

CONNECT

2022 WINTER



TES 30th Anniversary Year - 'Doing Well by Doing Good'



Off to a Flying Start – IB MYP



Community Events and Community Spirit is Back!

CEO Greetings



As we reach Chinese New Year 2023, I feel honoured to be writing my first CEO greetings for the TES magazine - CONNECT. As relayed many times in the CEO weekly Messages over the past semester, I have been very impressed with how the school has grown and developed since my return to TES after a gap of 13 years. Whilst there are still ways to move forward and improve, I am very happy that my memories and recollections of TES being a great school have certainly been reinforced over the past 6 months since I began my second time as CEO.

This semester has been special for many reasons, but primarily because we have been able to return to in-person community activities after such a long time dealing with the effects of the COVID pandemic. One of our TES Community Values is Perseverance and the students, faculty, staff and parents have all truly demonstrated this characteristic during these past few years. Our return to hosting numerous events at section, campus and whole school levels, as well as out in the wider community, distinctly reminds me of the school's spirit from my previous time at TES.

Having attended as many events as possible, and also having visited many classrooms, I have seen the exceptional qualities of our students from all age groups. They have a great attitude to learning, display wonderful creativity, and embrace all the opportunities to engage in life inside and outside of the classroom.

A major project we have been working on for a couple of years is the re-accreditation of our school through the Council of International Schools (CIS) and Western Association of Schools and Colleges (WASC). We prudently delayed plans for a virtual visit in November last year and are now able to have a team of around 12 accrediting officers visit TES in person from 12th to 17th February. I would like to offer my thanks to all community members who have been involved so far, for example through completion of surveys or participation in various discussion committees. This has been a big undertaking - reflecting on all aspects of the school's operations. After final preparations over the last few months and submission of the final report, we are all set for the visit and I am sure we will benefit and learn a lot from this external accreditation process from two well-respected international organisations.


Over the next few years, we will continue to see big steps forward for our school, for example with the construction of the Middle School Building at the Primary campus and then the renovation of Phase 1 and 2 buildings at the Secondary campus. Full details of these exciting projects can be seen on our website, including a recording of the webinar for parents and staff held in September 2022.

Finally, I hope you will take the time to read through the articles that have been produced for this edition of CONNECT. The publication provides a perfect way to gain a snapshot of the many great things that have been going on this past semester and to understand more about the remarkable activities and achievements of our TES Community.

John Nixon MBE
Chief Executive Officer





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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

A CCA of Olympic Proportions

By Mr Austin Dwyer, BSHS Chemistry Teacher

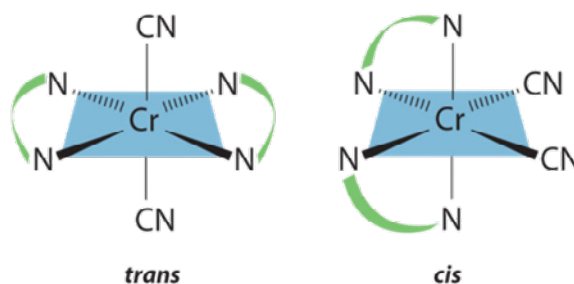
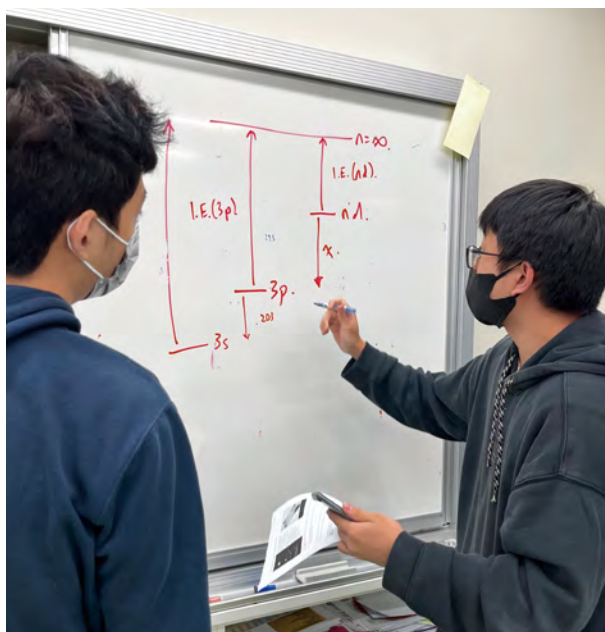
The Chemistry Olympiad CCA is now in its second year. Students attend weekly sessions after school to prepare for the examination, which is the first round of the UK Chemistry Olympiad team selection process. Students may receive a Gold, Silver, or Bronze award depending on their performance in this examination. In the first year, all TES participants received an award.

However, the Chemistry Olympiad CCA is about much more than taking a test and receiving an award. Every week, students are given difficult questions on real-life Chemistry, which they have to solve with less guidance than they would receive in a normal lesson. Students who normally find classwork straightforward are now challenged when answering every question, and it becomes a real test of resilience and perseverance. It is also a more realistic experience of what life will be like at university, where students will be expected to absorb new information quickly and immediately apply it to new and unique situations.

There is no prescribed content for the Chemistry Olympiad, so we cover some important areas of Chemistry in the IB syllabus and some interesting offshoots that wouldn't get covered in our normal class. For example, while a regular IB Chemistry student would be happy to discuss isomers of simple molecules, students attending this CCA need to find isomers of octahedral metal complexes. H3 student Matthew says the CCA is "a great opportunity to enrich your chemistry knowledge, discuss and engage in solving chemistry questions."



All questions involve some aspect of real-world Chemistry. In the most recent examination in January of this year, students were asked to answer questions about the Chemistry of lateral flow tests. In previous years, there have been questions on the metal composition of Olympic gold medals and the number of sweets needed to provide an adult's daily recommended calorie intake (it is 95). H4 student Alex attended the CCA last year and returned for more this year, saying, "I rejoined again this year because I really enjoyed it, particularly the longer questions with real-world applications. For instance, we investigated the chemical which gives ant bites their sting and the antidote to ant bites and why it works."



The atmosphere in the CCA can be quite lively and is a good opportunity for H3 and H4 students to mix. Given that students in different year groups are at different stages of their Chemistry education, some find it easier than others, but the students are allowed a lot of freedom to work on problems at their own pace. Again, Alex says, "The sessions themselves are a mixture of being taught new concepts, independently working on questions, and collaborating with others when you get stuck." And Matthew finds that during the sessions, "students are prone to discussion, and the learning environment is very friendly."

As a teacher, I enjoy giving my time to this CCA for a number of reasons. Firstly, it is a more relaxed setting to get to know students. This is especially true as I don't have the additional pressure to make sure they know the syllabus content and instead can focus on parts of questions containing Chemistry we find interesting. The focus is much less on the examination and more on understanding the particular problem in front of you. I also enjoy seeing students struggle as they are placed far outside their comfort zone. Different students react in different ways, and I see some shock ("What is this disgusting question?"), denial ("it can't be this difficult, I don't need to do this"), acceptance ("this is too difficult, I give up") and bargaining ("I think there is a problem with the question, maybe you can check it?"). Despite this, I try to maintain a collegiate atmosphere where everyone is encouraged to try their hardest, knowing they are working on something truly difficult. All the while, we maintain the best possible humour towards any inevitable failed attempts, even when like H3 student Addison, you may just feel that your brain is about to "explode"!



★ 2022 Chemistry Olympiad Results ★



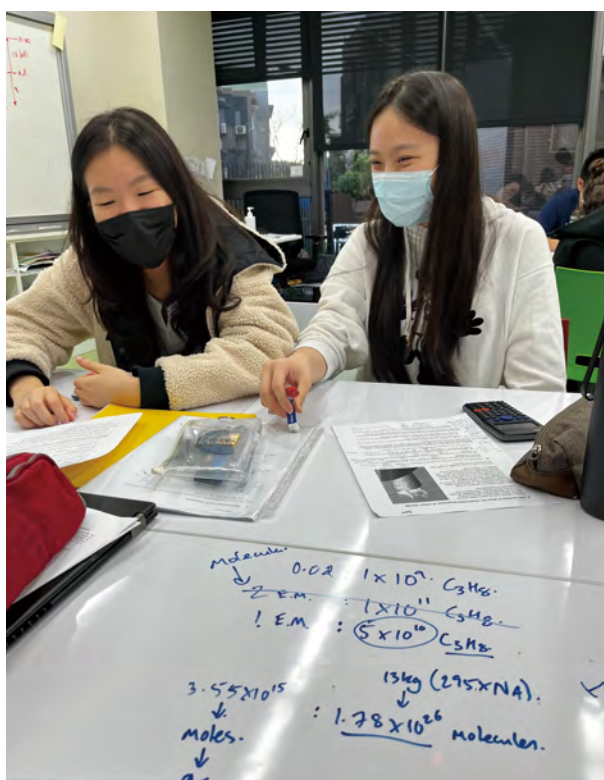
Gold
Martin Lee



Silver
Alexandra Norris
Angel Liao
Florent Jannink
Terry Liao



Bronze
Allycia Koh
Angelina Shih
Cecilia Tai
Diti Saraswat
Meenakshi Pandian
Ryan Lim
Sarah Buxton



Off to a Flying Start – IB MYP

By Mrs Kate Nevenglovskaja, IB Middle Years Programme Coordinator
Mr Raymond Imbleau, Year 7 Dean



This has been an absolutely fantastic start on our IB Middle Years Programme journey with Year 7. They have settled into learning in the British Secondary and High School brilliantly and their teachers frequently talk about the enthusiasm and confidence they bring to their work. At the beginning of the school year, students were introduced to the IB Approaches to Learning, the heart of the IB Middle Years Programme, and they have used opportunities in their lessons to develop these fundamental and crucial learning skills. Here are just a few highlights of their learning experiences so far in Year 7:

Research

In Drama, students have fully embraced the inquiry nature of learning in IB MYP. They are clearly making connections between their learning from lesson to lesson and have developed their research skills from week to week as they investigate Drama. Students are making their own case study as a stimulus for their devised piece. Students are currently individually researching the case of a forest child and creating an information sheet which will become the stimulus for their performance.

What the students say...



'It's great how we can make up our own work.'

'It's been good to see how our teacher uses research so we can do it ourselves.'



'I love finding out about lights and sound.'



Communication

In English, students have been learning about the relationship between readers and writers and exploring how different forms of communication have different effects. They have embraced their investigation into communication about passions and then used their learning to work on their own communication skills. Their final projects were really outstanding and showed what potential they have as communicators and learners overall.

Similarly, the year in Chinese Language and Culture Language Acquisition lessons began with developing communications skills. Students had to demonstrate their knowledge and understanding of new vocabulary and grammatical structures to deliver a short presentation about their family. The results were impressive!





Self Management

The first unit in Science is always an exciting step on the journey to becoming a real scientist! Students learn how to safely use the equipment in the laboratories and conduct reliable experiments. More than ever, students need to be able to learn organisational skills as well as be able to manage and manipulate data. Being able to write, conduct and analyse the data from a scientific experiment is no small feat; the students have proven themselves to be capable and well-organised.

Thinking

In Music and Visual Art, students have been journaling their learning process and it has been fascinating to see how they have taken on this challenging task of reflecting on themselves as learners as well as the concepts and topics they are learning. In Music, the first unit allowed students to learn about Music from other cultures through their inquiry into Gamelan. They have engaged in truly deep, critical thinking about this musical tradition as well as the skills needed to play the instrument. Similarly, the colour investigation in Visual Arts has led to students being able to generate thought-provoking questions and think critically about the impact of colour on a work of art.

Social Skills

In Physical Health Education, there is a rotation across different units. Students had to work collaboratively and plan and take leadership in small group situations in the 'Smash it' unit and work as a team as they learned the skills and strategy necessary to improve in football and touch rugby in the 'Invasion Games' unit. Both units have allowed students to learn the fundamental skills of working with others and what a vital skill social learning can be.

We are truly excited to see where our IB MYP journey will take us next with this wonderful group of students!



Scaffolding and Support in Secondary - The Year 6-7 Transition Experience

As you can see, the MYP is an academically rigorous programme that challenges the Year 7 students to use their thinking skills across all subjects. It is also coming at a time of great change for our students, moving from the European Primary Campus (EPC) and joining the Secondary Campus (ESC). With this in mind, Mr Norris, Mr Myerscough, Ms Nevenglovska and Mr Imbleau work as a team to help ensure that both the EPC and the ESC staff provide scaffolding and support throughout Years 6 and 7. By doing so, our students feel that they have a strong foundation and the fundamental skills to flourish in this programme.

Each year, the Year 6s have three planned transition days where they visit the secondary campus and learn about the secondary expectation and the curriculum. The first transition day involves a 90-minute hike up the Old Tienmu Trail or the Monkey Trail as it is commonly known amongst expats. This helps the students realise that the physical distance between the two campuses is not that great and that even though we have two campuses, we are all one school.

The second transition day is an exciting day as well, as all the year 6s are given taster lessons in French, German and Spanish. This gives them some valuable information for when they select which foreign language they wish to study. The Year 6s are also given a guided tour of all three phases by a senior schoolmate where they can ask questions about what it is like to be a Year 7 student at the ESC. Transition day 3 involves more subject taster lessons and a walk to the sports pitch where the PE Department will organise a football tournament.



These three Year 6-7 transition days help students feel more oriented and organised so that on day one when school starts in August, they are ready to face the challenges of secondary school. However, the transition days do not really stop there. For the very first time this academic year, we initiated three days of induction where the students will be off timetable and where we will provide even more planned activities and events for the Year 7s so that they feel ready to begin the MYP programme. These three induction days include ice-breaker activities, a timetable challenge, administering computer devices to each student, lessons on using Google Classroom

and an in-depth look at the student handbook and secondary expectations. So what used to be three days of transition in the past is now six days of planned activities to help foster a student culture where students feel safe to take educated risks in the classroom.

Another important part of the Year 7 programme is a 3-day/2 night residential trip to Camp Taiwan. Whilst traditionally held towards the beginning of the academic year, we have changed the dates to June this year due to Covid. This experiential team-building school trip proves to be extremely popular and a very worthwhile trip each year as the students get to meet and work with classmates that they have never worked with before and it is really three days where they are off the grid (no cell phones). Therefore, they speak to each other and play outdoor team games with each other the entire time - kids being kids, playing in the healthy outdoors for three whole days - the "old school" way.

In the end, these nine days that are planned by the Year 6 and Year 7 teachers really scaffold and support the students both academically and pastorally and prepare them for success.



National Day Celebrations across the Sections

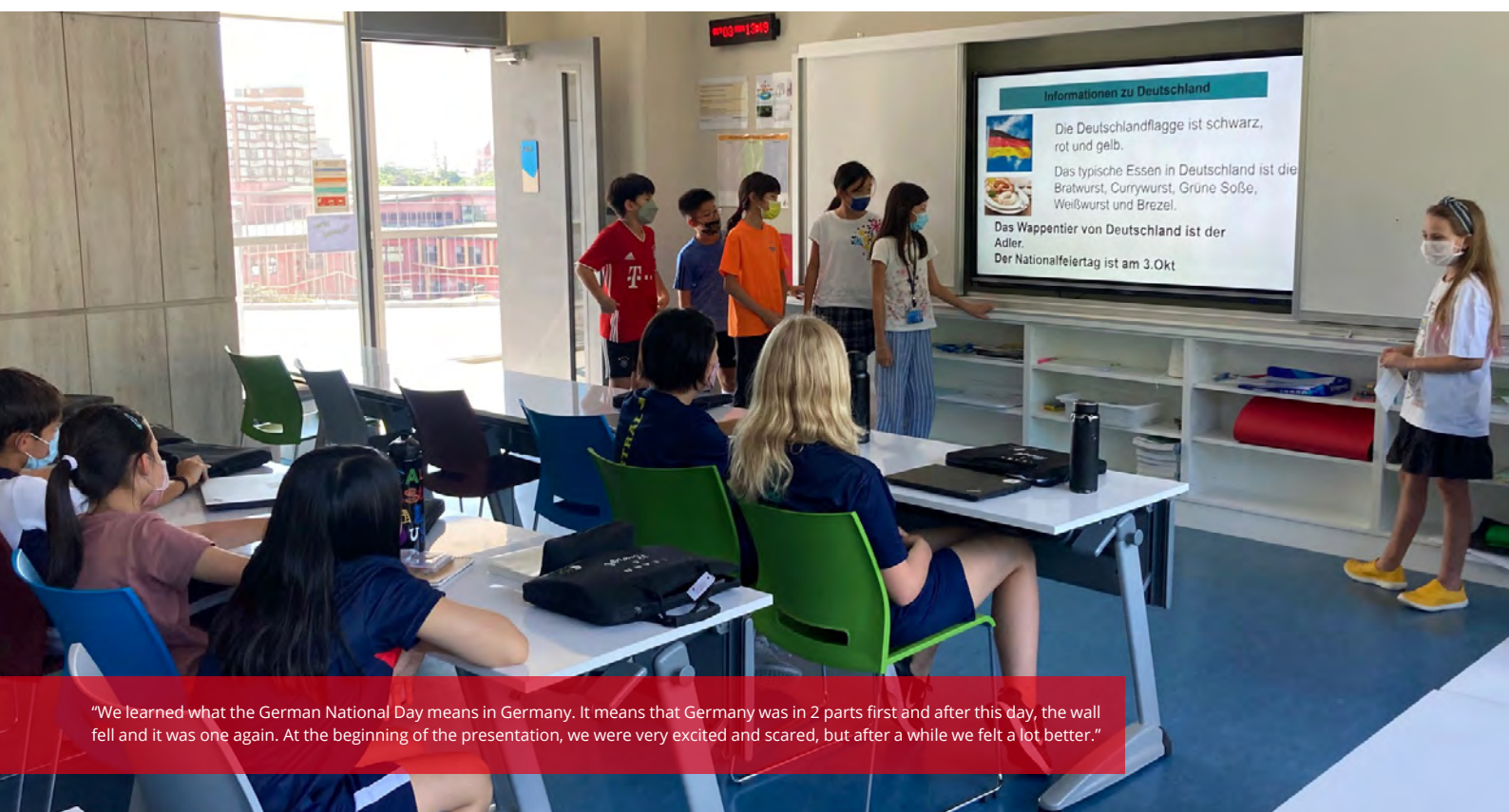
By Ms Mira Obernayr, German Secondary Section Teacher

October is a month full of festivities at TES with 3 nations represented at our school celebrating their national day. "Double-ten" is well-established but two other countries also commemorate their rich culture and history - can you guess which ones?

Klasse 5, in the German Section, had more or less an idea as we were approaching the topic in Ethics class in connection with the theme of identity. After analysing how our roots and cultural background shape us as persons and communities, it was time to find out more about these national days of celebration and not just that - we wanted to share our knowledge. One of the aspects that make TES so special is our diversity and finding ways to come together, embracing our different heritage and learning from each other which we keep working on expanding. This is why Klasse 5 of the German section set out to bring this topic closer to the brave British students learning German in Year 8 and 9. To this end, 3 groups in Klasse 5 got together to create presentations that would foster the knowledge of the rich Taiwanese and German-speaking cul-

tures in an interesting way. Therefore, with their target audience in mind, they included information on food, festivities and rounded the whole thing up with quizzes. They also included some English translations of complex German words and in doing so increased their ability to switch perspective, put themselves into someone else's shoes and reflect on their own mother tongue.

However, this was not the only challenge awaiting the 10 to 11 year-olds. For some of them it was the first time working on a project with computers and in a group. That meant that they first had to learn how to come together to work on one topic, distribute the workload evenly and how to communicate effectively under time pressure. It was definitely a time of trial and error as multiple different approaches were tested out and more than once a group managed to delete all of their previous work and had to start from scratch. Yet, in showing an impressive amount of perseverance and through reflection on their personal and group accomplishment at the end of every session, they all succeeded in creating beautiful multilingual information that was tailored to their audience. Also multiple teachers participated through giving time in



"We learned what the German National Day means in Germany. It means that Germany was in 2 parts first and after this day, the wall fell and it was one again. At the beginning of the presentation, we were very excited and scared, but after a while we felt a lot better."



their lessons and supporting the students in doing a test run of their presentation in front of the rest of the class in order to receive constructive peer-feedback and polish their performance as the kids were quite nervous. Finally, 3rd October and with it the Day of German Unity had arrived and it was time to shine (did you guess it?).

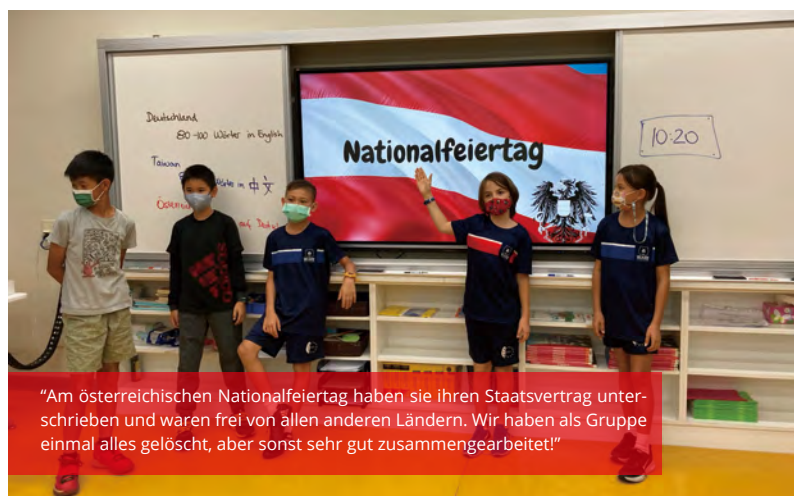
If it was disheartening for the older British students to hear those kids speak fluently in a beautiful but complex language, that at times can be quite difficult to learn, they bore it graciously and received the information with a lot of curiosity and gratitude.

Of course we could not miss Taiwan's national day on 10th October, which we commemorated by learning more about this beautiful country's rich culture and the native Taiwanese kids in class, teaching us the most important Chinese and bits of Taiwanese vocabulary.

The attentive reader will have noticed that there was still one national day missing - the Austrian national day on 26th October was during the holidays but the students wouldn't have missed giving their presentation after the autumn break. Also Year 9 of British Section showed themselves quite impressed

by the ease with which the younger ones switched between English and German and stood in front of them with a lot of self-confidence. They will repay this kindness by presenting the British national days in German to the Klasse 5 when the time comes.

It is beautiful to see what can arise if we tap into the rich pool of diverse knowledge that arises naturally at any place of multiculturalism - what better way to learn than from each other?

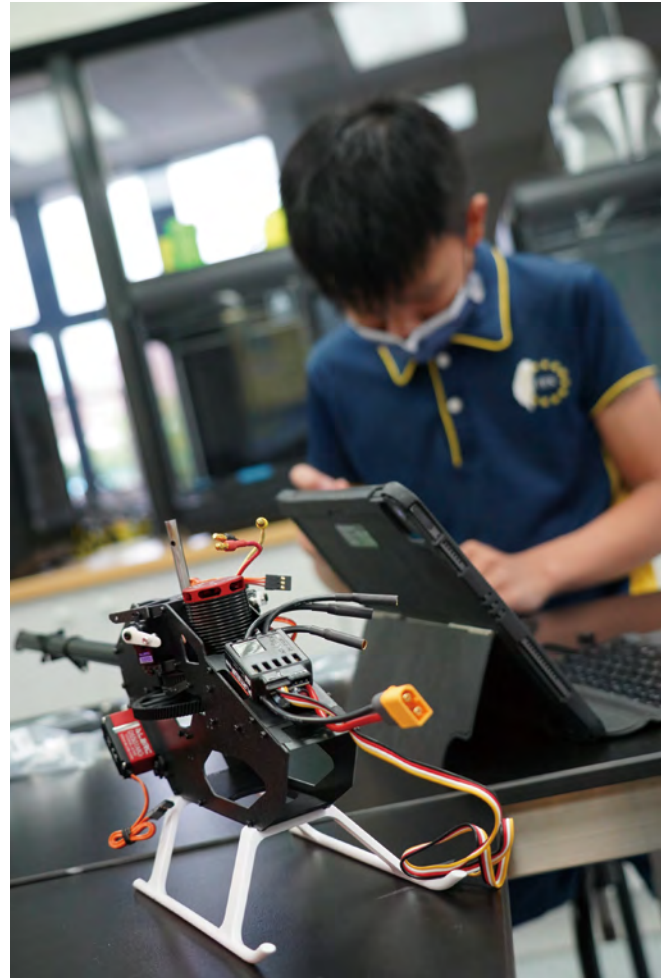


Aero Engineering

By Mr Matthew Rushton, British Primary Teacher

One of the most exciting (and sometimes challenging) aspects of the programme was standing back and watching the children make their own decisions and mistakes. At the beginning of the project, the children would occasionally get frustrated when a screw wouldn't go in the first time, instructions were difficult to read, or a part had been rushed and needed to be rebuilt. However after 6 weeks, it is wonderful to watch the children working through challenges by themselves or in small groups. Each member of the team is already starting to show different skills and creativity.

An engineer is a person who is able to look at a problem and then design and make a machine, product, structure or system to solve it. A good engineer is curious about the world around them and wants to understand how things work. They also need to have a good understanding of science (especially Mathematics and Physics) and then apply this knowledge to making useful things.



As teachers and parents, we support the children through their academic learning in school, and also want to give them opportunities to develop the other skills that we know are essential to be successful. For example, an engineer needs to know how to -

- Identify and understand a problem or challenge.
- Understand the limitations to any design, based on the resources that they have available to them.
- Work together with others in the team to brainstorm ideas and possible solutions.
- Discuss the advantages and disadvantages of the different solutions in a positive and constructive way.
- Work within a budget or physical restrictions to build a working design or prototype.
- Evaluate a design and refine it several times until the challenge has been solved.

Many of these skills are supplementary to academic knowledge and the aim of the project has been to help the children develop them.



Planning and organisation

The children were understandably very excited to rip open the bags and boxes to explore the parts. However, as everything got mixed up and put together incorrectly, they quickly realized they had to sort and organise the parts carefully. They have become much more organised and methodical.

Creativity

Although the children had clear plans, they still had to work out how the parts fit together. Each person approached this in different ways; adding and removing sections when necessary to make other parts fit, and using other ingenious methods. For example, they threaded a soft drive belt through the tail boom by first inserting a stiff rod and then used the rod to pull the belt through.

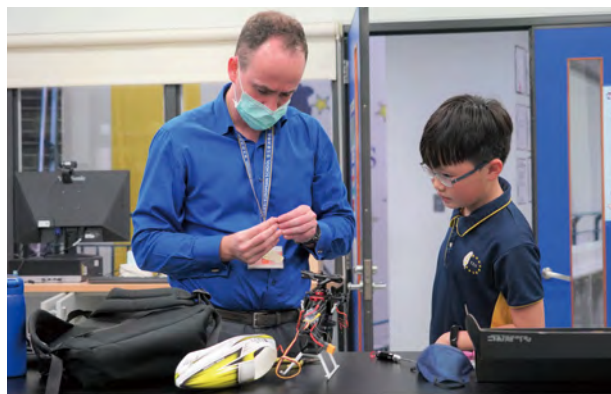
Teamwork

Each member of the team definitely has their own strengths. Some are very patient with intricate parts, others are skilled at creating solutions to fit the parts together, while others can see the big picture and anticipate problems. What has been excellent to see is the children moving away from just working on their own model, to using their individual strengths to help each other.

Growth mindset and resilience

The first 3 or 4 hours weren't easy as the children began to understand the challenges of the project. Many parts looked the same, the instructions were sometimes complicated to read, and often the parts didn't fit together on the first try. However, after the children had solved a problem once, they were confident to do it the next time. They also learned to anticipate issues and think ahead. Now, the project is moving forward faster and with fewer mistakes. The children are much more confident to make their own decisions.

The building stage of the project is nearing completion, and next the children will move on to calibrating the engine and rotor blades using computer software. We plan to start flight testing the helicopters after Chinese New Year. We hope to see the children continue to work and collaborate more and more as a team.



Have you ever Wondered What all this Fuss is about Minecraft?

By Mr Mark Vincent, British Primary Teacher



Have you ever wondered what all this fuss is about Minecraft?

A fundamental skill that we can nurture as a school and community is to enhance and create opportunities for children to do what they do naturally - play. Creating skills that link to a future world unknown, 21st century skills or soft skills. Enabling our learners to flourish now and in the future.

Do you want young learners to develop skills such as - creativity, critical thinking, communication, collaboration and empathy? Game-based learning uses tools such as Minecraft to teach specific learning objectives with rewarding incentives. The open world nature allows for many different lesson types to be loaded into the existing application. Have you wanted to explore a Frozen tundra? Learn about renewable energy? Take an adventure to Macbeth's Castle? - All of this is achievable with your child's iPad and Minecraft Education.

At TES we have been able to use this powerful game-based learning tool to further enhance the students' experience across a wide range of ages in the British Primary Section. I am sure if you have a student at home and they have a connection to the internet they will have heard of this platform. By engaging with the learners and acknowledging their interests we are able to tailor meaningful learning opportunities in Minecraft that have impact.

What does Minecraft offer as a learning experience?

Minecraft is a sandbox for learning with few restrictions to hamper creativity. Exploration of the eye, visiting Ancient Egypt, mixing chemicals in a virtual laboratory, checking in on the Fantastic Mr. Fox (*Roald Dahl*) - all accessible and catered for with the ever developing and evolving learning environment. In short, **Creativity**. The ability for students to imagine and create worlds and concepts in short timelines bringing life to creations and ideas. Instant multiplayer participation, **Collaborating** with peers on larger projects. **Communication**, the classes are always full of rich topic specific language using the platform which is inclusive of all learners. The need to communicate is part of any session and this is achieved through verbal and text within Minecraft. A modern **Coding** platform introducing the students to block based coding and Java. **Curriculum** links; now that Minecraft is part of Microsoft education there are well developed curriculum linked resources for schools and children to use.



How have we used Minecraft at TES?

During the first term, the students in the British Primary Section were engaged in an international competition for The Federation of British International Schools in Asia (FOBISIA); The Most Marvelous Hole-in-One competition! Working with partner schools across FOBISIA, students from TES worked on making a 'Nonsense Machine' or 'Rube Goldberg Machine' to put a ball into a hole in the most creative and collaborative way. The competition showcased the use of Redstone which is an entry point for learners into the world of electronic engineering. Students were able to use switches, buttons, pressure plates, wires to automate processes and outputs creating creative and complex machines to meet the desired outcome.

Children worked on this competition as part of a school CCA, with some teams independently working on the task at home and during some drop in lunch sessions.



Celebrating success

Thankfully all this hard work and endeavor was rewarded as we were able to secure 1st place in the age category of 10 - 11 year olds. This was a fiercely competitive event with 127 teams competing from 10 countries. The winning TES team demonstrated most effectively the use of Design, Componentry, Tee off, Flight, Putt, Extras (WOW factor) and edited video submission.



Well done to our young creatives and we look forward to utilising this learning tool throughout the academic year as part of every year groups rigorous and integrated planning. A special thanks to Mr. Frank Cheung and Ms. Gem Patricio for supporting the competition as well and spending time to coach and guide teams.

As a school we look forward to continuing to use Minecraft at TES and integrating this powerful and engaging learning tool into new experiences and topics for all the students. Would you like to know more? It is likely you have an expert at home with you right now who can show you some of the worlds and activities via their 1:1 device - *happy exploring*.



Connecting with our Community

Our connection with our community is valuable in so many ways. Experts tell us that a sense of belonging to a community lowers feelings such as isolation and anxiety, and increases our trust, empathy, self-esteem and sense of gratitude.

As the concept 'Connect' is one of the Five Ways to Wellbeing, our staff and students connect with the TES and wider community in many ways. Our peer mentoring programme allows student to student support. Our House system, lead by H3 House Captains and a House Teacher, creates a sense of belonging that goes far beyond competition and wearing a blue, red, green or yellow t-shirt. The partnership that we have created with Yonggang Elementary School, where TES students teach online English lessons to their students, allows a school to school connection and the sharing of skills. These are but a few examples.

Many of our students and staff also find their own ways to connect with the community outside of school. Here are four stories, and we know there are many others out there.



**Mr Joseph Griffin,
BSHS**

Like many others, after watching the traumatic events in Ukraine unfold in Spring 2022, I wanted to try and do something to help support those fleeing their homes. Unsure of exactly what to do, I came across an organisation based in my home county of Devon in the South-West of England, looking for volunteer online English teachers to help refugees who have arrived in the area.

As a volunteer teacher, I help a group of 4-5 people each week from Syria and Ukraine develop their speaking, reading and listening skills. Language can be a huge barrier; inhibiting them from finding a job, calling a plumber or builder to fix an issue in their house or even socialising with others in the community. Though in class, we usually focus on more everyday life topics like shopping, banking and current events rather than issues of war, I know my students are looking forward to one day being able to return to their homes, reunite with their families and continue their lives.

Working with this particular group has been eye-opening and given me pause for thought. I realise I'm fortunate enough to have always been able to communicate with doctors when unwell or receive assistance from someone to complete legal documents I do not understand. Many do not have this privilege.



The British Chamber of Commerce in Taipei (BCCT) runs an annual Women in Business Mentorship Programme. This is an opportunity for women to learn together, from and with one another. I have had two female mentors in my career, to whom I will forever be grateful, and was honoured to be a mentor in the 2021-22 programme as I saw it as an opportunity to pay it forward. Over the six months of the programme, my mentee Gabriella and I met in person and over Zoom. Using the GROW coaching model, I was able to help Gabriella work towards some of her professional goals. The experience was definitely a two-way street, though, and I am grateful to my mentee and the BCCT for this opportunity.



**Miss Leica Burley,
BSHS Assistant Head**



Ms Victoria Gibson,
BSHS Art Teacher



I had always wanted to paint with watercolours but being a busy art teacher planning and delivering art lessons took priority and all my time. The opportunity came during lockdown when schools in China, where I was teaching at the time, went online. Like the rest of the community, staff and our families found ourselves unable to leave our apartments for months on end. This proved a good time to pick up a paintbrush and teach myself a new skill. Once I discovered the joys of watercolours, I was addicted. I saw an opportunity to support the well-being of staff and their families during the summer of no travel by offering weekly watercolour classes in the boarding house common room, as I lived in the boarding house as a houseparent. These classes became very sociable occasions, with everyone bringing contributions to the buffet lunch table and staying to chat after the class. It was a great way to better get to know my colleagues and their families and share my passion for watercolours. We exhibited our work in a gallery in Suzhou in 2021.



I attend The Shuang Lian Presbyterian Church. It has a strong link with the community, and offers many community services. I am involved with the Homeless Ministry, where, once a month, 6-8 co-workers cook together to prepare a meal for about 60 homeless people. We then deliver the meals to the homeless people living around the Taipei Main Station. This is one way our church and its members offer an outreach service to benefit some of the underprivileged in our community.



Mr Garry Thin,
BSHS Music Teacher



Community Events and Community Spirit is back!

By Mr Kerry Nockolds, Director of Community Relations and Marketing

It has been a long road for the world to recover and move back to a more normal life post-COVID, with countries moving at different paces toward this goal. Here in Taiwan, after being very protected, the move toward a more open environment has been taking place gradually since the summer.

At TES, like many international schools around the world, the ability to get the community together in person for events is a key part of the experience for students, parents, and staff. The void of nearly 2 years without personal contact with the larger TES parenting community has been felt deeply by all and so when the loosening of COVID regulations by the Department of Education began the school was eager to re-establish the events that make the school such a close knit community.

The first big event was the 'TES Parent Gala' evening which was held off site and was organised entirely by the Parent Support Council. An enormous amount of preparation was initially undertaken in May, but due to the first outbreak in positive

COVID cases at that time it was rescheduled to Saturday, September 17th.

So with great excitement and some relief, we came together for an evening of great fun, with the theme 'Latin Fever' there was a carnival atmosphere and the evening was a great time for all that managed to get tickets to the sell-out event. We had TES Secondary Rock Bands that got the crowd partying and it was an amazing start to the semester. A big thank you was extended by our new CEO, Mr. Nixon, to the parents that worked so hard to make the night possible.

We may need a bigger venue next year as word soon spread how wonderful the event was and we are already excited for the next one.



Hot on the heels of this event, the next piece of good news was released by the Department of Education, with the ability to hold fairs and events on school grounds again. This meant that if we moved quickly there was the possibility of an Autumn Festival to be held, and so after a 3 year absence and once again with the great effort of parents and students we were able to hold the event on Friday, October 14th.

The last time we held the event was 2019 and it was a rainy night with the music performances brought indoors. This time we were once again forced inside by the rain - but having experienced this necessity before we were well prepared with performances being held in the atrium and also amphitheatre. The chance to listen to our children perform again was irresistible and consequently the turnout from the community was once again a sell out, with 2,500 of the TES community coming. Listening to great music aside, it was a rare chance to catch up with friends and have some food and drink. Whilst we had to make sure we were all wearing masks and only ate in the Designated Eating Area outside the cafeteria, a great time was had by all.



Just days after the Autumn Festival, the Parent Support Council and school was back to work preparing for TES's biggest and most beloved event, the TES Christmas Bazaar. Things were going to be a little different to the normal Bazaar set up as the date was pushed back due to the expected CIS/WASC accreditation visit.

With this year being TES's 30th year anniversary we were delighted to be able to hold this event and push our goal of 'Doing well by doing good' to help a number of charities both by them joining as a stall but also to contribute raised money from the event with these organisations, 'PACK Taiwan', 'Coffee Kids', 'Renhe Elementary school'.

So, with the date set for Saturday December 10th, the first issue that presented itself was how to get the traditional 'Christmas Wreaths' made and available to the community in time for the start of Advent. The parents pulled together to get a pre-ordering process set up and made 32 wreaths to order, putting in an incredible effort over an entire week making these beautiful handcrafted centerpieces.



The parent volunteers, the teacher volunteers and of course the student volunteers are the absolute key to the Christmas Bazaar being a success or not and so with all the preparation done by all these groups the day was guaranteed to be great. So when the day arrived, the biggest concern was whether the weather would be ok, and when the heavens blessed the day with no rain the rest of the day looked after itself.

There were more musical and dance performances than ever before as we started at 10:15am and pretty much went on without breath until 4:00pm. We had great crowds watching the performances throughout the day and having all the parents able to get to see these performances live (rather than live streamed) makes a huge difference to the students and of course to the parents.

It has been great to be back on campus with all the TES community together like the 'old days' and it is hoped that we can continue to return to more of these events with fewer regulations as we enter 2023!



CHRISTMAS BAZAAR





TES 30th Anniversary Year - 'Doing Well by Doing Good'

By Mr Kerry Nockolds, Director of Community Relations and Marketing

30 years! This anniversary of the school's history is a fabulous landmark for us all. It is amazing to think that time has flown by so quickly.

It was in the last millennium that the school was officially established as 'Taipei European School', 1992 in fact. Whilst the Taipei British School, L'école Française de Taipei and Deutsche Schule Taipei were all individually established slightly earlier, in response to the needs of expatriate families living in Taipei, it was not until 1992 that they joined forces to establish a combined European school and moved into a shared campus.

From humble beginnings the school has flourished with the aggregate efforts of all the staff, teachers, students, parents and Board of Directors that have preceded us - all of whom have had the single goal of making the best environment for the students to 'Learn and Flourish'. Whilst this motto was not used at that time, we have recognised this to be the reality of TES and adopted it into the modern day maxim of the school.

There are a number of slogans that have also been adopted into the school's present lexicon, ones that try to capture the essence of the TES guiding statements but in memorable form. We 'Flourish' when we do all these things:

- **'Do well by doing good'** - reflecting our community making a positive difference in local, national and global environments.
- **'Embracing Diversity'** - reflecting our multilingual, multicultural community as our students embrace global citizenship.
- **'Unique Journeys'** - reflecting the choices students make throughout their school life, engaging in CCAs, service projects, external activities, etc...
- **'Beyond the Classroom'** - reflecting the holistic education programmes that value academic accomplishment while prioritising the social and emotional wellbeing of each learner.



However, of these slogans, the focus during our 30th anniversary year is **'Doing well by doing good'** and so this year throughout the school, students, parents and teachers have been looking at ways we can raise money for good causes.

The very first activity of the 30th anniversary year has been the **'30th anniversary T-shirt design competition'**. In September, students from EPC and ESC entered T-shirt designs which they felt would represent the TES 30th anniversary. The winning designs for ESC and EPC would then be produced as real T-shirts for sale and all proceeds would then be donated to the Christmas Bazaar charities.

With 110 entries from EPC and 49 entries from ESC, the competition was tough, but after whittling it down to a top 10 for both ESC and EPC, an online vote was sent out to staff, students and some parent association volunteers. We want to congratulate Cléophee Bévalot (CM1) for her winning EPC design and Chante Yeung (H4) for her winning ESC design. The first set of orders have been produced and are now being worn with pride in the community. We will offer several more opportunities to order the T-shirts again throughout the year.

This year we have also been able to hold the traditional TES community events again and that has been wonderful for the community spirit but has also given us more opportunities to raise money for other good causes.

At the Autumn Festival we raised 30,000NT\$ to help Earthquake relief in Hualien, following the damage caused to schools and hospitals in September's earthquake.

At the Christmas Bazaar we had 3 causes that we supported, both assisting them to attend the Christmas Bazaar as participants raising money for themselves, but also with proceeds being shared from the admissions fees and also unused vouchers donated at the end of the event. Whilst the calculations on this event are still in process, it is in the region of 100,000NT\$ to be shared across the charities:

- PACK Taiwan - where forgotten dogs find a home,
- COFFEE KIDS Taiwan - supporting Ukrainian families,
- Renhe Elementary School (a Bunun tribe local school in Nantou) - supporting their dreams to travel out of their village and see the world.

The 30th anniversary year is far from over, and students across sections have also been raising monies from their events and activities, we will share these efforts with you all via the TES Facebook.

Our TES Vision is: *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.*

This will continue to be our focus throughout this 30th anniversary year, but also every year in the future, both in the school and beyond. We are certain that whilst our community will continue their journeys beyond TES, graduating, changing countries, etc., the legacy of 'doing well by doing good' will continue to be a goal for all.



Supporting the Bunun Children of Renhe Village

By Ms Julia Kao, EPC CLC Teacher

'Do Well by Doing Good' is one key goal of TES and particularly during this year's celebration of the TES 30th anniversary, but it has been part of TES culture since the start. Let me tell you about our long-standing work: Eight years ago, we invited a group of Bunun Year 6 students from Renhe Village to TES, to visit the art exhibit "Gift", in which all the paintings were designed by our TES and the Bunun children.

In the past eight years, our students, parents, teachers, staff and SLT members of different sections have been working together to provide continuous help and support to the Bunun children's education by organising a variety of meaningful educational activities: after school online lessons, sharing the student furniture, readers, computers, Chromebooks..., and also providing language therapy to some children in need - who can now speak clearly after years of therapy. A series of workshops, university visits and educational counseling were also organised to help the Bunun students to apply for colleges and universities. Last year, seven Bunun students, who visited our school eight years ago, entered very good colleges and universities with the continuous support from our TES community over the years.

To celebrate our TES 30th anniversary, the current Bunun Year 6 students from Renhe Primary School were invited to join our Christmas Bazaar on the 10th of December. They performed singing and dancing on the stage and sold their art works at a stall to raise funds for their dream to travel out of their village to see "the world".

Joining our TES Christmas Bazaar was a special trip for the Bunun children. As they do not have a music teacher, the children practised their singing with the support from a Bunun elderly lady Ms. Tian, who played the piano for them, and the children designed their own dance. They worked very hard to practise singing the Bunun song "Go Home" and the English song "Love Yourself" in school every day. Performing on the stage for hundreds of people at TES was a unique experience for the Bunun children. They were nervous waiting and listening to different TES classes and choirs singing beautiful songs of different languages to the audience. When they finally performed on the stage, they performed very well. A parent and Headmaster of a local primary school also came to talk to the Bunun children after their performance. She said tears were in her eyes when she saw their performance. She told them, "You make Taiwan proud!"





During the day of the TES Christmas Bazaar, the Bunun children were thrilled to see people from so many different countries. However, in the morning, they were so shy and scared to talk to people to sell their art works and masks with their paintings on them. A few hours later, they all learned how to talk to people from different countries and enjoyed talking to people and asking people to buy their masks and art works. Many TES students, parents, teachers, staff and leaders came to talk to them and buy their art works and masks to show their love and support to the Bunun children. A parent contacted the teacher in the evening and bought all the children's art works to help them to fulfill their dream to travel and see "the world".



During this year, we will continue to help and support the Bunun children's education by helping their project to "Bring the world to the village and help the children to come to the world". In addition to supporting their fundraising activities to help them to travel and see the world, we are also organising a series of after school Ed Talks to help them to learn more about the world. Our Ukrainian teacher Iuliia Maksymova has kindly shared Ukrainian culture, our senior German secretary Chih-Ching Huang has kindly introduced Austria, and our French teaching assistant Gregoire Jouet has kindly shared his inspiring cycling trip around the world with the Bunun children. More Ed Talks will be organised by the members and friends of our TES community.

Do Well by Doing Good. Happy TES 30th Anniversary!



Learning How to Learn a Language

By Mr Fabrice Laureti, BSHS Head of Modern Foreign Languages

The problem with learning a language at school is that we are never sure this language will be needed later in life. Had many TES teachers known they would spend many years in Taiwan, they likely would have taken Mandarin instead of French, Spanish or Latin. Life sometimes takes you somewhere you never thought you would end up. Suddenly, you must learn Korean, Mongolian or Swahili. Considering one person can possibly move several times in a lifetime, they could be in situations requiring them to learn two or three different languages successively. Actually, TES prepares its students for that. Its Language Acquisition department delivers the best training on how to learn a language, any language. Let me explain how.

Confidence in learning a language

What prevents many people from learning a language is the lack of confidence. Something we have never done often seems to us unsurmountable. There is a big difference between learning a language and other subjects such as Chemistry or Math. Math work is purely intellectual. To solve your problem, you use a pen and paper or a computer. It's all in your comfort zone. Learning a language is intellectual but also physical. You need to use your body. Lips, tongue, mouth, nose, face muscles and throat are all at play and not in the way you are used to. Speaking a foreign language is a physical exercise that requires a lot of effort and tests your confidence. Because TES students go through this experience at least once, they are likely to become more confident learners. They won't be afraid of it because they will have done it.

Independent learning using online resources

TES has been at the forefront of using online platforms to complement its teaching. Our students are avid users of programmes such as Education Perfect, The Language Gym, and Linguascope. While these platforms do not replace teaching, or at least not for now, they offer excellent tools to revise, extend or preview. Beyond subscriptions, social media such as YouTube provides countless resources to learn a language. Just type any grammar points such as reflective verbs in Spanish, articles in Italian, gender in Polish, and Youtube will find you a plethora of videos on the topic. At TES, we teach students how to use online platforms for their educational benefit. This is a lesson they will reuse if they need to learn a language on their own.



Translanguaging

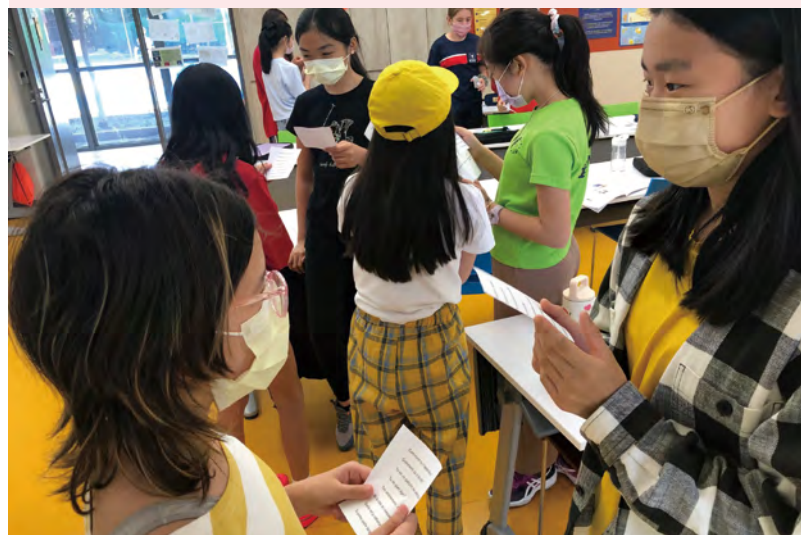
You can learn new languages thanks to the languages you already know. We can all imagine what it means for languages which are related. For instance, Latin languages all share a common root in Latin. Therefore, knowing French helps to learn Spanish. As a matter of fact, languages do not have to be related to play a role in the acquisition of language. For example, learning German can help one learn Mandarin a great deal. This is possible because all languages are described with the same grammar features. If you know the difference between a noun and a verb in German, you will have no difficulties learning it in Mandarin. Even languages which are not related share common features. In Japanese, the verb is placed at the end of the sentence, as it is in German clauses. In spoken French, the word order is the same as in Mandarin eg. Tu vas où? = 你去哪裡? It can be translated literally. The English Where do you go? uses a very different structure. Did you know that personal pronouns such as I, you, he, and she are very similar in French and Mandarin but very different in French and in English? This is the kind of topic you would explore in a language class at TES. Translanguaging is a teaching technique used by TES language teachers so that they appreciate similarities and differences between languages. Because TES students are used to establishing these, they become more effective language learners.

ATLs: tools to become a lifelong language learner

The Approaches for Teaching and Learning provide a solid framework to become a lifelong language learner. For instance, thinking skills developed in a language class allow students to deduct how language works, instead of drilling grammar exercises. For instance, MYP students discover language grammar in context through videos, written extracts or visuals. Students also ponder very complex questions regarding the nature of language. Why do French, German and Spanish have genders? Why do many words



look alike in French and in English? How do you express plurals in Mandarin? Pondering these questions improves thinking skills which are useful for learning languages. Furthermore, communication skills are naturally enhanced when learning a new language. Students learn that not only



verbal but also non-verbal signs help them communicate. It also prepares them to tackle any new language they would learn. Over and above that, learning a language is a social exercise. It is learned best when with others. Learning a language at school enhances confidence in learning other languages.

The boomerang effect

If I learn a new language at school, will I remember it years later? The answer is yes. All you need to do is start practising it again, and it will come back slowly but steadily. Like a boomerang, it comes back right at you. What we think we have forgotten reemerges from the depth of our memory; all we need to do is call the words and rules we once knew and start the process of recovery. Sometimes only remembering a few language features can generate the translanguaging process.



The most important aspect when we learn a language during our schooling is not really the language we choose to learn but rather the skills we will acquire for learning languages in general. Learning a language is a professional, social and wellbeing exercise. When we master this skill, we open doors in various areas of our life. So fancy trying a new language, go for Tibetan, Zulu, Icelandic or Maori. The road the less traveled is often the one which amazes you the most.

Emotional Literacy

By Ms Shan-Ju Lin, School Counsellor



Learning to experience and express our own emotions is a lifelong process. Throughout life, we learn how to name our emotions and how to express feelings; we all need a proper word to describe our inner experiences and feelings. Only when we know what is happening in us can we communicate effectively, get our needs met and get the support we need. This is called Emotional Literacy, which is an ability that we learn since we are little.

What is Emotional Literacy?

Emotional literacy is the ability to understand and express our emotions and feelings. It focuses on how we communicate our feelings and how well we can read others'. It also helps us develop empathy, build and maintain stable interpersonal relationships and make good decisions in life. Therefore, emotional literacy is an important skill that everyone should start to learn when they are young because it not only contributes to emotional regulation but also benefits establishing stable relationships.

Why is Emotional Literacy important?

If we try to recall those times when we were really angry, sad or anxious, we will understand the power emotions can have over us. Emotions are an unavoidable part of our lives, and sometimes they can be overwhelming. However, if we have the "tools", we can manage our emotions and allow them to leave as easily as they arrive.

Emotions are very real, and it's healthier if we can acknowledge and accept all the comfortable and uncomfortable feelings but not pretend they don't exist or affect us.



2. Talking about feelings

By talking and discussing all kinds of feelings that happened during the day, children can learn that all feelings are fine and important, which could help them feel more open and less worried about facing and dealing with their emotions and feelings. Asking questions is a good way to start a conversation, such as:

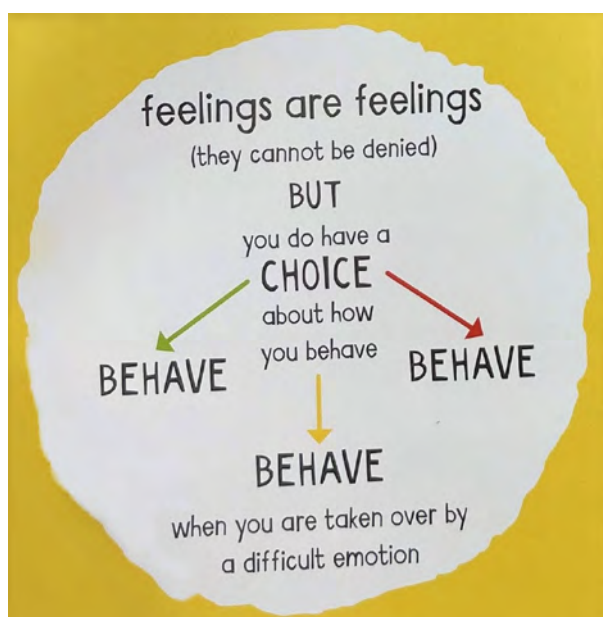
Which kind of situations make you feel happy, angry, sad, or excited?
 What happened to cause this feeling?
 Can you describe the feeling?
 Would you feel the same way if this had happened to you?

In addition, when your children shout, clench their fists, or go quietly to their rooms, they are communicating a feeling through their behaviour. This can be an opportunity to open up a conversation about feelings. Parents can begin by pointing out what your children might be feeling and why they feel that way.

3. Helping your children understand they always have other choices when they feel a particular emotion

Even though children often cannot help feeling angry, worried, scared or upset, they do have choices about what action to take or how to behave.

Parents can help your children see what unhelpful and helpful things to do when having a particular emotion. For example, when your child feels sad, the unhelpful things they might do are crying, hiding or making someone else feel sad; however, they can learn to know there are helpful things like talking to someone, finding something to do that comfort them or finding out if they can do something about the situation.



4. Helping your children to imagine what other people might feel to develop empathy

Developing a sense of empathy helps children to build and maintain relationships with others. Parents can help your children cultivate empathy by using stories, pictures, TV dramas or real-life situations to talk about how people are probably feeling. It is also useful to encourage your younger child to read other people's faces and decide what they might be feeling.

Children who can imagine what it is like to be in another person's shoes are more likely to respond helpfully to situations with uncomfortable feelings, be better at making friends and more likely to be happy.

These are the four recommendations that help to build up the basic skills of emotional literacy. Without them, further advanced skills will not be developed.

Emotional literacy allows us to be resilient and flexible when encountering frustration and coping with hard feelings. It also enables us to create stable interpersonal interactions and enrich our social life. As adults, we have been learning and repeatedly practising through different life events; however, young children have just begun their learning journey. It is lifelong learning which takes time and requires patience. Parents, while continuing to practice emotional literacy with your children in daily interactions, don't forget to let your children know that you value and appreciate their efforts.

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Physical Health and Wellbeing

By Mr Jared Duxfield, BSHS Head of Physical Education

Mr Kwok Chow, BSHS Head of Sport

Ms Shoiee Chen, ESC Counsellor

Wellbeing encompasses many components; our physical, emotional, mental and social health. Whilst it may seem that these are separate categories, there is an intrinsic link, like many pieces of a jigsaw puzzle. Regarding our physical health, getting enough sleep, undertaking regular physical activity and eating nutritious food positively impacts mood, stamina and mental fitness. Here are some of the aspects of ESC life over the past twelve months that have focused on physical wellbeing.

Access to Facilities

The PE department is very aware of the need for regular physical activity. As well as the regular exercise and instruction in Physical and Health Education and Recreational PE classes this year, we have opened more spaces for student play and exercise outside of class time. A table tennis area in Phase 3 is available before school, every breaktime and after school. All three gyms are open each lunchtime on a rotation basis to give each year group access to different gyms on different days, and the fitness room is available to high school students every lunchtime. Of course, staff supervise these areas to ensure that students are playing and exercising safely.

Sports CCAs

Our Co-curricular Activities programme (CCAs) is a vital component of the TES holistic approach to student development, and sporting CCAs are a big part of this. Our programme caters to all students by having a wide variety of team and individual sports available and catering to various athletic abilities and experience levels. Students can participate at a recreational level or a more competitive level through the Taiwan International School Sports Association (TISSA) fixtures. They also have access to external high-level specialist coaches to improve their knowledge and skill level to the highest standard, opening up further competitive opportunities and even the possibility of sporting opportunities at universities and colleges.

Not only are students able to be active in recreational or competitive surroundings, but they are also able to transfer the IB learner profile characteristics into a sporting environment. For example, they develop the attribute of a communicator by expressing themselves clearly and listening carefully to their teammates, coaches and officials. They also develop the attribute of being principled by acting with integrity and honesty by always playing games fairly.



Health and Wellness Challenge

Our school counsellors are aware that teenagers often struggle with concentration issues, emotional regulation, and sleep problems. Surprisingly, these disturbances are not wholly related to mental health issues but might be the warning signs of poor physical wellbeing. Therefore, it is essential to help students to consider their wellbeing and establish a physical and mental self-care routine.

The ESC Counselling Centre worked with ESC Physical Education teachers to hold the Health and Wellness Challenge. This challenge included five missions for students to complete in two weeks, such as the Nutrition Quiz Game, Push Up and Jumping Jack Challenge, Getting Hydrated Mission, and What Fitness Means To Me sharing cards. Students learned the importance of eating well, sleeping well, and being active throughout this challenge, and they will have a better idea of how physical and mental wellbeing compliment one another. This advocacy will continue in collaboration with the Student Council.

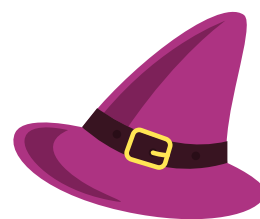


Health and Fitness Week

The PE department runs an annual Health and Fitness Week. The purpose of this week is to raise awareness of the importance of a holistic approach to health and wellbeing, and excite students about participation in physical activity. Last year's theme was Hauora, a Maori concept of health involving four pillars: Spiritual, Physical, Social and Mental/Emotional health. Unfortunately, this week came during our period of online learning last year, so we could not continue with the full programme. However, we still held some excellent events, including hosting outstanding international speakers who ran seminars tailored to different year groups. Topics of these sessions included perseverance and challenge, friendships, anxiety and identity. We look forward to being able to run an in-person Health and Fitness Week this academic year, including sports events and other fun and engaging activities.

Halloween Hats – A Mathematical Investigation

By Mr Malcolm Williams, BSHS Head of Mathematics



The transition to H1 in Mathematics is marked by the greater challenge of the more demanding IGCSE course. Students are expected to appreciate the importance and precision of mathematical proof, as distinct from pattern spotting. They are also expected to use mathematical terms and notation with more precision and communicate mathematics in a wider variety of ways. Furthermore, there is a requirement to develop patience and persistence in solving problems and appreciate mathematics's elegance. Significantly, students are challenged to develop a wider range of strategies to solve problems by applying mathematical skills to real-world problems.

Problem-solving is integral to mathematics at every level. Students lower down the school need to apply mathematics to everyday contexts to get real-world answers. The IB requires students to submit an internal assessment, the "exploration", in which the topics of the course are applied to a problem of the student's choice in a novel and original way. The IGCSE assesses investigational skills in a dedicated examination paper. Some mathematical problems are essentially abstract, such as "Is 57% of 83 the same as 83% of 57?". To answer such a problem, an investigational approach is needed from which we can generalise that this is true for all rational numbers.

Students can conduct mathematical investigations at every level of their schooling. We are engaged by the percentages example, but it also shows us that a simple statement can be one instance of a wider generality. The ability to generalise is at the heart of investigational approaches. To solve a challenging problem in mathematics, we can solve a less complex problem, generalise and then apply it to more complex examples. This is a powerful technique and one which is taught and practised for successful application. Alongside this is needed the willingness to take a pen, try some different examples and have the resilience not to be deterred by making mistakes along the way.

Whilst we may not always think of mathematics as being a collaborative subject, students at TES are encouraged to collaborate with their mathematical thinking as much as possible. Students learn from each other by sharing their understanding of the task, thinking strategies, and interpretations of the results. By working together, students become familiar with the tools of mathematical communication, such as notation, technical words, tables, graphs and diagrams. By articulating concepts with mathematical vocabulary, students not only practise using them correctly but communicate their ideas precisely and clearly. This also reinforces collaborative approaches encountered in other subjects.





Earlier this year, students in H1 took part in the traditional Halloween Hats project. The task was to design a hat suitable for Halloween for Year 1 students according to their particular requirements. Primary school students sent the details of the hat they would like to receive in terms of dimensions and design. Each Secondary school student then used this brief to make a hat for an individual in Year 1. The challenge was to cut out a sector with an arc length corresponding to the circumference of the Year 1 head measurements. To do this, secondary students did some calculations relevant to the H1 curriculum and made a prototype initially, then later the full-size hat. The final product was then decorated with stickers, cobwebs and other appropriate images.

The project culminated with a visit to the Primary Campus to meet the Year 1 students. Seeing the delight on the children's faces was a pleasure as they were presented with the hats they had imagined, designed, and ordered. The measurements and calculations which had been so meticulously carried out proved to be correct, and the Primary and Secondary students came together in a heartwarming cross-phase meeting. After lessons in which students worked on a Halloween-themed Kahoot and some creative work making google-eyed spiders, it was time for the secondary students to return to the ESC.



This project had all the elements of a rich investigational task in mathematics. Students solved real-life problems and verified their solutions through their visit to the EPC. They could generalise their procedure to any size of hat through the diversity of hats that had been requested. By taking part, students also were beginning to develop according to the IB profile as Inquirers, Risk-takers and Communicators.



Learning Beyond the Classroom Returns: Field Trips

By Ms Jeni Wong, BPS Year 5 Teacher



Without a doubt, the past few years have seen many challenges for schools and education as we have learnt to deal with the COVID-19 pandemic. Keeping the learning going by switching to hybrid or full on online learning models has helped with continuing the learning but with the need to minimise contact by social distancing and lack of venues open has made field trips, learning outside the classroom, non-existent.

As humans, we are resilient and as we begin shifting towards a return to a 'new' normal and learning to live with the virus, so the world is opening up to us all. We are part of a global society and knowing the world around us is crucial and offers valuable benefits for our learners. Technology has played its part offering 'Virtual learning' opportunities and certainly helps during pandemic times, however limitations exist. Noticeably the inability to interact or connect fully with the surroundings: touch, feel, smell.

"Today's students are visual learners, and a field trip lets them touch, feel and listen to what they're learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose them to worlds outside their own."

Carylann Assante, executive director for Student & Youth Travel Association (SYTA) and SYTA Youth Foundation

<https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success>



"Field trips give students the opportunity to learn in a natural environment and experience things first-hand and from primary resources, rather than texts; real objects rather than photos."

Margy Natalie, acting onsite learning manager at the Smithsonian Institution's National Air and Space Museum.





This summer, I took my first trip on an aeroplane after a 2.5 year hiatus, which may not seem long for some but the chance to reconnect with the world and engage with everything around me was paramount. I was much more aware of my surroundings and noticed the subtle changes over my absence, which in turn shaped my understanding of the place. However, what was more pleasurable to see was how my child loved engaging with the environment, a place she had not seen or interacted with for 2.5 years. She could further her understanding by questioning and learning from everything and everyone around her.

This academic year, year groups have started to plan trips if not already taken their first outing. In Year 5, we have already had the opportunity to attend 2 field trips this term to enrich the children's learning and in doing so, recognise that Taipei is a diverse and interesting place to live, bursting with learning opportunities. On top of all the benefits that 'beyond the classroom experiences' provide, it also provides the children with equitable and inclusive learning experiences together.

Friday 14th October 2022, Taipei Astronomical Museum
Integrated Learning: Sun Moon & Earth
Learning: To explore knowledge about Earth and beyond.

Friday 4th November 2022, Beitou Geothermal Valley
Integrated Learning: Active Earth.
Learning: To experience the earth's natural structures: geothermal

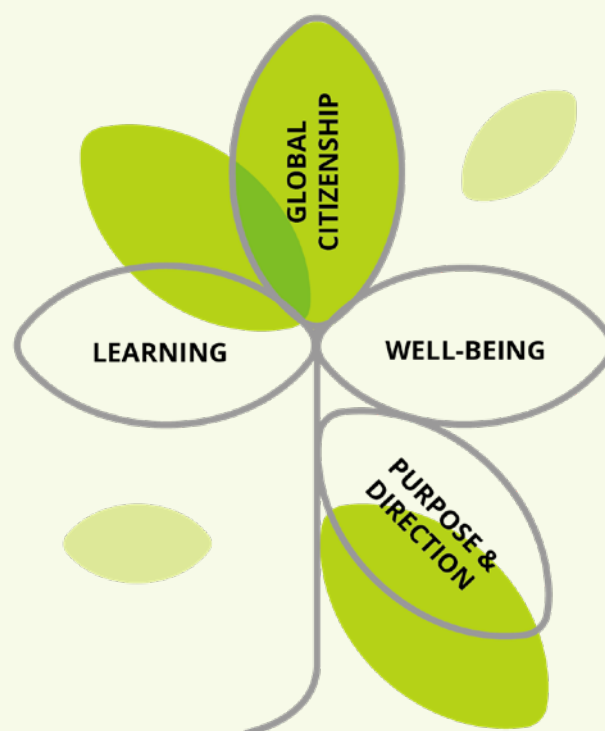
All the children were so excited to return to field trips as part of their learning and we are all looking forward to the next trip. We would like to express our 'thanks' to all the staff and class reps who have supported the trips.



CIS/WASC International Accreditation

By Mr Benjamin Orillon, French Section Head

The Council of International Schools and Western Association of Schools and Colleges (CIS/WASC) re-accreditation process is designed to be a positive experience and an opportunity for continuous improvement for schools. It involves several key stages, starting with specific community surveys, followed by a self-study report submission, and culminating with a team visit by trained peer evaluators. The re-accreditation process helps schools to identify successes for celebration and develop strategies for addressing areas for improvement, with the ultimate goal of providing the highest quality education to its students.



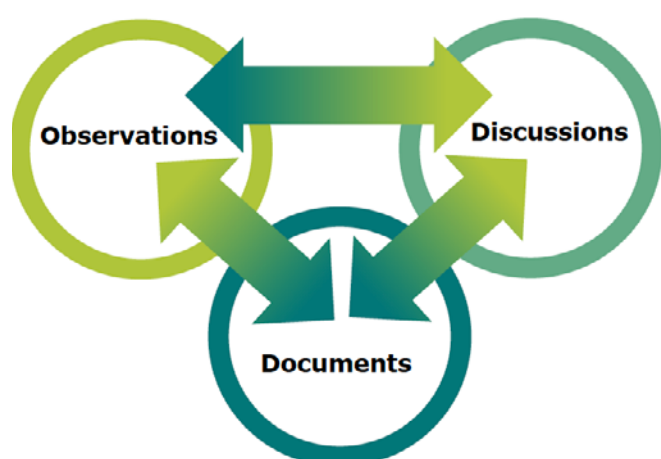
The CIS Domains for Reflection:

- A: Purpose and Direction
- B: Governance and Leadership
- C: The Curriculum
- D: Teaching and Assessing for Learning
- E: Wellbeing
- F: Staffing
- G: Premises, Facilities, Technology Systems, and Auxiliary Services
- H: Community and Home Partnership

The TES self-study report was a significant undertaking. The process started in the spring of 2020 with the publication of CIS-designed surveys for parents, staff, teachers, students, and the board of directors. The report was produced over the last 18 months through collaborative efforts, self-reflection, and consultations with various stakeholders and was submitted in December 2022. It is a comprehensive document that reflects on TES's strengths and outlines the school's plans for addressing any identified areas of concern. As highlighted in an earlier update shared with the TES community, the report recognized several TES achievements. High-quality learning occurs in various significant ways across all age levels, curricula, and sections. There is overwhelming evidence of a TES focus on student wellbeing, physical, social, and emotional development, and support for diverse learning needs across all age groups and sections, ensuring all TES students succeed. Teaching at TES draws on a range of cultural and authentic contexts to provide a meaningful and purposeful learning experience to students in their development as global citizens and intercultural learners. The report highlights the need for developing a high-quality learning and teaching definition, a global citizenship definition, and the refinement and promotion of its guiding statements. These documents are anticipated to be ready for circulation in January 2023.



As part of the accreditation process, CIS and WASC appointed an evaluation team comprised of international school educators and administrators for an in-person visit scheduled for February 12 -18, 2023. We are currently waiting for the final composition of the evaluation team members. The self-study report will also serve as a resource for these evaluators. The evaluation team visit will be an opportunity for TES to showcase successes and receive feedback from trained evaluators. During the team visit, the evaluators will spend several days on both campuses, observing classrooms, meeting with students and teachers, and reviewing documents and other materials related to the operation. They will also conduct interviews with the leadership team, board members, faculty, staff, and parents. In preparation for the team visit, we began planning schedules and logistics to ensure that the evaluators can access all the necessary resources and information. Once the team visit is complete, the evaluators will prepare a report summarizing their observations and findings. This report will be reviewed by the CIS Accreditation Committee, which will in turn advise the CIS Board of Directors for their final decision on the TES re-accreditation. A similar process will take place for the WASC re-accreditation. The accreditation is typically valid for five years. During this time, TES will be expected to continue to meet the CIS/WASC standards and to make progress in addressing any areas of improvement identified in the self-study and the team visit report.



The TES community can be proud to have achieved this milestone in submitting the self-study report. The process is a rewarding experience as the community worked together toward improving and ensuring that we provide the best possible education for our students. This process has further highlighted TES's dedication to the students and the school community. While the accreditation process can be challenging at times, it is ultimately designed to help schools improve the quality of education they provide and meet internationally recognized standards. We can now see this endeavor coming to fruition!

Emergency Preparedness - The Incident Management Teams (IMTs)

By Mr Nicolas Blanc, Operations Manager, French Section
Mr Kerry Nockolds, Director of Community Relations and Marketing

With the CIS/WASC accreditation fast approaching, it brings all aspects of the school's efforts to improve operations, teaching and learning, safety and security, to the forefront.

We have done an enormous amount of work in the area of Emergency Preparedness over the past 5 years and we would love to show the process of this journey and where we stand now.

The school has had Emergency Procedures for many many years, with a Health and Safety Committee acting as the driving force to keep this area operating effectively, and the team felt it would be best to get a full audit of how we stand in comparison to international school standards.

With the visit of the Clearpath Consultancy company in 2018, where we had a week-long visit with a full audit report, the school started down the path of updating how we work to make our emergency protocols more streamlined and how we keep our staff and students trained and drilled in the case of an incident.

The biggest change was to reorganise how we manage emergency protocols and the structure of the management team for an emergency.

Firstly, we looked at creating a small set of Emergency Protocols, to replace a larger number of situational processes.

For example, an 'Evacuation Protocol' covers any incident where it is safer to be outside the building than inside, which could be a number of different situations like, Fire, Building damage, Gas leak, Bomb threat, etc... So rather than having a process for each of these potential cases we can do the same Evacuation Protocol.

The full Protocols training list includes: Evacuation, Reverse Evacuation, Lockdown, Remain-in-Place, Duck and Cover, Off-Campus Evacuation.

With these protocols it is essential we had short, simple instructions for action rather than extensive files and flow charts to train up the faculty and staff. In this area, we made 'Quick guides' that every room has, teachers or staff can grab these one page guides when needed, with key protocols also posted up on the doors of all rooms too.

In addition to the refining of the Emergency Protocols and keeping information easy to access, training and practice is done with all faculty/staff so that when we perform drills, the speed in which we can manage student actions is faster and more effective.

The other area we took onboard from the audit was the organisation of our Emergency Response Team, and this took the form of making an 'Incident Management Team' by campus rather than as a whole school combined.

This set up, meaning we have an EPC Incident Management Team (IMT) and ESC Incident Management Team (IMT), enables the fastest reaction in the case of an emergency and also sets up preparations based around the uniqueness of the campuses based around the core Emergency Protocols.

The IMTs have a team of school campus leaders from across all sections, and the team meet monthly or more often as needed, based on any situations/issues. The benefits of this system is that the protocols are matched to the environment, the staffing, the student ages, and the potential issues of each campus.



EPC EMERGENCY PROTOCOLS

Quick Action Guide

EVACUATION

When it is safer outside than inside e.g. fire, explosion, structural failure, etc.

PROCEDURE: Alarm Initiated (Fire Alarm Used For All Evacuations)

Leave building (in an orderly manner) through the closest **Emergency Exit** – assemble at External Rally Points. Confirm attendance of class/group. Raise the OK signal.

LOCKDOWN

When there is a threat of violence or serious incident jeopardise the safety of students/staff e.g. intruder, shooting, hostage incident, gang fight, etc.

PROCEDURE: Tanoy Automated Announcement 'This is a Lockdown'

Lock door, lower blinds, get everyone out of sight from the outside view. Stay in lockdown until the 'Lockdown Over' announcement is made.

DUCK AND COVER

Used when an incident occurs with little or no warning. To protect students/staff from flying/falling debris resulting from earthquakes, severe weather, explosions, structural failure.

PROCEDURE: Open the closest door to secure **Escape Route. Duck and cover (e.g. Shelter under desk/table)**

If there is no cover, assume brace position – tuck head down with hands protecting the head. Await danger pass (1 minute or so) then resume normal activity.

REVERSE EVACUATION

When the conditions safer inside than outside e.g. severe weather, civil disturbance, hazardous material release outside, etc.

PROCEDURE: Tanoy Announcement

On duty staff, call students to you, take them inside building to the **Internal Rally Point**.

REMAIN-IN-PLACE

To prevent people entering an area of potential danger e.g. outside civil disturbance, reduce foot traffic, while emergency services attend an on-campus incident.

PROCEDURE: Tanoy Announcement

Remain on campus, inside building (classrooms / offices) as advised by announcement.

OFF-CAMPUS EVACUATION

This protocol is used when it is not safe to remain on campus – relocating students/staff to remote site where students will be accounted for and released to their parents or guardians.

PROCEDURE: Alarm Initiated (Fire Alarm used for all Evacuation situations)

Evacuate to normal **External Rally Points** – you will be directed to the **Offsite Rally Point** by the (IMT and Section Leadership) – escort students in an orderly manner to that location. Students released to parents/guardians.



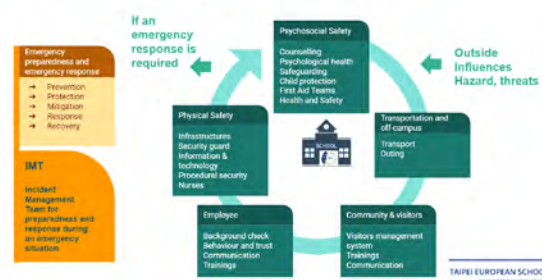
Of course the two campuses are coordinated in the main processes and protocols to make sure a TES approach is delivered, but at campus level we can react quickly in the actual event of an emergency.

The IMT also trains internally to prepare as a team to manage the different protocols and arranges feedback and review following drills which are scheduled throughout the year.

An example of how a Campus IMT will look at the procedures based on feedback from a drill, is the work that has been done at ESC this semester, where changes have been made to the external rally points in the case of an evacuation protocol. With the increase in student numbers over recent years, it had become overcrowded and difficult to manage the rally point of students in a single location, and so the IMT Lead, Mr Redden, with consultation of the other ESC IMT team members, initiated a 'building-by-building' external evacuation rally point, enabling fast assembly and checking of students at the rally points outside Phase 1, Phase 2, Phase 3 depending on where classes are being held. A process of communicating and training staff and students then enabled the first run of the evacuation protocol at the rally points, with good results.



Holistic approach to ensure safety at schools



Similar adjustments and measures were initiated by the EPC IMT team in preparation for the new Middle Years building construction project. The evacuation rally points were completely moved to the main sports field, with similar training for staff and students. This has also been a success since the changes were made last academic year.

Preparation to mitigate risk and danger is of course also part of the planning and preparation process and this is something the IMT spend much of their time preparing for.

In addition to Emergency preparedness, the IMT will look at health, safety and security in all areas of the school life, helping to implement improvements with the different departments in the school. We also have close contacts with the international Trade Offices, whose Security officers visit us to understand our emergency protocols and see how they can support, with emergency supplies, or with advice for the school. Our visitors are reassured that the school has invested great effort in preparations for the potential emergency situations.

The IMT structure has been in operation for some 4+ years and we feel it offers the best practice for the school now and moving forward.



Respect

Respekt |
Respect | 尊重

We are honest and thoughtful showing respect for ourselves, others, TES, local and global communities as well as the environment.



Participation

Teilhabe |
Participation | 參與

We take ownership of our own learning. We make the most of the opportunities available to us by challenging our personal boundaries.



Responsibility

Verantwortung |
Responsabilité | 負責

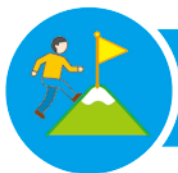
We show leadership and strive for independence whilst demonstrating compassion through service and make responsible choices.



Creativity

Kreativität |
Créativité | 創意

We think imaginatively by questioning ideas, generating alternative solutions to solve problems, and taking chances when necessary.



Perseverance

Durchhaltevermögen |
Détermination | 毅力

We honour our commitments by working to overcome challenges, and striving to be the best that we can be.



Taipei European School

Vision and Mission

As the European School in Taipei, we created 'One School' from three schools: British, French and German, to focus on developing European Culture and Values in order to achieve our shared vision and mission.

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.



Ecole européenne de Taipei

Vision et Mission

À l'école européenne de Taipei, à partir des trois écoles originales britannique, française et allemande, nous avons créé une école unique centrée sur le développement de la culture et des valeurs européennes pour mettre en œuvre notre vision et réaliser notre mission.

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.



Europäische Schule Taipei

Vision und Auftrag

Die Europäische Schule Taipei geht ursprünglich aus einer britischen, einer französischen und einer deutschen Schule hervor. Sie versteht sich jetzt als eine gemeinsame Schule basierend auf einem "one school"-Gedanken. Unsere Schule steht für die Förderung von europäischer Kultur und Werte und die Verwirklichung der gemeinsamen Vision und Mission.

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.



台北歐洲學校

願景與使命

台北歐洲學校融合英、法、德三國教學資源，以發展歐洲文化和價值觀為教學核心實現我們共同的願景與使命。

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。





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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.