out of their normal comfort zone, the true value of the award is soon realised through shared companionship.



Starting this year in Term 1, 24 students in H2 who began their Bronze Award in 2020 were finally able to plan for their final qualifying expedition in Yangmingshan National Park, as trip restrictions were lifted. On a beautiful clear November morning, the groups left from the ESC carrying all their gear and headed up to Erziping Recreation Area, where they spent the day following the routes they had planned up some of the tallest mountain peaks. They camped out overnight at the Jingshan Recreation Area, where they awoke early to a misty rain in the morning but managed to complete the second day's challenge to conquer the summit of Mt. Cising. Since then, 11 students have completed all the other requirements for their Bronze Award.

A record number of 33 students in H1 began their Bronze Award in January and finished both outdoor journeys in March, following similar routes and overnight tenting in Yangmingshan National Park. They also persevered through both some gorgeous weather conditions and then an extremely cold and wet day just before the holiday, encouraging each other and keeping smiles on their faces!



The Silver Award group of 17 students this year consisted of several IA veterans in H3 and H4 and some brand new recruits. They began their expedition training in Term 1, and then managed to complete a practice journey on parts of the Taipei Grand Hike, a route that provides some stunning views of the surrounding city. The highlight for the teams was the 2 night trip to Fulong in March, where they tackled some difficult, off the beaten track trails under driving rain and muddy conditions! Luckily the sun shone brightly on the last day on the Old Caoling Trail and provided a spectacular view of the east coast's rugged shoreline. They are all now continuing with their other activities, except for Shu Hui in H4, who successfully finished all her Silver Award requirements!

As with most things in life, it is the journey and not the destination that matters, and at TES our students are becoming #World Ready through their ongoing achievements in the International Award. In the words often attributed to Mark Twain, "Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did do. So throw off the bowlines! Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream. Discover!"



Football Power

By George Demetriou – Head of Sport, BPS

In August 2020, we put an action plan in place to develop girls' football from a grassroots level.

Firstly, we taught football in our PE lessons to introduce the nature of the game, techniques, skills, game play and to have fun with the ball. We then linked with external coaches that mirrored our football philosophy to develop the individual's skills and techniques and to maximize their potential. We set up football sessions in our CCA and ECA programme after school, which generated huge interest among the girls. The groups include developmental groups and school team training sessions.

Our next step was to start a Saturday football group to complement the work the girls did during the week. We were hoping for a group of around 15 and were pleasantly surprised when we had 40 girls sign up for Saturday mornings.

"I enjoy playing football because I find it fun and it creates great experiences for me."
– Jessie, Year 6

Currently we have around 50 girls developing their football skills and techniques weekly. We started with the U9 and U11 girls watching a special message from Swedish International and Chelsea's professional player Joanna Andersson, who has won many major honours in the Women's game with Chelsea FC, giving the girls an inspirational message prior to the first session.



Our Philosophy

Our football philosophy is based on developing all our players technically, socially, physically and tactically. Our main focus is for the individual player to develop their skills using ball mastery techniques, turning ability, dribbling skills, taking on an opponent in a 1v1 situation and generally being comfortable with the ball at their feet in a pressured situation. We then transfer these skills into small sided games like 2v2 and 3v3 to maximize their time with the football in a game situation. Our progression moves into our larger game situations 5v5 and 7v7 where we focus on the player's understanding of their positioning, team shape and tactics to assist the team in a positive way.

"I have become better at football because my understanding of the game has grown and I have improved on my skills."

– Jheel, Year 6





Competition

Our programme has been hindered due to the COVID-19 pandemic, as external competition has been kept to a minimum. The competitions we have entered have shown a huge promise of competing positively and applying the skills and tactics learnt in training into matches. Our recent successes were winning the U9 TES Cup competition, our U11 team were runners up in the TES Cup competition and semi-finalists in the Christmas Victory Cup. We hosted an internal Saturday league where we had 72 girls sign up to play competitively for their teams over a 5 week season. This was a huge success and will be an annual event. We will be entering more events in the near future to provide our players with valuable game experience.

"I like playing matches because they are exciting and challenging."

– Morgan, Year 4



Future Plans

Our plan for the near future is to increase our weekly training sessions, start a girls' only league in Taipei on Sunday mornings, liaise with the Women's CTFA and try to develop the girls' game from the grass roots level and up, organising more competitive events to increase opportunities and to enter our teams in international competitions. We want to drive the girls' game from a youth standpoint and be a positive hub for girls' football in Taiwan.

We push, we challenge, we fail and we learn, we flourish, we are the Bears!



A pair of bright green and black Asics running shoes is positioned on a stone ledge. One shoe is on the ledge, and the other is on the ground in front of it. The background shows a building and a fence.

Wellbeing: One Step at a Time

By Ian Armstrong, BSHS Year 9 Dean and PE Teacher

"A journey of a thousand miles begins with a single step."

This quote is attributed to Lao Tzu, a Chinese philosopher of the 6th Century BC. Whilst it may have been written the best part of 2500 years ago, the sentiment behind the quote is still as apt today as it was back then.

With this quote in mind, the Cross Country CCA continues to go from strength to strength, with around 20 Middle School and High School students in attendance each session, sometimes exceeding 25. Our programme has expanded to two days per week to accommodate these growing numbers. In fact, in any given school week, around 7% of our ESC students are pounding the streets and trails of Yangmingshan.

This academic year's journey began in November as the sporting CCAs started following the delay for Covid restrictions. Students record their steps on pedometers. While these may not be completely accurate, and some students take these steps more seriously than others, it is

a very encouraging way to measure our individual and collective achievements. By the beginning of March, the total number of steps from those taking part in Cross Country had crept over the two million mark, roughly the number of steps in 1,000 miles! We hope to make 2,000 miles by the end of the summer term; weather, commitment, and the pandemic dependent.

Our group comprises members of different experience levels and with different goals. Some members consistently strive to push themselves to the very limits of their physical capabilities. Others use the CCA as a chance to catch up with friends and travel to each checkpoint quite leisurely, sometimes barely breaking a sweat.

It might seem that we should expect every student to be pushing themselves to their physical limits, driving their bodies to ever-increasing levels of fitness, and pushing their boundaries of expectation week in and week out. But such physical exertion is only part of the benefit of cross country. If you take a step back and see the bigger picture, sometimes there is more to be said for the variety of ways the students approach the CCA and the personal rewards they gain from taking part each week.

Our students find themselves in a pressurised world with pressure sometimes stemming from school, home and those they place on themselves. They try to juggle their school, family and social commitments. And they take on worldwide pressures from the pandemic to war and the state of our environment. Whilst we cannot wrap the young people in our care in cotton wool and protect them from the world, we can equip them with the coping skills to deal with these stressors. The opportunity that Cross Country provides combines some of these skills; focusing on our wellbeing by being present in the moment, engaging in physical exercise and socialising with students of all ages.

Cross Country may not be for everyone. In fact, even for some of those students who attend every week, it's possibly not even their favourite CCA. However, it is providing time and an experience that we all value. As we shuffle around the trails of Yangmingshan and force that one step to land in front of the other, we know that we are doing something good for our bodies, our minds and each other.





Create Quality Time for Family

By TES counselling centre

Picture retrieved from Powerpoint icons images

In a fast-paced world nowadays, we often struggle to balance outside commitment and family time. Of course, we would love to spend time with our children so that we can establish secure relationships and create meaningful lifetime memories. However, sometimes there just isn't enough time in the day to do all the things we want and need to do; whether it's helping our kids with schoolwork, finishing work before the deadline, enjoying nature with our family, or somehow still getting dinner on the table on time. Especially as our children become teens, trying to carve out family time would be even harder with their increasing school or social activities.

At this point, it is crucial to remind ourselves that it is fine and normal that we can't get everything done, and those things slow down when we become parents. Sometimes, we just need a few new perspectives. The following are some helpful tips to help us enhance the quality of our family time.

Establish regular family activities

We could begin with setting aside one afternoon or evening a week to invite all family members to movie night, board game night, nature time or even a weekly

family bike ride. The key is that we have a time designated for togetherness and we spend time relaxing and talking with each other at least once a week. Sometimes we might be astonished by the things we learn about our children and teens on a special night, and that's how simple and wonderful we connect as a family.

Family time could also be:

- **Attending community events:** This could be visiting an interesting exhibition, participating in handcraft courses for the neighborhood or attending a local festival celebration. Either way, it provides the family with a new environment outside of the home and an adventurous atmosphere that can be fun to explore together.
- **Preparing for plan B special:** When events get rained out or school is cancelled due to the current pandemic, it is always good to list what we want to do and take advantage of the unexpected time together. So, let's plan some rainy-day activities, such as spending the day having a 'royal' tea party, watching our favorite shows or series, baking cookies, doing indoor activities, or working on a puzzle together.

Prioritize family mealtime

We could create quality family time by prioritizing meals together. A growing body of research shows that meals together can influence children's and teens' eating quality. For example, a study in 2011 (Haines & Walton) found that families who eat together are twice as likely to eat fruits and vegetables as families who don't eat together. So even if we can only have dinner together once or twice a week, it's better than nothing.

Help with schoolwork

Sometimes, instead of competing with schoolwork for family time, we could also come alongside our children and help them where needed. To prevent ending up doing the homework for them, helping with the organisation could be a good start. For instance, we could discuss and prepare a suitable environment for better concentration with our child. The light of the room, surrounding sound, and the preparation for beneficial resources all affect the quality of concentration. Therefore, it is worth considering and adjusting these. Also, we could listen to their difficulties and needs when scheduling the school tasks and maybe share some experience in clarifying the priority or the ranking of tasks. Finally, when they finish the assignment on time, we could support our kids by letting them choose the next family activities or think of a reward to combat procrastination and enhance their motivation. Help with schoolwork is a great way to bond with our children, especially when we realize this provides a good opportunity to listen to each other.

Start a hobby or project together

Starting meaningful, ongoing things as a family provides a sense of belonging by working toward a common goal together. Whether we read a novel, collect postcards, or start a YouTube channel as a family, having a project together can open the door to quality family time. For example, some find it beneficial and meaningful to invite their children to commit to volunteering once a year at the local animal shelter or nursing home together. They believe that through this project, a family can bond more profoundly and provide our children with a positive example of who they want to be and what they would like to stand for in the future.

A religious leader, D.F. Uchtdorf once said: "In family relationships, love is really spelt t-i-m-e, time." Quality family time is an essential factor that helps create strong bonds, connections, and relationships among family members. Spending positive time with family helps our child instill a feeling of security, boost self-esteem, cope with challenges, and inculcate family values. Moreover, it is a beautiful way to deliver our love for our children.

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Picture retrieved from Powerpoint icons images

Delivering a Positive Education Enhanced Curriculum

By Paul Wright, BSHS Head of Positive Education

As the academic year draws to a close, I would like to give a brief overview of what Positive Education is, the benefits and how it has been implemented in the BSHS over the course of the academic year.

What is Positive Education?

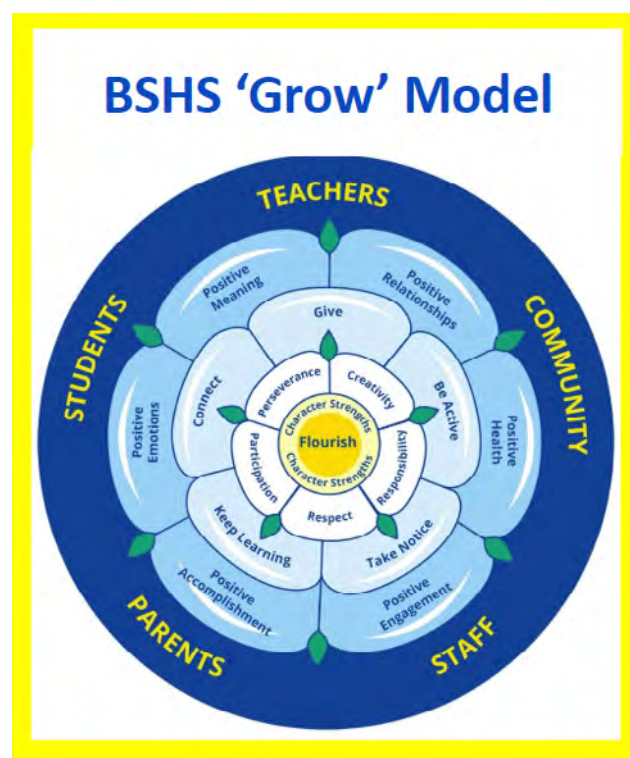
Positive Education has had a number of definitions since being declared as an entity in and of itself by Martin Seligman (arguably the father of positive psychology) and his colleagues in 2009. Positive Education can be considered as 'education of both traditional skill and happiness' (p.293). Although this branch of positive psychology is nothing new (Kristjánsson, 2012), this declaration has called for a reconsideration of the purpose of education. The wellbeing benefits that have been documented with the use of Positive Psychology Interventions (PPIs) such as improving mental wellbeing by using gratitude journals, savouring experiences, regular meditation and using and developing character strength, have been a starting point for their inclusion into education.

How can PPIs be translated to the school environment?

Various wellbeing models have been developed to help bridge the gap between research and application to education and daily life. The PERMAH model, developed by Seligman and his colleagues, has been tried and tested and has gained popularity. This model advocates a focus on our positive experiences. Each letter of the model represents an essential component of what can aid happiness; Positive Emotions, Engagement, Relationships, Meaning, Accomplishments and Health. The PERMAH model forms part of the BSHS 'Grow Model', and the application of the PERMAH model in schools has been the central focus of the Institute of Positive Education based at Geelong Grammar School in Melbourne, Australia. The Institute has developed a Positive Education Enhanced Curriculum (PEEC), and by their own testament is research-based.

How has BSHS incorporated the Positive Education Enhanced Curriculum (PEEC)?

During this academic year, various lessons from PEEC have been tailored to the school environment and implemented in BSHS Core lessons. Here is an overview of the main focus for each year group.



Year 7 | Resilience

Students developed their understanding of resilience and participated in various activities that challenge flexible thinking, dealing with grief and adversity, and understanding ways to bounce forward.

Year 8 | Core values

Students explored a range of values and ethics surrounding contemporary issues such as compulsory population control, replacing frontline soldiers with robots and banning all experimentation on animals. Students were required to identify societal values and recognise the benefit of enacting them.

H1 students participated in the Human Conveyor belt activity, designed to develop trust and teamwork.



Year 9 | Mindfulness

These lessons are designed by the Mindfulness in Schools Project, a registered charity based in the UK. Whilst not part of the PEEC, this has been selected as the focus for Year 9 given the intrinsic link between mindfulness and wellbeing. Students learn the benefits of mindfulness, how it can be used daily and they are given opportunities in each lesson to practice mindfulness, for example, savouring, by mindfully eating a piece of chocolate or fruit, recognising their body's response to unpleasant stimuli, such as anticipation of a stressful event and learning how to choose to respond skillfully.

H1 | Leadership and Teamwork

Students explored the importance of trust in team situations and working with others. The lessons are practically based with students having to work together to overcome a variety of challenges that encourage them to work with others outside of their friendship groups, and to reflect on and critique their ability to work in a team.

H2 | Grit and Perseverance

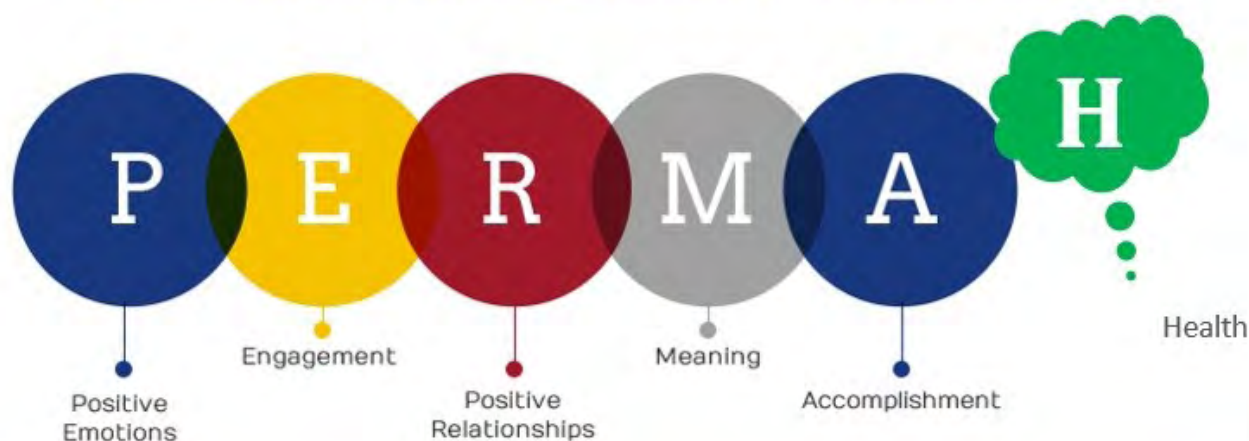
Students developed an appreciation for the role of self-discipline in being gritty and exploring the importance of goals. The activities students engaged with helped to highlight the need for failure in order to suc-

ceed, such as building a house of cards, having to turn paper plates over in number order from 1-20, with the paper plates having a number on the underside, and being challenged to balance coins on top of one another. Through participating in these activities, they were able to develop goals that promote grit and examine the skills that help them achieve personal goals.

H2 | Empathy and Compassion

During these lessons, students learnt how to demonstrate empathy through effective listening and the four steps of empathetic language to develop emotional intelligence and perspective-taking that help support compassion.

LIFE LONG POSITIVE HABITS



MINDFULNESS & STRENGTHS

H3 | Character development

The lessons were linked to Creativity Service and Action (CAS) which forms part of the Core curriculum in the IBDP. The activities in the lesson were tailored to encourage students to write reflections that were based on their use of character strengths, before, during and after their CAS experiences. Students developed their understanding of new ways to employ their signature strengths such as teamwork, leadership, and bravery. They also identified the potential shadow side associated with the application of strengths, for example, the overuse of perseverance that could lead to negative effects.

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The way forward

The lessons that were facilitated during this academic year have received positive feedback from teachers and students. The Year 7 cohort has been involved with action research that investigated the efficacy of the resilience lesson on resilience and wellbeing. The findings will help to inform Core teachers of best practice and a summary of the research will be disseminated to the TES community next academic year. The success of the PEEC-inspired lessons means that more of the PEEC content will be introduced next year, again tailored to best suit our students and or school's context.

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Taipei European School

Vision, Mission and Core Values

Vision

To be a flourishing, multilingual and multicultural community of lifelong learners that embraces independence, curiosity and empathy to make a positive difference in local, national and global environments.

Mission

Through world class curricula, Taipei European School cultivates lifelong learners and responsible global citizens who are ready to rise to the challenges of the future. We nurture independence, embrace diversity, and encourage all to "do well by doing good". We embrace holistic education programmes that value academic accomplishment while prioritising the social and emotional wellbeing of each learner.

TES Core Values

The school expects that we

- Strive for excellence in all that we do
- Encourage the development of the whole person
- Sustain a strong ethos that emphasizes students' welfare and their personal, social and emotional development
- Encourage students to pursue their natural curiosity thereby developing enquiring and challenging minds and enhancing their critical thinking and preparation for life- long learning
- Promote good citizenship through a concern and compassion for social, global and environmental issues
- Respect and celebrate the multicultural environment of our school which enriches our community and our learning
- Develop the potential of each member of our school community
- Maintain a strong partnership between our school, parents and the community

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



Europäische Schule Taipei

Vision, Auftrag und Grundwerte

Vision

Wir wollen eine blühende, mehrsprachige und multikulturelle Gemeinschaft lebenslang Lernender sein, die mit Eigenständigkeit, Neugier und Mitgefühl ihre lokale, nationale und globale Lebenswelt zum Guten verändert.

Auftrag

Durch Bildungsgänge von Weltklasse bringt die Taipei European School lebenslang lernende und verantwortungsbewusste Weltbürger*innen hervor, die bereit sind, sich den Herausforderungen der Zukunft zu stellen. Wir fördern Eigenständigkeit, begrüßen Vielfalt und ermutigen alle, sich gut zu tun, indem sie Gutes tun. Wir bekennen uns zu ganzheitlichen Bildungsprogrammen, die akademische Leistungen wertschätzen und gleichzeitig das soziale und emotionale Wohlergehen aller Lernenden in den Vordergrund stellen.

TES Grundwerte

Die Schule erwartet von uns, dass wir

- in all unserem Tun nach höchster Qualität streben
- die Entwicklung der ganzen Person fördern
- ein starkes Ethos bewahren, das die Lernenden und ihre persönliche, soziale und emotionale Entwicklung in den Vordergrund stellt
- die Lernenden ermutigen, ihrer natürlichen Neugier zu folgen und so einen forschenden und infrage stellenden Geist sowie kritisches Denken zu entwickeln und sich auf lebenslanges Lernen vorzubereiten
- gesellschaftliche Verantwortung durch Engagement für soziale, globale und ökologische Fragen fördern
- das multikulturelle Umfeld unserer Schule, das unsere Gemeinschaft und unser Lernen bereichert, achten und feiern
- das Potenzial eines jeden Mitglieds unserer Schulgemeinschaft entwickeln
- eine starke Partnerschaft zwischen unserer Schule, den Eltern und dem schulischen Umfeld aufrechterhalten

Unsere Absolventinnen und Absolventen

Wir streben an, dass unsere Absolventinnen und Absolventen

- lebenslang lernen
- kritisch denken
- eigenständig sind
- mitfühlend sind
- soziale Verantwortung übernehmen
- ein interkulturelles Bewusstsein entwickeln
- global denken

Werte unserer Gemeinschaft

Wir erwarten von jedem Mitglied unserer Gemeinschaft

- Respekt
- Teilnahme
- Verantwortung
- Kreativität
- Durchhaltevermögen



Ecole européenne de Taipei

Vision, Mission et valeurs fondamentales

Vision

Être une communauté plurilingue, multiculturelle et florissante, qui stimule l'apprentissage tout au long de la vie, promeut l'indépendance, la curiosité et l'empathie, et contribue à faire une différence dans les enjeux locaux, nationaux et mondiaux.

Mission

Grâce à des programmes de renommée internationale, la "Taipei European school" forme des citoyens du monde engagés dans l'apprentissage tout au long de la vie et prêts à relever les défis du futur. Nous cultivons l'autonomie, chérissons la diversité et soutenons chacun et chacune à s'épanouir en faisant preuve d'empathie. Nous privilégions des programmes éducatifs holistiques qui valorisent la réussite académique tout en favorisant le bien-être social et émotionnel des élèves.

Les valeurs fondamentales de la TES

L'école attend de nous

- que nous poursuivions l'excellence dans tout ce que nous entreprenons
- que nous encourageons le développement de la personne dans son ensemble
- que nous maintenions une éthique forte qui met l'accent sur le bien-être des élèves et leur développement personnel, social et émotionnel
- que nous encourageons les élèves à écouter leur curiosité naturelle, développant ainsi des esprits curieux et audacieux, en renforçant leur esprit critique, et leur préparation à l'apprentissage tout au long de la vie
- que nous promouvions la sensibilisation et l'intérêt pour les enjeux mondiaux, sociaux et environnementaux
- que nous respectons et célébrions l'environnement multiculturel de notre école qui enrichit nos apprentissages et notre communauté
- que nous développons le potentiel de chacun et de chacune des membres de notre communauté
- que nous maintenions un lien fort entre école, les familles et la communauté

Nos diplômés

Notre ambition est qu'à la fin de leur scolarité, nos jeunes diplômés soient

- engagés dans l'apprentissage tout au long de leur vie
- capables d'esprit critique
- indépendants
- capables d'empathie
- socialement responsables
- ouverts aux autres cultures
- citoyens du monde

Nos valeurs

Nous attendons de chaque membre de notre communauté qu'il fasse preuve

- de respect
- d'engagement
- de responsabilité
- de créativité
- de persévérance



台北歐洲學校

願景、使命與核心價值

願景

提供一個培育積極正向發展、多種語言和多方文化終身學習者的教育環境，培養學生具備獨立自主性、好奇心和同理心，並能於其所在城市、國家及全球環境中發揮積極正面的影響力。

使命

透過世界一流的課程，台北歐洲學校致力於培育能夠迎接未來挑戰的終身學習者及負責任的全球公民。我們培養獨立性，擁護多樣性，並鼓勵所有人「為善者成」。我們關注學業成就，也重視學生的身心發展。

台北歐洲學校核心價值

學校期待所有成員能

- 凡事全力以赴
- 提倡五育均衡發展的全人教育
- 重視學生身心靈均衡發展
- 鼓勵學生透過培養求知慾及明辨思維的能力，進而提升探本溯源之好奇心，為終身學習作準備
- 藉由對社會、全球及環境相關之議題，培育具備同理心的世界公民
- 尊重並提倡我們學校的多元文化及學習環境
- 發展學校社群中每個成員的潛能
- 維持學校、家長與社群間之緊密關係

畢業生特質

我們致力使每位畢業生都能具備以下特質

- 終生學習者
- 慎思明辨
- 獨立自主
- 同理心
- 社會責任
- 跨文化意識
- 國際觀

社群價值觀

我們期許學校所有成員能展現以下特質

- 尊重
- 參與
- 責任
- 創造力
- 韌性

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.