

CONNECT

2023 SUMMER



Events, Events, Events - 30th Anniversary Year in Full Swing



*TES Parent Organisations -
the Backbone of our TES Community*



Diverse - Together

CEO Greetings



As we draw to the end of the academic year it has been a good time to reflect a little on the great teaching and learning, events and visits that have taken place across the whole school since last August. It has certainly been a very productive and positive year.

As I have said many times this year, it is great for me personally to be back in Taiwan, and specifically at TES. It has been a very rewarding experience to work with the faculty and staff, to visit as many classes as possible, to attend a wide range of excellent student performances, and to get to know the parents. I really feel that we have a fantastic school community.

The start of the semester was dominated by the arrival of the CIS/WASC Evaluation Team, consisting of 12 evaluators, as part of our re-accreditation process. The purpose of the Team Visit was to rate our school across all sections and departments, against 45 Standards, which we had also investigated internally through our Self Study process. The outcome of the CIS/WASC evaluation is that our school has been fully re-accredited, with a number of commendations and also certain recommendations which give us a clear focus on how to improve even further as "One School with common aims". We are proud of this accomplishment which is the result of hard work and coordination from our staff, as well as very positive input and support from students and their parents.

As this academic year progressed we have been very happy that the effects of the COVID pandemic started to recede, with the consequent easing of the restrictions enabling life to return to a more normal school environment. The re-establishment of school trips has been a very welcome development, with over 30 residential trips undertaken across all Sections in the period February to June 2023. We can appreciate the tremendous gains for the students from these experiences which contribute to the holistic education of our children. We sincerely thank all the staff involved in planning and undertaking these trips and we appreciate the support from the parents. The feedback from these trips is that our students are exemplary and act as outstanding ambassadors for our school.

However, the ability to run more events, especially as it is our 30th anniversary, has also been an important one for the school. We have worked with the Parent Support Council (PSC) and by extension, the constituent Parent Associations of each Section to bring the fun events to the community. Firstly we held the 'Fun Day' in March which was very well attended and immensely enjoyed by all, and secondly we have the upcoming 'Night at the Amusement Park' in June which was an idea brought forward by the PSC and is destined to be a great community event at the end of our academic year.

I would like to say a big "thank you" to all the students, parents, faculty and staff, along with other supporters, who make TES a truly unique and amazing school.

Lastly, it gives me great pleasure to wish our graduating students from all Sections the very best for their future endeavours, and to say goodbye and good luck to colleagues and families who are moving onwards. I wish everyone a great summer break and I look forward to seeing you in August for another new year.

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

Events, Events, Events - 30th Anniversary Year in Full Swing

By Mr Kerry Nockolds, Director of Community Relations and Marketing

As we hit the second half of our 30th Anniversary Year, the ability to hold community events again is much appreciated and has been embraced with vigour.

The return of favourite events in the first semester, the Autumn Festival and the Christmas Bazaar (and the postponed Parent Gala) certainly got things back on track after the 'Covid blip' where 2+ years of community engagement was lost along with the many educational trips, activities, and the ability to see the children, staff and parents' faces!

This semester the efforts to celebrate our 30th anniversary, coupled with the efforts to get the community back together on campus, saw a number of fabulous events - some new, some old but all welcomed!



The Spring saw the introduction of the '30th Anniversary Fun Day', inspired by the televised fun games of the 80-90s 'It's a Knockout / Jeux sans Frontieres / Spiel Ohne Grenzen'. An event run by staff, student and parent volunteers was a resounding success and the 'fun' part was enjoyed by all. With parents accompanying the youngest students and watching the older ones - the inflatable slide, the obstacle course, the pillow fight, and the dodge-ball dash were enjoyed by all!





May saw the return of our traditional Europe celebration 'Europe Day' when we invited representatives from all the European Trade Offices to join us to celebrate this important event. This year, combined with a celebration of our 30th anniversary, we held it outside on a thankfully cool day at the primary campus, with a combined ESC and EPC musical performance of 'Ode to Joy' in 4 languages finishing what was another spectacle of music and presentations from our students. We are certainly appreciative of the support from the international and local community to spend time with our students.

With graduation ceremonies being able to take place once more (in person - with family attending) the celebration of our students' efforts throughout the many years they have grown up with TES, was (after 3 tough years of Lives-streaming and social distancing), able to take place at the Liberty Square venue which is a grand building worthy of hosting our amazing graduates.



Finally, whilst this event has not taken place at time of writing, we are all anticipating a wonderful 'Night at the Amusement Park' evening. We have the entire park to ourselves, there will be dance performances and ESC band performances concluding in a firework display to act as a crowning moment on what has been a truly landmark year celebrating our history but also our return to full community engagement!





HOW CAN THE MUSIC CCA PROGRAMME BENEFIT YOUR CHILD?

It may not be as you think.

By Mr John Herbison, Head of Music, ESC

As we end our first year of music making since emerging from the pandemic, we can already see the benefits to our students as they become stronger, more experienced and capable musicians. But so much more is happening. So I thought I'd share some insights about what we are really witnessing.

In 2017, The Times Higher Education Magazine published a list of the top qualities universities seek in applicants. Nothing was surprising on the list, nor has it changed dramatically since then. The list included demonstrating a passion for their discipline through a record of personal achievement and a commitment to relevant extracurricular activities, independence and the ability to work well in groups, dedication and perseverance, and evidence of how the student can contribute to the institution overall.

But our students shouldn't be doing things solely because universities want this. These skills and qualities are essential everywhere. "Ultimately, passion and perseverance are qualities that are also highly sought after by employers, not just universities." (Times Education Magazine, 2017). A quick scan of the current job listings for companies like TSMC (one of Taiwan's most successful companies) and Microsoft reveals similar qualities in their job descriptions. Such skills and qualities are also cornerstones of personal development.

As well as developing their musicianship and musical abilities through TES Music, we are helping students develop these qualities and attributes daily, as it is central to what we do. Our musicians are preparing for life at university and beyond, and the skills they learn go well beyond the music itself.

They are equipped to deal with the ups and downs in life. They quickly see that being prepared, working hard, being organised and persevering leads to desired results. When things don't go to plan, they quickly adapt and try new strategies, always keeping their eye on the goal; the performance. Preparations for events and concerts rarely go in a straight line, and through the experience of these situations, students learn to adapt and move on,



trusting that if they do so, the outcome will be as desired. They crunch complex data (sheet music) quickly and create something beautiful. They work effortlessly in large and small teams and begin to understand that everyone benefits by putting the common good of the group above themselves. They create and experience a strong sense of synergy that resonates beyond the concert and lingers well into the next season.

These experiences, gained over months and years, are invaluable and will stay with them as they prepare for the next steps in life and beyond. However, they are not just gained to add depth to a personal statement.

Missing Out

The most common reason for quitting a musical instrument or ensemble is a change in circumstance beyond the student's control, such as changing schools, teachers or schedules. Most recently, we have all experienced a huge change of circumstance; the Covid-19 pandemic. The research on how this has impacted music programmes is still in its early phases, but the evidence is clear.

Many students have given up due to meaningful inactivity for a number of years. Other activities have replaced the time as parents have tried negotiating a new reality. The continued cancellation of live events has seen our current generation lose out on many performing opportunities. Most of our students have had some music experience through studying an instrument or participating in an ensemble, only for it to come to an abrupt



halt in 2020. Virtual events became the norm for a while, but this could not replicate the thrill of performing and communicating to a live audience. Even though events have returned, many students have been unable to find their way back to where they were before. It is a complex issue and one which we have little precedent with. The one thing I do know is what should happen next. It's never too late.

New Arrivals

On arriving at school for the first time, students often opt to wait until they have settled before becoming involved in the school CCA programme, a cautious approach seen in most schools. However, research shows students will settle much quicker by continuing to pursue their interests, thus creating some continuity. New friendships and routines quickly develop, and the settling period is brief and positive.





Cognitive Benefits

The benefits of musical education for children are multifold. As well as the attributes and experience they are gaining, as outlined above, recent research shows huge cognitive and health benefits associated with playing an instrument and participating in musical activities.

'Adults who receive formal music instruction as children have more robust brainstem responses to sound than peers who never participate in music lessons and that the magnitude of the response correlates with how recently training ceased. These results suggest that neural changes accompanying musical training during childhood are retained in adulthood'.

— Skæ, E. & Kraus, N. (2012). *A Little Goes a Long Way: How the Adult Brain Is Shaped by Musical Training in Childhood*,

'Students in high-quality school music education programs score higher on standardised tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the community. Playing a musical instrument significantly enhances the brainstem's sensitivity to speech sounds. This relates to encoding skills involved with music and language. Experience with music at a young age can "fine-tune" the brain's auditory system'.

— *Nature Neuroscience*, (April 2007)

Another study, published in the journal *Brain and Cognition*, found that musical training can lead to changes in brain structure and function. Specifically, the study found that musicians had greater grey matter volume in brain regions involved in auditory processing, motor control, and executive function than non-musicians. These changes in brain structure and function can contribute to improvements in cognitive performance.

In addition to cognitive benefits, participation in a music program can also lead to social benefits. One study published in the *Journal of Research in Music Education* found that students who participated in a music programme reported feeling a greater sense of belonging and connectedness to their school community compared to non-participants.



Additionally, students who participated in music programmes reported lower levels of anxiety and depression. Taking instrumental lessons can also offer unique benefits. One study published in the journal *Psychology of Music* found that children who took instrumental lessons demonstrated improvements in their emotional regulation compared to a control group who did not take lessons. Specifically, the study found that children who took instrumental lessons could better regulate their emotions in response to a stressor.

Overall, the benefits of participating in CCA Music and taking instrumental lessons are clear. Students can experience improvements in cognitive performance, brain structure and function, emotional regulation, and social connectedness. These benefits can have long-lasting effects and can contribute to a well-rounded education.

Get Involved

At the ESC, the Music Department offers a variety of co-curricular activities (CCAs) catering for a variety of tastes and levels of experience. From beginners to advanced musicians, from those interested in Baroque music through to those who enjoy Herbie Hancock and Ed Sheeran, we have it covered. We are not stopping there. From August, we plan to add a DJ club, Music Studio songwriting and production techniques and a Rock Academy with several new instructors joining us.



We continue to have a fantastic team of talented and experienced instrumental teachers (peripatetic staff) who teach one-to-one lessons or small group lessons on a variety of instruments, including trumpet, french horn, trombone, tuba, piano, violin, viola, cello, oboe, flute, drum kit, electric guitar, bass guitar and singing. We will also shortly be adding songwriting lessons, music technology and studio production lessons, DJing, jazz piano, as well as jazz guitar and bass.

Now that we have emerged from the pandemic and reestablished our CCA and instrumental lessons programmes, there has never been a better time to get involved. Encourage your child to dig out their clarinet or violin and discover what they have missed. You never know where it will lead, but you can rest assured they will be better for it.



Model Presidential Election: Learning by Doing

By Mr Sylvain Amisse, FS Social & Economic Sciences Teacher, ESC



In winter 2022 and winter 2023, high school students in the French Section participated in a model presidential election. This project, centred around the F1 students, incorporates a political campaign in its various dimensions: political strategies, programme of French political parties, political rallies and debates, analysis of the vote dynamics and the role of media.

For two months, students were involved in the campaign during their Civil and Moral Education class, part of the core curriculum, and their Political Science class, part of the elective 'Economics and Social Sciences' honours class. They play the role of candidates, journalists (F1 students), campaigners (F2 students) and experts and lobbyists (F0 students). Each candidate and campaigner is assigned randomly to one of the main French political parties, covering the entire political spectrum. After creating a new name and a new logo, they write a political programme, coherent with the party and its supporters' ideology, with a new field of application: our school.

The project originates from two observations. First, various surveys show a steady decline of interest in politics among the younger generations and less exposure to political news. Second, the difficulty to connect the classroom to student experience, in particular in political science. As a result, our idea was to put textbooks and lectures into action.

The activities, planned by the teachers but realised by the student in autonomy, mirror the reality of a political campaign: production of leaflets and posters, definition of political programmes, publication of tweets and press articles. Oral tasks are also central to the project: candidates participate in two debates (1st and 2nd round), one press conference and one political rally, the latter being the key event of the campaign with every voter in attendance (F4 to F0 students).

Experiments in the classroom, in our case, simulations, are a method to reach students who may otherwise be uninterested and unready to follow a more abstract learning process. 'Learning by doing' helps students develop skills in analytical thinking and reflective judgement by reading and discussing complex, real-life scenarios. This is particularly valuable when dealing with complex, interdisciplinary topics. We believe that project-based learning allows students to better manage highly complex situations that cross disciplinary boundaries. In our case, co-teaching activities also play a key role: Mathematics with polls methodology, French to analyse discourses, and Humanities and Philosophy to study modes of rhetorical appeals. Furthermore, we give students autonomy and responsibility in the organisation of their group work, the definition of their strategies and the methods to use to lead the project. Collective learning is meant to enhance motivation and promote more positive interpersonal relations among students.



In our opinion, to retain the higher pedagogical value is to never allow the experience to overwhelm the learning process: teachers are required to plan and coordinate the activities accordingly. If the experiment is approached as a teaching tool, and not simply as a game to play, it enriches traditional learning methods. This was obvious in the Political Science class: reflections on the campaign dynamics allow students to study the underlying curriculum's concepts and theories without the recourse of additional textbooks. For example, they noticed beforehand that voting dynamics were heavily influenced by social characteristics, genre in particular, and partisan identification.

Reactions from students were very positive and greater than our initial expectations. We are very grateful for the enthusiasm demonstrated by students and for the whole school's support for this initiative. Congratulations to Vicky Ma-Lo, elected president in 2022, and Eddie Benat, elected president in 2023. We are now looking forward to organising the third edition next year.



European Art Extravaganza

By Mr Kerry Nockolds, Director of Community Relations and Marketing

Mr Eammon O'Callaghan, BPS, Art Specialist Teacher, EPC

This 30th year anniversary has been a very creative and artistic year with 2 school-wide competitions having been run.

In the first term we had the 30th anniversary T-shirt design competition which led to the two winning designs being used on the T-shirts that have been produced, bought and are worn by the TES community with pride.

However, this term we went with a more traditional competition which has been in cooperation with the European Economic and Trade Office (EETO), who are also having a big year as they celebrate their 20th anniversary in Taiwan. The idea was to set out a competition where the students of TES would create something which could represent Europe, or Europe in Taiwan.



Led by the Primary school students from across all three sections, the students as young as the kindergarten and as old as the Secondary school got their creative juices flowing to produce a wonderful array of art across multiple mediums - digital pictures, collages, paintings, and even zines (magazine style).

The goal for the pictures was to pick a selection of winners, across age groups and then to frame the art with the ultimate goal of enabling the EETO to hang these in their offices for all to see and admire, guests local and international will see the wonderful work done by the students of TES.



'30th Anniversary and Europe Day' event to do a prize giving to the winners - with Mr Grzegorzewski - Head of the EETO and Dr CV Chen, Chairman of the TES Foundation giving the prizes out to the winners. It was a great event, with the children's parents invited to attend the event and watch their children receive the goodie bag provided by the EETO and also get their own 30th anniversary T-shirt.

The winners were: Molly C (B6.3), Liam K (FCP), Alani B (G3.1), Zenia L (B2.4), Libby Y (FCM1.2), Cinny Y (B5.1), Cléopée B (FCM1.2), Yolander S (GK16), Jun Ming Y (B5.4), Alisa C (B8.3), Amylie B (G3.1) and Kiki W (G3.1).

Additional pictures that will also be hung at the EETO Office include: Bella Y (B2.4), Ellison T (B4.3).



The Taipei European School Sustainability Strategy

By Mr Stewart Redden, BSHS, Head, ESC

To provide the best education for our students, they must have a chance to apply the knowledge and skills they have acquired to real-world problems. In the process, the students learn from what works and what doesn't. In addition, this kind of educative process will prepare them for the work they will do in their professional careers later in life.



Regarding the state of our planet, the evidence that we must reduce our impact locally and globally is overwhelming. As a school that offers a European education to students from many nations, we are best placed to make a positive change. To do this, we must ensure that future change-makers understand how to make our world sustainable.

A group of Taipei European School students across all sections and campuses have been working on developing a TES Sustainability Strategy. The strategy will make our organisation more sustainable in engagement, resource use, recycling, operations, waste management and education.

The students have worked on the strategy in their own time at weekends with a sustainability consultancy firm, CKP. During the process, the students have engaged with key stakeholders in their school sections and the school as a whole. They have also been investigating and researching what is currently being done to lessen our environmental impact, to establish our baseline.

The work carried out by the students has required them to take on many environmental and business concepts very quickly to devise a clear and effective strategy. The level of work they have engaged in is usually only undertaken by senior management in companies, and as such, it was a unique and rewarding experience for them. The feedback we have received from experts in the industry is that they are most impressed with what the students are doing.

The strategy produced will enable all those working and studying at Taipei European School to make it a sustainable institution. Therefore, it is fitting that, in line with the 1987 Brundtland Report, our students are working towards securing a future that does not disadvantage future generations.



Curtis Wei

Sustainability is very important for the world because climate change is making the world warmer and warmer. To prevent this from happening, we need to take action and do the best we can to ensure that climate change doesn't become even worse.

We have to make sure everyone is aware of this because if it worsens, it will affect their future lives. So we will add more lessons to do with climate change and sustainability.



Nico Torres

Getting students involved in the development of the sustainability strategy is important for a number of reasons. The students of today are the adults of the future, so it's essential to get them thinking about the planet and sustainability early on. Plus, they might approach the matter from a unique perspective that the school staff haven't considered. By involving students, they can learn about the impact of their actions on the environment and be inspired to make a change. It also provides a chance for students to work together and create a culture of positive change within the school. Participating in the sustainability strategy can give students some great skills like leadership, project management, and problem-solving that they can use later in life.



Aerin Choy

I was inspired by the opportunity to work with like-minded individuals to make a difference. The chance to work directly with Mr Redden was developmental, and it also meant that our efforts would be supported for maximum impact.



Documenting, Sharing, and Celebrating Interactive Learning Stories - Our Approach

By Ms Jennie Bonnalie, Head of British Nursery, EPC

The first day of school for a young child is very much a celebrated and special moment in their lives. For both the child and the parents, there is a lot of new information to process and learn about, so that both the child and the parents can quickly and comfortably develop a sense of belonging in their new learning community.

The educators in Nursery spend time during the week documenting children's learning. One way to document children's learning is through a 'Learning Story' Margaret Carr (2012), a leading expert in 'Learning Stories', suggests that in a learning story, "the hero is always the child; instead of an epic battle in an enchanted forest, a learning story takes place in reality. It uses pictures, videos and words to tell the tale of a child's personal growth and development".

The impact of Covid-19 meant that there were restrictions for our parents with regards to coming into the classes during the day. As educators we know the importance of the parents being involved in their children's learning, and the positive impact that this can have on their school experience.

Therefore to mitigate the impact of this, we brainstormed what we could do to try and minimise this complication and still build and share the learning experiences. With support from our technology coach, the team brainstormed a way to capture the children's learning, 'wow' moments and their environment, by creating short weekly videos. We also wanted to modernise our videos by creating more of an Instagram-style reel.

The team also wanted to find a way that made the content easier for children to access and engage with. We were also aware that a lot of our parents use their phones to access the learning stories. We wanted to be sharing content that was easy for them to view when they are mobile.

During the first couple of months we trialled different software to create our stories, and as we all became more familiar and comfortable with the production and editing process, we learnt to create and curate the stories more quickly.

To research and gain further information, I presented our project at an Early Years FOBISIA JAWS conference in February to understand and learn more about what other International schools were doing in the area of learning feedback. Many useful strategies were shared between the participating schools.



The feedback from the parents has been very positive so far. Some parents have told us that they eagerly await their weekly videos. They have also commented on how much more the children interact with them and their learning in school. They are able to independently rewatch the videos multiple times, and can then have further conversations with their child about school experiences. It also removes the common problem when asking a child, 'What did you do at school today?' Instead of a response like 'nothing', they are more likely to get a lot more conversation about their learning in school.

What's next for us? Well, we know we need to keep adapting what we are doing to ensure that we remain relevant. We want to continue to share and capture learning that is going to be useful, informative, and engaging for our children and families.



Diverse - Together

By Ms Ann Lautrette, BSHS, Deputy Head, ESC

The languages we speak form an important part of our unique identity and contribute to our diversity here at TES. Languages also bring us together, not only communicatively but for intercultural understanding. With this dual role of languages in mind, the theme for the European Secondary Campus's Languages Week this year was **Diverse - Together**.

During the week in March, students engaged in a range of fun and thought-provoking activities, celebrating our diverse, multilingual community. Academic classes, lunchtime experiences and a drop down day for middle school students in all sections presented opportunities for students to reflect on the relationship between language, culture and identity. Even the TES Bear got a languages-themed makeover!

Every morning started with a greeting from students in a language other than English, French, German, Chinese or Spanish. Via the tannoy system, we were treated to the musicality of Polish, Arabic, Dutch, Hindi, Gujarati and Portuguese, representing just a small portion of the linguistic diversity in TES.

Here's a taster of just some of the other activities during the week.

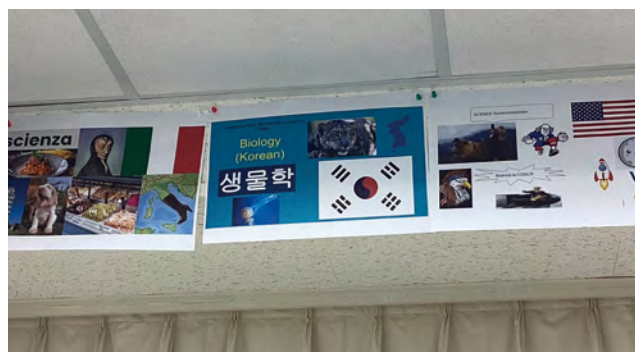


Home Languages Poster Display

The Language Acquisition department brought students together from different year levels who speak the same home languages. The students worked together to create a poster exhibition featuring a wide range of languages, including Korean, Arabic, Portuguese, Hindi and many more. The posters drew much attention in the Phase 3 building, allowing students and teachers to learn more about the languages spoken in the homes of our students.

Classroom Activities

In their CLC classes, Key Stage 3 students had the opportunity to inquire into some authentic Chinese proverbs they frequently encounter. By the end of the week, students could understand the connotations of the sayings. In Science, students created research posters on scientists in other languages. In Spanish, in the French Section, different year groups worked on topics related to general linguistics during the week, such as theories of language families, the international phonetic alphabet, connections and influence between Roman languages through music and a reflection and a debate about the language rules, standardisation and dialects. In the British Section, some Spanish students wrote multilingual language biographies while others made a display gathering everyday words in several languages spoken worldwide. Meanwhile, in French Language Acquisition, students created and performed slam poems in French, using the patterns of the language to create rhythm.



Lunchtime Events

Lunchtimes were busy during Languages Week, with many events to engage students in understanding more about our linguistic community. On Monday, we played a languages Kahoot! where students learned that our talented teachers at ESC speak 28 different languages and that Mr Nixon speaks Portuguese. On Tuesday, the German Section hosted an improvisation theatre event where students got to interpret emotion words into a short performance. On Wednesday, the Computing Department demonstrated computer programming languages in action, with our Robotics students leading a Robot race and students having the opportunity to use the laser printers and other tools in the Design rooms. On Friday, we ended the week with a Slam Poetry event where some of our Year 8 students performed the outstanding slam poems they had recently written in English class. Over the course of the whole week, the French Section used lunchtime to teach us the phonetic alphabet in English, German, French, Spanish and Chinese, and we built a visual representation of language diversity in the form of a languages family tree.



Key Stage 3 Drop Down Day

Thursday 9th March was a languages-themed drop-down day for Key Stage 3 students. Students engaged in a rotation of activities in their house groups, including creating language identity posters where they considered all the languages that form part of their identity. In the karaoke rotation, students learned and performed songs in different languages. Students went on a nature walk, taking advantage of the beautiful weather on that day and documented the flowers they found in different languages. In the final rotation, students experienced the need to work together, despite their different languages and skills, to address inequality.

Alongside the rotation sessions, specific groups of students were involved in various activities tailored to their particular needs.

German Section students participated in the section's Language and Literature Day. On this day, students from grades 5 to 8 participated in various projects on language and literature and worked on them intensively and creatively. On the performing arts side, there was a teaser from the theatre group of their

production of Dürrenmatt's "Physicists." Puppet Shows put a humorous spin on everyday school life and featured an imaginative story about a toadstool. Students engaged in social and consumer criticism in a poetry slam in mixed languages. The students also showed, both on paper and digitally, how much creativity they have. One project group developed an exciting criminal case as a photo novel. Others drew comics with various fruits and vegetables. Thanks to the active support of the librarians, students created Book Toks, where they visualised their reading experiences and favourite books. Finally, a group dedicated itself to translating the mission statement into vividly designed posters.



In the French section, year 7 students received their partners from French Section year 6 in primary for a visit to the secondary school.

During TES Languages Week, students in Key Stage 3 had the option to undertake a research project into what it means to be bilingual. The students, from a range of year groups, embraced the challenge of learning about the way the bilingual brain develops and the academic and social skills that can become the superpowers of our bilingual student body. They shared their own experiences readily and used both their personal knowledge, scientific research, and articles to gain a greater understanding and appreciation of bilingualism. Students were given choices about the outcomes of the project and they were excited to share their learning and advise teachers at a professional development session as well as provide the whole school community with more information through videos and posters. You will find more from the students themselves in the following article.

The students in Chinese Language and Literature classes attended four bespoke workshops related to Chinese history conducted by Ms Sylvia Lin and a visiting author, Mr Wen-hua Wang. A history overview of the literary eras was introduced, followed by the legacies of Three Kingdoms (184-280 Han Dynasty) and the heroes of Outlaws of the Marsh.

Library World Language Collection: Collaboration with The Student Council

The librarians worked with the Student Council to collect book suggestions in languages other than English, French, German, and Chinese to continue to develop the library's World Language Collection. The library has received various book recommendations over the last two years and the collection is growing to enable students to read in their home languages.

Languages Week brought us together at the ESC in an exploration of both our unique language identities and our shared, diverse language experiences. As part of our commitment to global citizenship, we hope that highlighting the interconnectedness between communities and cultures while celebrating our differences supports our students to engage with the world with empathy and an open mind.



The Hidden Superpower of Bilingual Students

By Aerin Choy (Y9) and Alexander Chen (Y7) On behalf of the Language Consultancy Group

To celebrate the linguistic diversity in our school, the three sections of our school collaborated in creating an immersive week of activities during lunchtime relating to the theme of being diverse together. These activities culminated on Thursday where KS3 students participated in a host of different activities relating to languages while a small group of students from Year 7 and Year 9 collaborated in a research project about bilingual education and its effects on learning.

The Superpower of Bilingualism

Are you bilingual and felt that your letter to Hogwarts was lost in the mail, but you firmly believe that you're not a Muggle? You might not be a wizard, but you are definitely a superhero. Forget wands, wizardry and witchcraft; bilingualism is the new magic.

The benefits of bilingualism range from enhanced memory and cognitive skills to the ability to explore new cultures, meet new people and become a globalised citizen. Moreover, as

one embarks on becoming multilingual, you can unlock many unique strengths through the process, leaving you with life-long beneficial superpowers.

Why is Bilingualism important?

Being bilingual is a sought-after skill in today's society due to fast globalisation. In the workforce, bilingual employees understand the needs of global customers better through their multilingual communication. By preparing students with bilingual skills, they are developing their skills to enter the workforce and society of today.

Bilingualism has numerous benefits to our brain, ranging from increased cognitive abilities, the ability to connect languages, being better at decoding texts including reading comprehension, an improved ability to multitask and more. Research from a Canadian Study focusing on Alzheimer's indicates that bilingualism can delay the onset of Alzheimer's. The study used a CT scan of 40 individuals with Alzheimer's with simi-

lar levels of education and cognitive skills, the variable being that half of the participants in the study were bilinguals while the other half were monolinguals. According to the study, bilingualism contributed to greater cognitive reserve, therefore delaying the onset of dementia. This provides concrete insight into the importance of bilingualism in our health and students' education.

How do bilingual students learn differently?

The learning of bilingual students is greatly enhanced due to the increased amount of cognitive activity. As they speak two languages, whenever they master vocabulary from one language, their mind automatically develops an impulse to learn the word in the other. This leads them to be exposed to more vocabulary than students who only speak one language. Additionally, their brains are actively translating words between their languages subconsciously, which leads to bilingual students being able to think more critically as their brains are already active.

Is it easier for bilingual students to learn mathematical language?

The language of mathematics is one which is hard to master regardless of people's linguistic ability, but language learning is deeply intertwined with cognitive development connected with mathematics, which led us to question whether it is easier for bilingual students to learn maths.

Real life evidence of this has been found in a bilingual school programme called 'Lernen in Zwei Sprachen' (Learning in two languages) in Bavaria, Germany. The project involves children from first grade and up learning two languages, English and German, at the same time. The students continued this programme for five years before taking a standardised test called DEMAT. Their results on the maths section of the test were significantly higher than the national average, directly correlating brain plasticity due to bilingualism and mathematical learning ability.

Director of the Programme, Heiner Böttger, in an interview with the Goethe Institute, stated that the reason behind this significant difference was due to the formation and reinforcement of structures in the brain because of the greater demand of processing two languages leading to faster cognitive development, which suggests that being bilingual actually makes learning mathematics easier.

How does the bilingual brain work?

The brain uses a mechanism to combine vocabulary from a single language and to combine words from two languages. These findings from NYU indicate that switching language is natural for those who are bilingual because the mechanism does not detect the change of a language, allowing a seamless transition in understanding more than one language at once.

The study observed the left anterior temporal lobe, the area responsible for storing knowledge of objects, people, words

and facts, in Korean/English bilinguals. By using word combinations and images on the screen, participants had to indicate whether they matched or not. In some cases during the study, the words on the screen were from Korean and English to mimic the mixed language scenarios. From the brain scans, it was found that the neural mechanism for separate language and dual languages were the same; that the region of the brain combined words and their meanings by layering them on top of each other, suggesting that the languages were built on each other.

The seamless change indicated above, could be further exemplified in students at our school using 'Chinglish', the casual mix of English and Chinese interchangeably when communicating. Chinglish is a product of bilingualism and simply the result of not possessing enough comprehensive vocabulary to convey your opinion. Many students sheepishly admit that Chinglish may be their most fluent language since they often use it to communicate with their friends in school. This product of bilingualism may be because of the neuroscience behind bilingualism.

Due to fast globalisation, our world is in need of people with these superpowers. Incorporating more bilingualism in our education would further enable us to enhance our superpowers to support society and the world in the future. We want to empower TES students to do so in a supportive environment to supplement their journey to become multilingual learners and overall global citizens.

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Mental Wellbeing Begins with 'ME'

By Ms Jeni Wong, PSHE Lead Teacher

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood (2021:3)

As the world returns to pre-Covid times, I often remember a film quote from Ferris Bueller's Day Off (1986): *'Life moves pretty fast. If you don't stop and look around once in a while, you could miss it.'*

Nowadays advances in technology and communications have made our lives more convenient and who doesn't want a little convenience? But have they actually made our lives easier? Have they inadvertently created a range of other inconveniences to our lives? Information is more readily available than ever and everyday there seems to be so much to do from checking an email to arranging a date. In light of the pressures from our modern lifestyles, 'Wellbeing' has been thrust into the centre stage to help us regain some control, normality to our lives. Without a doubt it is fundamental to our overall health, both physically and mentally. Pressure, anxiety and worry are some of the feelings that we all experience from time to time and a little of them is even healthy for us to build other skills such as resilience and problem solving. But left alone, these feelings can spiral out of control and we need simple everyday remedies to keep them in check. This is where 'Wellbeing' comes in. Taking that time to do something for yourself, something you enjoy, something that helps you take back control.

Good mental health is important for helping children and young people to develop and thrive. The Mental health of Children and Young People in England survey (2020) found 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder, an increase from 1 in 9 in 2017. (2021:5)

Schools play an important role supporting the mental health and wellbeing of their students and staff. In the British Primary section, our PSHE programme includes wellbeing units across the years and these include mindfulness and identifying and coping with different feelings. We also include assemblies and events such as Mental Health Awareness week: Monday 15th - Friday 19th May 2023. This year's theme was 'Anxiety' and children had the opportunity to talk about their mental wellbeing and take some time to try a range of activities that staff also enjoy for their own wellbeing, setting an example for their students. All children were then encouraged to remember to make time to think about the 'ME' in their mental health activities and armed



with a set of bubbles to blow. The idea is to breathe and 'blow your troubles away'...

The ultimate goal is to lead a happy and healthy life. Having positive mental wellbeing is a step in the right direction. Nowadays, a huge range of activities can do wonders for your mental health and there is certainly something for everyone. Thank you to our wonderful team of staff who offered to share their mental wellbeing tips. Enjoy the tips and remember *'Life moves pretty fast. If you don't stop and look around once in a while, you could miss it.'*



Ms Jeni Wong,
Year 5 Teacher

Covid made me start composting whatever seeds I had. I look after them like they're my babies - they don't talk back! It's paid off, this year saw my first crop of veggies and there's more on the horizon. It makes me feel so grateful being around greenery, growing things and nature.



**Ms Elizabeth Bottomley-Chang,
Year 4 Teacher**

I run for my wellbeing. It used to be an escape for me where I'd listen to music and let events roll away as I got into my stride, but now it's also a social escape. I still run alone but also with friends who share the same passion for running. Running in the mountains also allows me to get away from the busy city and escape in the fresh air and green surroundings.



**Ms Chang,
Year 3 Teacher**

Running is the best for my wellbeing. When I run outside on a sunny day, it helps my body to produce vitamin D, which can lessen the likelihood of experiencing depression symptoms. Running can also boost my brain to do better decision-making, higher thinking and learning. Most importantly, running helps with my sleep.



**Ms Megan Hardy,
Year 3 Head of Year**

When I'm feeling a bit anxious, worried or stressed, I like to practise 'Box Breathing'. I even try to do this when I'm not feeling stressed or worried, so I can remember to do it during those tricky times of the day!



**Mr David O'Connor,
Year 2 Teacher**

One of my passions and something I love to do for my wellbeing is play golf, although it can be frustrating at times when the ball won't go in the hole! Being out in nature really reinvigorates me and it is great to hang out with friends and catch up with them. This picture is from a golfing holiday I went on in Ireland last summer - happy times!



**Mr Brian Burraston,
Music Assistant
Teacher**

I played saxophone in school and while I don't play so well now it is a great way to forget about stress and feel better. I usually have trouble stopping - I just want to carry on and on. Piano works the same way.



**Ms Maggie Chai,
Art Assistant Teacher**

One of my healthy rules is to keep things organised.

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Taking Learning on the Road

By Mr Richard Luke, BSHS, Dean of Year 9, ESC

On the morning of April 25th, eighty-five students and nine staff members left the ESC campus, suitcases in tow, ready to embark on the eagerly anticipated Year 9 residential trip.

For many students, the three-day, two-night trip to the Atayal tribal region of Yilan was their first high school residential due to Covid restrictions, so we were all excited to get out of the classroom and gain new experiences.

The Atayal tribe is one of the largest indigenous groups in Taiwan, with approximately 85,000 people. They primarily reside in the island's mountainous regions and have a rich cultural heritage and deep spiritual connection with nature. Today, the Atayal people continue striving to preserve and revitalise their cultural heritage. Efforts are being made to revive traditional crafts, music and language. The Atayal tribe has also gained recognition for their vibrant festivals, which attract visitors from around Taiwan and the world, providing a platform for showcasing their traditions and fostering cultural exchange.



On the first day of the trip, we visited the Yilan Forest Park and completed a nature hike, allowing us to appreciate the beauty of the natural landscape. This was followed by an enlightening visit to a cabbage farm where students could harvest cabbages and see this important part of local agriculture up close. We then headed to the Ying Shih Guest House, which was to be our residence for the duration of the trip. This gave the students valuable time to relax, socialise and build relationships. With this in mind, students handed in their devices for safekeeping and focused on face-to-face interaction. After a hearty evening meal, seeing students playing cards together, practising for their upcoming musical performances and having fun was fantastic.

During the next two days, the students gained an unforgettable insight into the rich Atayal culture. One of these days was spent at the Atayal Tribal Activity Centre. Under the guidance of the enthusiastic tribal experts, we learned more about the history of the tribe and made our own authentic lunch boxes using herbs and ingredients local to the area. Then, armed with our food, we hiked to the Bong Bong Hot Spring, where we relaxed in the tranquil waters. In the afternoon, we made traditional mochi and Atayal fabric printing on our very own tote bags.



The other day was spent at the Da Tong Junior High School, and it was an incredibly memorable experience for all of us! The visit had been planned to allow staff and students from both schools to share their cultural backgrounds and experiences. On arrival, we were treated to a traditional tribal dance performance by the Da Tong students. The traditional costumes, drumming and singing created a dazzling spectacle enhanced by the towering mountains that surrounded the school on all sides. The performance was still ongoing and we were being encouraged to join in. It was amazing to see both sets of students dancing, laughing and having fun as one.



We, too, had the opportunity to share the diverse culture we celebrate at TES with the Da Tong students. We delivered a 'Language Passport' activity organised by the Chinese Department, where we taught the students the language, culture and customs of some of the countries connected to us, such as Spain, India and the USA. We also gave a short musical performance, showcasing our students' talents in piano, flute, strings, saxophone and the rock band.

The Headmaster of Da Tong Junior High School described the school as an experimental tribal school, where they combine the study of traditional academic subjects such as mathematics and literacy with traditional Atayal traditional crafts and values. In the afternoon, we experienced this first-hand as we participated in bamboo weaving, bracelet and wood pipe making.

After fond farewells, and group photographs, we travelled back to Taipei feeling suitably tired, and richer for the experiences we had gained. Having spoken to the students since the trip, the value of our residential experience cannot be underestimated and memories have been created that will last a lifetime. I would personally like to thank all of the members of staff both in Yilan and from TES who made this trip the success it was. I would also like to extend my gratitude to the parents who gave their support throughout.





We are PEAK

By BSHS, the PEAK Team, ESC

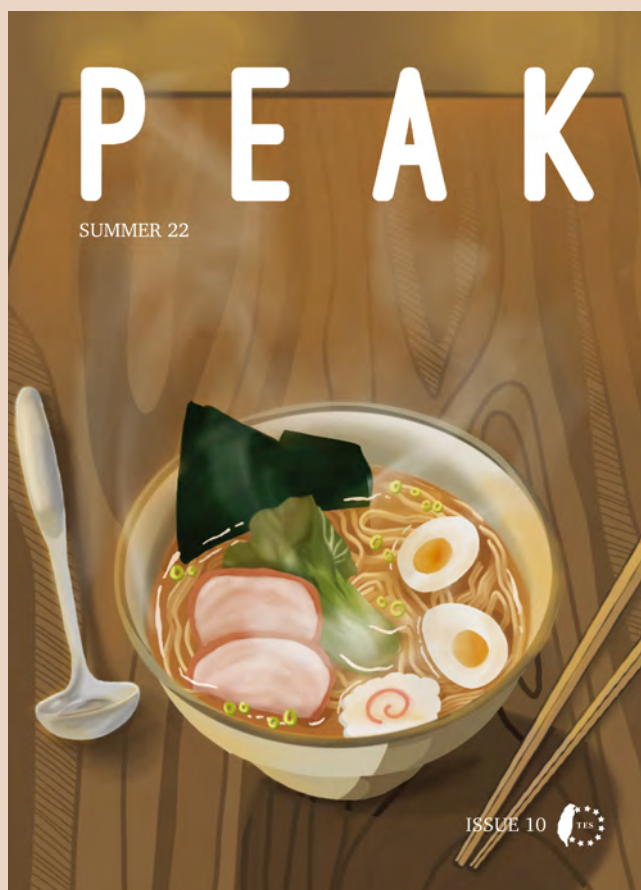
In today's fast-paced world, we want to prepare students for future challenges. To truly excel, it is essential to develop life skills such as leadership, teamwork, communication, and critical thinking, which can be achieved through co-curricular activities. PEAK is an innovative co-curricular club designed to provide students with a unique learning experience that goes beyond the classroom.

PEAK is a student-run organisation promoting enrichment and achievement through knowledge and creativity. The club is open to students of all ages and across all high school sections, and it operates under the guidance of experienced teacher leaders.



The name PEAK literally encapsulates the secondary campus being geographically positioned in Yangmingshan but also metaphorically represents how this club can help our students to climb to their creative pinnacle.

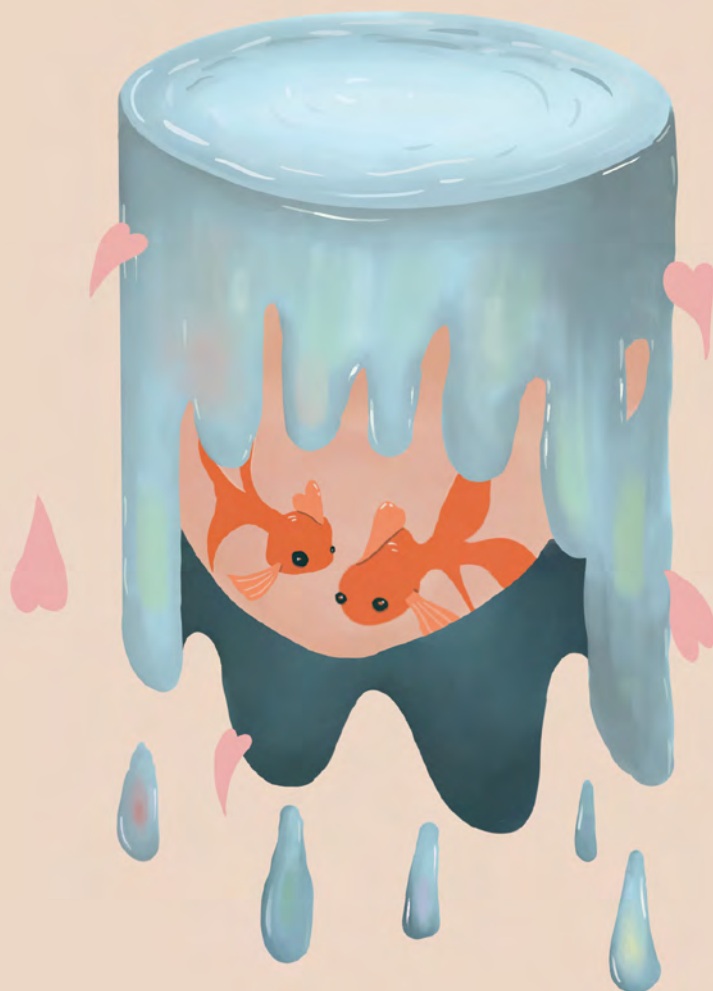
Applications are accepted to join the team biannually, and students are then organised into three different teams; PEAK Art, PEAK Media and PEAK Writing. Each offers a wide range of opportunities for students to explore their interests and passions outside the classroom. So whether they're interested in journalism, photography, feature writing, design, illustration or marketing, there is a welcoming space for them at PEAK.



PEAK is a busy team and produces a yearly school magazine and seasonal zines alongside numerous film, design and art projects. Enzo Wu, H3 student editor of PEAK writing, states, "I am constantly impressed by the creativity and originality of the team's content and their ability to consistently plan and flesh out new and exciting ideas." Enzo and the team have also been recognised for their outstanding achievements by the Stationer's Foundation Shine Media Awards, the first international school winner in this competition.

PEAK is an excellent opportunity for students to enhance their academic, leadership, and social skills. Whether producing the annual magazine, filming an Instagram feature or designing a teacher-commissioned poster, students can develop a well-rounded profile to help them succeed in their future endeavours. So, if you are a student looking for an enriching and rewarding experience, consider joining PEAK in the next academic year!

A cornerstone of student-led clubs is student voice, and each editor-in-chief collaborates with their team members to ensure they have a say in the activities and content that each team plans. This creates a sense of ownership and investment in the club, leading to greater engagement and commitment. H3 PEAK media editor Veronica Jian agrees, stating, "One of Peak's most important missions is to foster a culture of respect, inclusivity, and collaboration within our team."



Learning by Doing with the CM2 classes

By Ms Cindy Derrarigj, FS, Teacher, EPC

The Children's Parliament

The CM2 of the French Section participated in the 26th edition of the Children's Parliament organised by the National Assembly, the National Education, the AEFE and the Mission Laïque Française. This competition, aimed at fifth-grade students, aims to draft a bill like real MPs and to discover how a democratic debate works.

This year's theme was "Strengthening democratic participation and confidence in institutions".

In order to carry out this project, the pupils studied the democratic system and the different political systems of the countries beforehand during the EMC sessions, and discovered the role of the deputies, the process of a law and how the National Assembly functions.



The pupils also studied and compared the percentages in the elections, reflected on the ever-increasing abstention rate in France and tried to understand the reasons for it.

They then drafted a bill consisting of an explanatory memorandum and four articles.

The fifth graders then had the honour of presenting their work to French parliamentarians visiting Taiwan in April, who unanimously recognised the quality of the students' bill.

Through this bill, they were able to discuss the importance of defending democracy and its values both in France and in Taiwan.

Congratulations to them for this remarkable work!



Competition “images and words”

By Ms Cindy Derraridj, Mr Phil Dawson and Mr Gregory Garde (Class Teachers CM2 and Class Assistant)

Territories of Asia 2023 ‘Territoires d’Asie’ is a photography competition organised by the AEFE and the Asia-Pacific Zone. This year’s theme was: “My country/host country: you can see it in my country and I like it”.

The CM2 of the French section participated in this beautiful photographic project. Beforehand, art classes were devoted to the study of photography. To carry out this project, each student was given a disposable camera and took pictures of what they like in Taiwan and what it means to them.



The students then selected three photos and wrote a caption in English and French to accompany each photo. Interesting work on text was also done by the students to present their photo.

A beautiful exhibition took place afterwards at EPC and ESC with primary and secondary school pupils in attendance. Finally, a jury of staff members selected two photographs. These were sent to Singapore for the competition.

HASTA LUEGO

¡ Si, hablamos español !

By Ms Cindy Derraridj

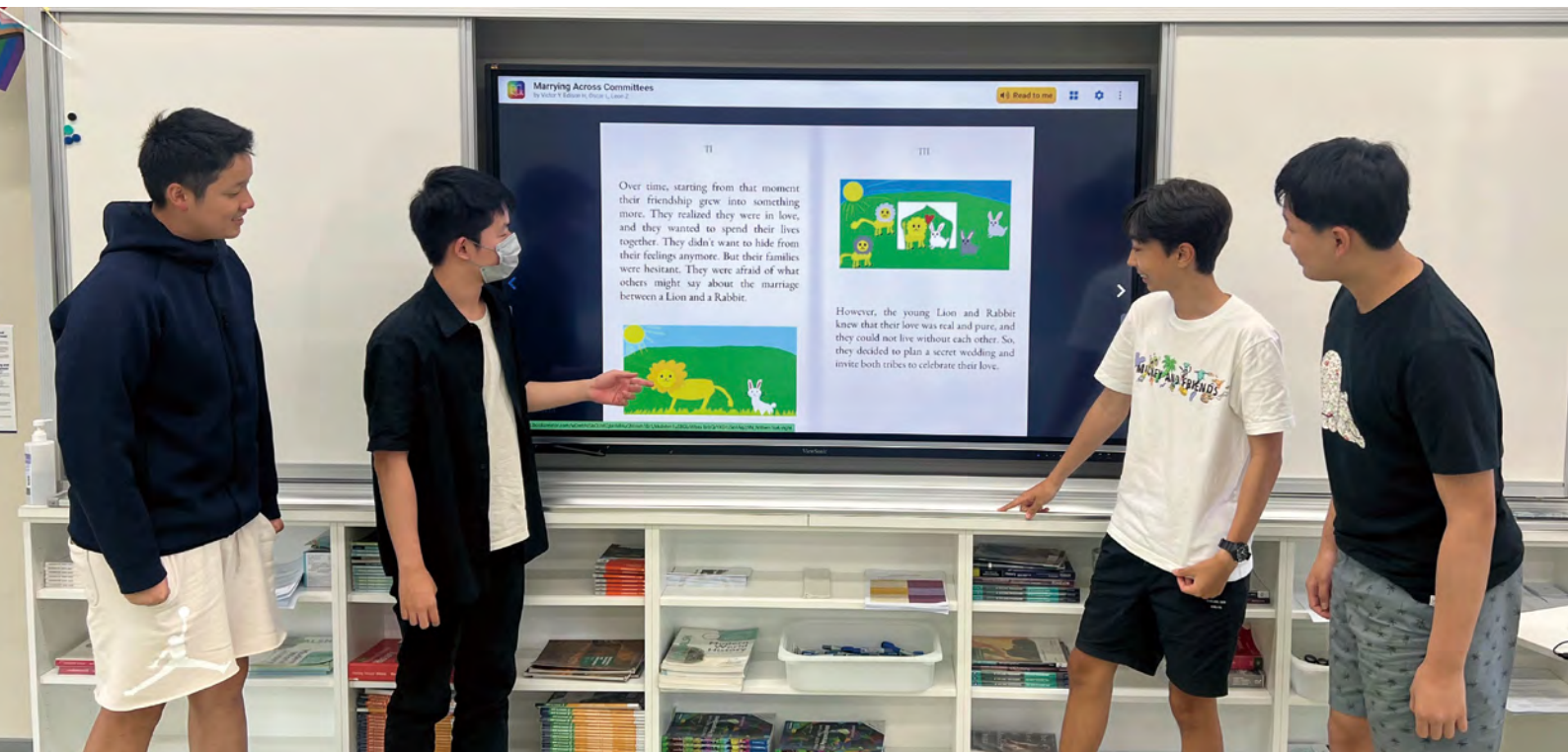
En el CCA, iniciación a la lengua española, los alumnos de primaria descubrieron una nueva lengua latina y aprendieron a expresarse y a comunicarse en ella : presentarse, hablar de sí mismos y de su familia, hablar de sus gustos y pasiones, describir su casa... Unos primeros pasos interesantes que dan ganas de aprender más sobre esta hermosa lengua.

In the CCA, introduction to the Spanish language, the primary students discovered a new Latin language and learnt to express themselves and communicate in it: introducing themselves, talking about themselves and their family, talking about their tastes and passions, describing their home, and much more... These are interesting first steps that make you want to learn more about this beautiful language.



Curriculum Connections

By Mr Joshua Morris, BSHS, Head of Individuals, Societies and the Environment, ESC



In June this year, our first H2 cohort of Global Perspectives students will sit their Paper 1 examination, the conclusion of two years of hard work. Unlike other IGCSE subjects, students have already completed 65% of the qualification via coursework well before the examination season began.

The ISE department introduced Global Perspectives to give students an alternative subject for H1 and H2 and because we thought it would be an excellent opportunity to give students a good grounding in the sort of critical thinking, research, and essay writing skills that will be so valuable when tackling the IB Diploma Programme.

The uniqueness of Global Perspectives as a subject for IGCSE is that there is no core content to learn; the course focuses on skills, analysis, and critical thinking. Our first cohort has embraced the subject with real enthusiasm and achieved some impressive outcomes. A typical GP lesson at TES begins with a student in the class leading a discussion. The student whose responsibility it is that lesson will speak for one to two minutes on a debatable issue, which this year has ranged from Taylor Swift ticket prices, to drugs in sport, the Russian Invasion of Ukraine, censorship of books and many, many others. As a teacher, I typically sit at the back of the classroom for this starter, and the student will pose a key question for debate and then lead a class discussion.

It is impressive to see the different perspectives that students can argue and the constructive manner in which debates take place. Of course, there is always disagreement, but never confrontational arguments!

The Individual Report allowed students to choose their own topic, something they were passionate about, and write a 2,000-word essay, analysing the issue, the local, national and global perspectives, and looking at possible solutions or answers. Again we saw a vast range of issues studied. Examples included AI in warfare, veganism, video games and aggressive behaviour, social media and mental health.

Perhaps the most unique and challenging element of the course is the Team Project. Students were in groups of two to five and had to devise a project to address a significant issue. This year we had projects focused on food waste, youth mental health, and inequality, among the interesting ideas. Students get marked on both their outcome and their collaboration, but most marks are awarded for their reflection on the process. It was great to see not just how well our students collaborated but also how they reflected on the difficulties they encountered.

Student opinions

"Learning Global Perspectives has boosted my confidence in speaking and writing. When it comes to speaking, you learn how to debate, give your perspectives on issues, and help you collaborate well with others through communication. In terms of writing, it helps you analyse other sources and to express them, and can help you write a formal report if necessary."

"I have studied Global Perspectives for the past two years, and it was fascinating. We have studied law and criminality, education for all, globalisation, migration, belief system, the digital world and a lot more. Moreover, there were lots of team projects and presentations for you to work on. I personally really enjoyed doing team projects. It gives me a sense of accomplishment of finishing the project. In addition, you will also have the chance to evaluate after finishing the project. This will give you a chance to reflect on what went well and what needs to be improved in the future."



One of the department's challenges was how to build on the successful implementation of this course. Introducing Global Politics at IB DP is the natural step and adds a further dimension for students at TES. In particular, it gives students a chance to delve deeper into issues that impact the world today and will do in the future.

Global Politics is the study of the contemporary world. The course is designed to reference only in students' lifetime and should really appeal to students interested in issues, politics and debating. The Global Politics course is a good mixture of Economics, Politics, Geography and, of course links to many key historical events.

Why study IB Global Politics?

1. to understand key political concepts and contemporary political issues in a range of contexts.
2. develop an understanding of the local, national, international and global dimensions of political activity
3. understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
4. appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues (IB Politics, Subject Guide)



Gratitude Based Learning

By Mr Graeme McNaught, BSHS,
Head of Student Leadership, ESC

A new reality television show in The UK called "Rise and Fall" asked contestants to choose "leaders" and "grafters" (workers) from amongst its competitors. It was clear that the contestants were choosing the people they considered to be leaders based on their ability to be ruthless and identified those who showed empathy and compassion as weak. While this view of leadership may be one that many people hold, here at TES, we are committed to helping our students become good leaders and good people, and we know that both can go hand in hand.

TES students and staff are regularly encouraged to be grateful for what we have and to show gratitude to those around us, and we have now brought this into our student leadership training. We want our students to know that, rather than being ruthless and confrontational, good leaders can be thankful, optimistic and approachable and that, consequently, those around them may gravitate towards them and feel encouraged to work with them.

Student-led initiatives and student voice are vital in TES's growth, and our student leaders are central to this. So, we set up training for student leaders from all three sections in March 2023. One of the key messages that we wanted them to recognise is that showing gratitude includes being aware that change does not happen in isolation from others. So, we brought in Adam Fishman from a US company called Onora, which focuses on gratitude based learning and innovation, to do virtual training. He worked with the students to develop skills that will help them "find a better way to go about making the world a brighter place". If we are focused on what we are grateful for, then we are focused on successes and accomplishments, which can positively impact self-esteem, physical and mental health, and our relationships with others.

During the training, it was clear that the students were engaged with the ideas and strategies presented to them and immediately started using them in their leadership roles in school. The comments from students were very positive and showed how they view the learning as a practical process: *"Through the training, I learned how to facilitate productive discussions and collaborative decision-making processes that are essential for achieving project goals. Also, the training enabled me to open up to new perspectives more easily".*

So how does it work, and what did they learn?



Adam introduced them to the CHIA model of gratitude based learning. CHIA stands for Celebrate, Hear, Imagine and Action. This can be explained as follows: CELEBRATE the good stuff and also the friction; get curious and listen to others to HEAR what they have to say; IMAGINE the different perspectives and build on what has happened already instead of looking for problems to fix; and put plans into ACTION to create positive impacts on your community.

The rationale behind what they learned is that working with people and celebrating what they have achieved allows peoples' guards to come down, allowing collaboration to occur. Adam describes this as "leading with love instead of fear". This is not traditional problem solving, and the students were excited to learn and be open to reframing issues rather than "fixing" them and building positive relationships and having curiosity conversations. One of our students saw how holistic this type of approach is when they told me, *"The CHIA training session really pushed me to look at our proposals from the bigger picture, rethink what our original purpose is and reimagine the learning environment the student council wishes to create for TES students. It will be interesting to see how this plays out in the classroom and how it can assist our growth and improvement academically".*

So how have they started to use this model? Students in all three sections have been talking about suggesting changes to the dress code. These conversations have happened between students for a few years, but they did not take those ideas much further than conversations. Now they have the language and a model to present their ideas positively and collaboratively, and student leaders from all three sections have built a consensus around the impacts they see happening by reframing the issue as "promoting inclusivity through the dress code". They have worked on their proposal using the CHIA model, and, what was previously a slow process, has now become more focused and has been presented to the Senior Leadership Team at ESC.

Whatever the outcome of this proposal, and whether their ideas are put into action, one thing is certain: the CHIA model has greatly impacted how our student leaders work and think about the impact they can have on the school. Some of our younger student leaders have heard about this model from the older students, and they too are putting it into practice. We know we have a successful model and engaged students when we see students passing their knowledge onto others.

TES Parent Organisations

- the Backbone of our TES Community

By Ms Jessica Wang Simula, British Primary Parent Association

Ms Adriana Garcerá, ESC Parent Association

Ms Sandra Tu, German Section Parent Association

Ms Christine Chen, French Section Parent Association

If you have taken part in any school activity then an important part of the success of the event will be due to the efforts of our parent volunteers, and they deserve a big thank you from the entire TES community.

There are several voluntary parent organisations within the TES. Each section (British Primary, German, French and Secondary) has its own Parent Association (PA) which operates under the united umbrella organisation of the Parent Support Council (PSC) which has 2 members from each of the different section's parent associations working together as a 'One School' group with common aims.

The PSC is the group that ensures that the 4 PAs work together with the school to bring us our great 'whole-school' community events, like the Autumn Festival, Christmas Bazaar, Spring Fun Day, Parent Gala and this year the 30th anniversary 'Night at the



Amusement Park' event. Ideas and planning at the PSC, with the TES teams, is then implemented at the Section PA-level to bring everything together for a great event.

In addition to the School-wide events, the PAs of each Section organise events for the students, and for the parents within their sections.

Here is a quick introduction to each of the 4 PAs and remember that TES parents are automatically members of these and we encourage you to get involved with these PAs for both the benefit of the children and also to meet and socialise with other parents in the community, it is a lot of fun to be involved.



The British Primary Parent Association (BPPA) is managed by a core team of 4 parent volunteers: Chair, Vice-Chair, Treasurer and Secretary. However, ALL British Primary parents are members of the BPPA, and are always welcome to take part in any of our meetings/events/volunteer opportunities.

In addition to whole-school events, the BPPA organises monthly meetings, community events (coffee mornings, first-aid classes), as well as social events for parents (excursions, lunches). They also organise fundraising events such as the second-hand uniform sale, bake sales...etc. What is done depends on each year's team and circumstances, but ideas are always welcome!

The BPPA also supports school events such as the 'International Food Fair' and 'World Book Day'. Volunteers are always needed and we believe that working together is one of the best ways to connect with people.



The best places to get up-to-date information on BPPA happenings are: 1) class LINE groups as messages are always passed from the BPPA to class reps to be shared in these groups; 2) British Primary weekly newsletter where meeting agendas and minutes are published; 3) Facebook group: TES Parent (British Section); and last but not least, 4) the BPPA monthly meetings. We look forward to seeing you at our next get-together!

The European Secondary Campus Parent Association (ESCPA) has been a key connection between parents and our secondary campus providing support and volunteering at school events. The ESCPA Committee consists of a Treasurer and a Secretary where together with three members of each section (German, French, British) create Project Teams. The teams are divided into different activities such as planning events, communication through social media, being a liaison with the PSC, updating about school life, supporting the Student Council and organising events for parents.



All parents, regardless of their time at school, are welcome to our monthly meetings and are kindly invited to participate in our school events. As TES is a 'One-School with common aims' concept, the committee aims to maintain the connection between all parents and school staff in order to provide the best school time and experiences for our community. With the lifting of restrictions this year many events and activities are back on track and we are looking forward to meeting you soon at ESCPA!

The German Section Parent Association (GSPA) serves as the vital link between parents and the school, supporting school for the best interests of our children with feedback that fosters a collaborative and supportive educational environment.

We actively contribute to the organisation of section-specific events that celebrate German traditions and culture. These events, including St. Nikolaus Day (St. Nick), Ostern (Easter), Karneval (Carnival), Weihnachtsfeier (Christmas Party), and our Sommerfest (Summer Festival), create memorable experiences for students and their families while promoting the rich heritage of Germany.

Moreover, we also enthusiastically participate in various Tri-sectional school events, such as the International Food Fair, Autumn Festival, and the Christmas Bazaar. By engaging in these events alongside other sections, we embrace diversity, foster cultural exchange, and contribute to the vibrant and inclusive school community.



Our close collaboration with the German Section Headmaster and his dedicated team, and our Vorstand (Board) forms a strong trifecta that ensures effective communication and collaboration between parents and the school. Together, we work towards the common goal of providing the best possible education and school experience for our children.

As parents, our presence and involvement are essential in shaping our children's educational journey. By actively participating in the Parents Association, we create a unified voice, promoting a nurturing and inclusive environment for our children's learning, flourishing and success.



The French Section Parent Association (FSPA) consists of dedicated parents from the French Section Primary who work closely with the PSC and the school management to foster a warm, inclusive and welcoming community in TES.

The FSPA promotes our children's educational success, health and wellbeing through holding activities and events that enhance and connect our students within the French Section and across our school. It has been a wonderful school year as the campus has reopened to the parents community where we have had many exciting and memorable events, such as the Autumn Festival, Christmas Bazaar, French Book Fair, Christmas Performance and Santa's Visit, and the Europe Food Fair, to name just a few.



We encourage parents to volunteer and participate in our events as you will not only get to know our incredible and friendly parents community but also witness the biggest smiles on the children's faces when they see their parents at school events. These beautiful smiles will be our priceless memories for years to come!

Get involved with your PA and let's make next year even more fabulous than this one has been!

Returning to In-person Professional Training Conferences

By Mr Peter Collier, BPS, EAL Coordinator, EPC

After several years of online-only professional development training and conferences for our faculty, we were happy that TES could take the lead in returning to in-person conference provision to educators across the region.

In January, keynote speakers Elizabeth Allen and Beth Puma were welcomed to the TES Primary Campus to present on a wide range of hot topics concerning English language learners and current models of best practice. With over 35 delegates from across the Federation of British International Schools in Asia (FOBISIA) network in attendance for a two-day English as an Additional Language (EAL) conference, there were ample opportunities for discussion and sharing of best practice. Everyone was delighted to engage face-to-face once again and build connections with fellow educators.



Head of the International Foundation Programme at the University of Bristol, Elizabeth Allen, presented on the first day of the conference with a key message of *'Building on What Students Already Know'*, including principles of language acquisition, the role and place of translation and how we can develop students' academic writing skills across both the primary and secondary age groups. A particular highlight for attendees was the workshop on the increasing role of artificial intelligence (AI) in academic writing, examining not only the shockwaves this is having on primary, secondary and tertiary education, but also ways we as teachers can leverage its potential to aid students and our own practice. Delegates enjoyed practical demonstrations of its potential and had the opportunity to explore and discuss further in their own school context.

Our second day, we welcomed Beth Puma, EAL specialist, coach and consultant. She invited delegates to reflect on their own practice and consider how *'Additive Bilingualism'* and *'Learner Agency'* are viewed in our schools and ways in which we can strengthen our own pedagogical approach. It was fascinating to delve more deeply into students' asset maps and explore how those strengths can be leveraged in the classroom. Through group activities and discussion, delegates considered ways many of the great resources shared by Beth will have both immediate and longer-term impact on language learners of all ages.

A strength of these FOBISIA - Job Alike Workshop Sessions (JAWS), as held on day 2, is the opportunity for attendees to share their own best practice at the delegate workshops. Special thanks to the team from British International School, HCMC, and the EAL team from TES for preparing such engaging content – there truly was something for everyone.

It was a pleasure to welcome our keynote speakers and such a diverse, enthusiastic cohort of educators to TES and we keenly look forward to cementing the connections made across FOBISIA in the coming months and years.



Expect the Unexpected with your New Wellness

By Ms Shooiee Chen, School Counsellor, ESC

“Will my child be okay in the exam?”, “What will happen to my kids after entering secondary school?”, “We are new here. Will my child get along with everyone at school?” These are the situations parents encounter daily which leads to unpredictability for them. Our feelings and quality of life are affected by these unknown situations which can gradually overwhelm us to the point where we unconsciously sabotage our wellness.

However, unpredictability isn’t always a bad thing. Instead, it can inspire us to push boundaries and extend our comfort zone. We can manage these challenges by increasing our awareness of wellness. Eventually, take control of our life back into our hands.

It is important to know what wellness is to increase our awareness. The World Health Organization (WHO) has defined health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Yet, the concept of health or wellness is more than just physical, mental and social. Wellness is a comprehensive term encompassing physical, mental, and other dimensions. The following sections will introduce these dimensions and tips for you and your children to facilitate them.

Emotional Wellness

Is about understanding our feelings and how well we deal with them. Focusing on self-care, relaxation, stress reduction, and developing our inner resources to learn and grow from our experiences is important. The concept of emotional wellness sometimes is abstract for children, so it is helpful if the parents can identify each emotion with them by sharing the meaning of the feelings and talking about the impact of the emotions. These conversations can increase our awareness and allow us to talk about feelings.

Physical Wellness

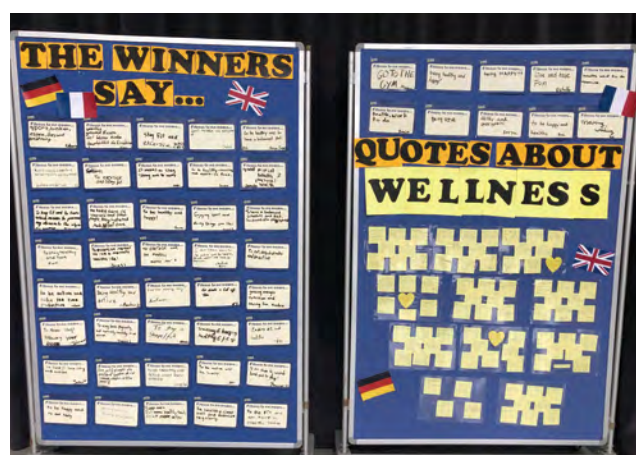
Is how we respect our bodies and reduce the risk of many illnesses by increasing activity levels based on our abilities. A healthy body helps us to be ready for those unexpected challenges in our daily life. But we tend to ignore the warning signs from our bodies, especially when we are busy. Fortunately, taking care of our physical wellness can start with small actions such as having healthy nutrition and regular sleep, exercising, and getting enough hydration each day.



The photo was from “The Eight Dimensions of Wellness”

Social Wellness

Is establishing and maintaining positive relationships with family, friends, partners and colleagues. It is about building connections to bring us a sense of belongingness. Especially when dealing with difficult times, having social support and getting advice from our social group can be healing and inspiring. Some actions we can do to foster and reflect on our social wellness include making at least one social connection every day, contributing to our community, seeking advice from peers or support groups and often communicating our thoughts, ideas, and feelings with friends and family.





Spiritual Wellness

When it comes to spirituality, it isn't solely about religion. Enhancing our connections to self, nature, and others brings balance, peace, and disconnects us from distractions. Discovering what values and beliefs are most important to us can help establish our motivation and confidence when doing challenging tasks. Some actions that can help us increase our spiritual wellness include exploring our spiritual core, spending quality time alone and meditating regularly, being fully present in everything we do, listening to our heart and living by our principles.

Environmental Wellness

Finding surroundings that create a relaxed and calm vibe can inspire us to have positive and resilient physical and mental status. A positive environment brings us a lifestyle that can help us to be more aware and respectful of the connection between ourselves and our surroundings. Actions we can do for environmental wellness are deep cleaning our living space regularly, minimising chemical use, and renewing our relationships with Earth.

Occupational Wellness

We are all eager to find a sense of achievement and satisfaction from doing things we feel passionate about, whether part of work, school, or volunteering. It is important to find ways to engage in occupational endeavours and appreciate the value in our contribution. Actions that we can do include exploring various career options, being open to change and learning new skills, and choosing a career that suits your personality, interests, and talents.

Financial Wellness

Money plays an important role in our lives, and it impacts our health and living if our finances are at risk. Establishing good financial habits and planning for the future could be the basic way to maintain positive financial wellness. Some actions such as tracking our expenses, learning new financial knowledge and news, and budgeting each of our expenses can be helpful for our financial wellness.

Intellectual Wellness

Is seeking new challenges in pursuit of lifelong learning. It intentionally strives to stimulate, engage and exercise our brain to gain knowledge, discover wisdom or learn a new skill. Taking a course or workshop, reading a book, or learning a language can be part of the actions for improving our intellectual wellness.

After learning more about these eight dimensions of wellness, you may notice that many of the concepts are similar and related. Indeed, these eight dimensions don't work solely, but they function interactively. Various tools and strategies can help us integrate and improve our wellness. The following will introduce two ideas that can easily be implemented in our daily life.

Journaling

There are many journaling templates that can help us record our wellness. Spending some time on a regular basis to review our status with journaling can be a great way to improve our awareness. It can also help us reflect on our growth and change. You can either find a great journaling book in a bookstore or try to design a customised journaling template depending on your needs.

Quality time for wellness

Saving quality time for a particular dimension of wellness could be a great way to foster it. For example, setting up a deep cleaning day and redecorating our living area can refresh us and improve our environmental wellness, or saving an afternoon for meal preparation for the following meals can keep us away from eating unhealthy foods, save us time from thinking about what to eat, save money from ordering delivery food and take good care of our physical wellness. Quality time could be short but regular. You will find how surprisingly powerful this quality time can be even without taking too much time in our life.

Pursuing continued growth and balance in the eight dimensions of wellness will lead to balanced overall health and help us better cope with uncertainty. George Harrison, a famous musician, says: "The whole of life is a change: from the morning to the evening; from spring to winter - everything is a change - from birth to death; life is change." Change lies in the cycle of the seasons and the growth of our life stage; change is beautiful and powerful, and change brings uncertainty. However, with a strong and healthy mindset, we can feel more comfortable, eased and ready to expect the unexpected.

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Insight Editions (2020) *Inner World 365 Day Journaling Boxed Set*

Harnessing Chat GPT and AI

By Mr Thomas Bach, BSHS, Head of Computing, ESC
Mr John Chin, BSHS, Tech for Learning Integrator, ESC

The past year has witnessed a pivotal moment in the realm of artificial intelligence (AI), as several groundbreaking tools have emerged, revolutionising the fields of art, software development, and education. These tools are reshaping how we work and even changing our perception of work. While image generation tools like Dall-E, StableDiffusion, and Midjourney have created a stir among artists, programmers are keeping a watchful eye on Microsoft's Copilot, wondering if it will ultimately replace much of their work. Meanwhile, students are utilising the most influential tool to emerge in 2022, ChatGPT, to complete their coursework.

Developed by OpenAI, an AI research laboratory based in San Francisco, California, ChatGPT is a large language model (LLM) that has been trained using text-based information sourced from books, websites, and social media, totalling approximately 300 billion words or six million books. This model has proven immensely useful in a vast range of applications, requiring the processing, summarising, and creation of text-based works.

At the outset of 2023, BSHS teachers received in-house training on integrating ChatGPT into their lessons and how their students might use it within their studies. At the time, only some teachers had experience using it, but many were concerned about academic integrity and the impact on assessment going forward. They also got to experience how confidently incorrect it could be, especially in technical subjects like mathematics, where, for example, it would give incorrect examples for simple algebraic formulae.



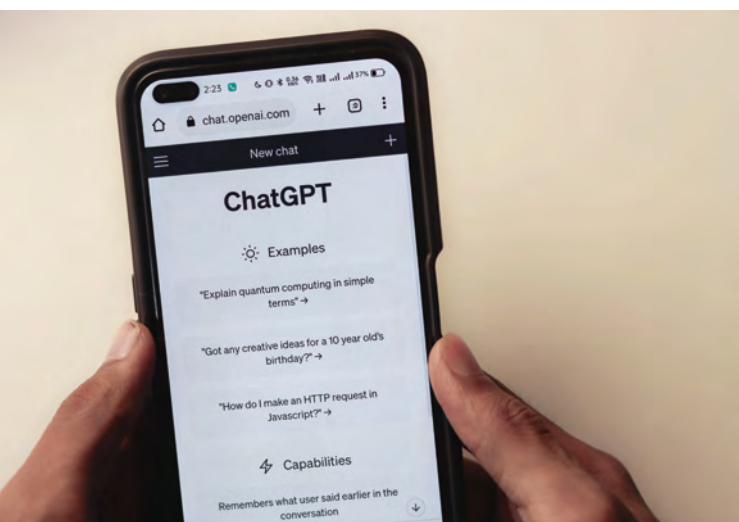
When it comes to more creative tasks, teachers found that ChatGPT excelled at generating and refining ideas. In Design, Art, and English classes, students could present a topic or the seed of an idea and it could expand on it as if it were another person. For students who have difficulty articulating their thoughts, ChatGPT can take bullet points and expand them into fully-fledged ideas while providing examples.

Some teachers have taken their learnings even further by having students come up with questions to ask ChatGPT and evaluate its accuracy in their subject and topic. This approach provides a fantastic way to review information and assess students' understanding of the material.

As an educational institution, TES prioritises maintaining high academic standards and expects students to take responsibility for their work. Teachers will continue to offer feedback and grade on the process, not just the final product, to ensure that students are engaged in the learning process. Students must demonstrate their ability to conduct independent research and produce original work that reflects their understanding of the subject matter.

TES believes students must develop critical thinking, problem-solving, and research skills. While AI tools can certainly enhance the learning experience, they should not replace the student's active engagement in the learning process. The school encourages students to use ChatGPT and other AI tools as a complementary resource, providing them with the support they need to achieve academic success.

From the perspective of parents, it is important to monitor their child's use of tools like ChatGPT. A great way to do this is to have open conversations about how they use it and encourage them to ask questions and teach you what they know about it. Below are some of the top things we think parents should know about ChatGPT.



What is the age limit for using ChatGPT?

According to the EULA (<https://openai.com/policies/terms-of-use>) "You must be at least 13 years old to use the Services. If you are under 18, you must have your parent or legal guardian's permission to use the Services."

What are some examples of information you should keep private on ChatGPT?

You should be cautious about sharing any sensitive or personally identifiable information such as your full name, credit card information, home address, passwords, and any other confidential data. In general, it's always better to err on the side of caution when it comes to protecting your privacy and personal information.

What are some guidelines we should follow to ensure we're using ChatGPT safely, responsibly and appropriately?

1. Use ChatGPT for lawful and ethical purposes only.
2. Do not rely on ChatGPT for medical or legal advice.
3. Use ChatGPT for educational and informative purposes. ChatGPT is a valuable tool for learning and research purposes. Use it to ask questions, explore new topics, and expand your knowledge.

Why can't ChatGPT get information about things after 2021?

ChatGPT is trained on a large dataset that was available up until 2021. Any information or events that occurred after that would not be included in the model's training data, however, if the question is related to a topic that is similar to something that ChatGPT has encountered in its training data, it may still be able to provide a relevant response.

Where might bias appear when using ChatGPT?

1. If the training data contains bias, such as gender or racial stereotypes, ChatGPT may inadvertently learn and reproduce that bias in its responses.
2. If a user asks a question in a way that assumes a certain stereotype, ChatGPT may provide a response that reinforces that stereotype.
3. If ChatGPT is being used in a specific industry, it may inadvertently reproduce the biases and assumptions prevalent in that industry.
4. ChatGPT may not always provide accurate or complete responses. This can lead to bias if users rely too heavily on ChatGPT's responses without critically evaluating them.

How can I stay informed about AI?

The above examples were taken from Dr Alex Young's video - <https://youtu.be/TEq5chOb4is>. If you want to stay updated with AI, his channel is a good one to subscribe to.





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

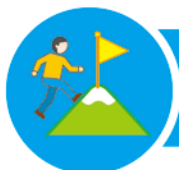
We show leadership and strive for independence whilst demonstrating compassion through service and make responsible choices.



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。





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.