

C NNECT

2023 WINTER



Exploring Pintung: A Journey of Cultural Immersion and Adventure



Empowering Young Minds: A Festive Fusion of Technology and Creativity - the French Section's Arcade at the Christmas Bazaar



'Learn and Flourish' - What does Flourishing look like in TES?

CEO Greetings



As we reach the end of 2023, I believe we can rate this past year as one that has been very successful and a welcome return to full normality for our school after the previous challenges of the pandemic. A few highlights are outlined below, but a more complete summary of the developments and achievements across the whole school, its Sections and various departments is published in the TES 'Annual Report 2022-2023'. This is a new initiative for our school, and the publication celebrates a whole range of successes from the previous year.

In October, we rounded off our 30th Anniversary celebrations with the 'Night at the Amusement Park' which was a really wonderful event with fun for all of our families and a spectacular fireworks display to mark the end of what had been a landmark time for the school. The postponement of this event due to rainy weather in June to a later date in October, proved to be a fortuitous move as the evening was dry and cool enabling the school community to come together to enjoy great amusement rides, entertainment, music, and food.

In late November, we also celebrated our traditional Christmas Bazaar which returned to the scale and fun atmosphere of pre-COVID events. It was, indeed, a very enjoyable day for the many thousands of our school community in attendance and sincere thanks go out to the large numbers of volunteers from the parent, student and staff groups who ensured the success of this great event.

The year 2023 was certainly one of accreditation and inspection of all aspects of TES by various official bodies. Not only did we gain full re-accreditation in February from CIS-WASC (Council of International Schools and the Western Association of Schools and Colleges), but we also received continued accreditation of the French Section by the French Ministry of Education and the German Section maintained their accredited status as an "Excellent German School Abroad" through a German Government inspection team. Our three IB (International Baccalaureate) programmes, namely the DP (Diploma), CP (Careers Related Programme) and the MYP (Middle Years Programme) were also successfully assessed and evaluated. It is very reassuring that these official national government or worldwide educational bodies confirm that TES achieves the highest of standards across all areas of the school's operations. The great work achieved collectively by all faculty and staff, supported by the Board of Directors, parent body and the students, is much appreciated.

We are certain that the coming year in 2024 will be as busy as ever with high quality learning and teaching taking place across the entire school, culminating in our next cohort of graduates completing their TES journey and embarking on the next stage of their educational careers in universities and colleges across the world.

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

Developing a Debate Culture: All Pros and No Cons

By Dr Gavin Matthews, BSHS English Teacher and Debate Coordinator

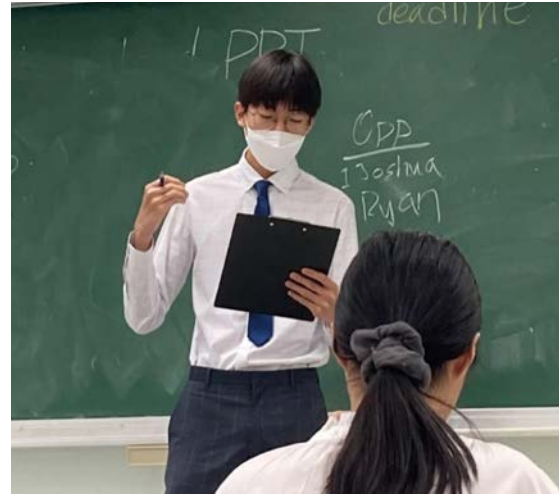
Over the last six or seven years within the British Secondary and High School, debate has developed organically towards a point where it has now become a highly visible aspect of school life. This journey towards establishing a strong debating culture within the school started as part of a wider push to improve oracy levels throughout the school as a whole, as we wanted more and more students to be able to speak their ideas well. (Arguably, this is going to become an even more important skill: as computer-generated writing becomes a fact of life, students and workers will increasingly be valued for their ability to speak well in impromptu situations.)

In terms of preparing students for the next stages of their lives, debate helps develop a number of key skills, each of which is eminently transferable to life outside of school. Critical thinking is at the heart of all debate, which also helps with writing essays or structuring any argument. The ability to **think on your feet** is also an essential skill that is developed, particularly with impromptu motions, for which students are only given a very limited time to prepare. **Performing in public** is a third valuable skill set, which may make students feel initially uncomfortable at this age, but clearly benefits them in the future. Finally, the **development of oral rhetoric** helps to make our students more persuasive, in all settings.

The most obvious sign of this is the flourishing Debate CCA, with over 30 students attending every week throughout the academic year to learn the basics of, take part in, or just watch others debating. Sometimes everyone will be watching a set-piece debate between our most experienced debaters, and at other times we split into different rooms, with the beginners focusing on skills, the old hands developing fiendish lines of attack with which to surprise their opponents.

However, debate does not just appear for 75 minutes on a Monday evening to then disappear for the rest of the week: it appears again in classrooms, in the manner in which students discuss contentious matters at breaktimes, in essay structures. There are even now assessments - in Science and English, for example - in which students are judged on the cogency and presentation of their arguments through the medium of debate.

There are also many competitions in which our students compete outside of school. At the very moment at which I write these words, three of our most experienced students



are contesting the Grand Final of the Taiwan Schools Debate Championship: all three have been involved in the Taiwan Schools national team. In the same competition, both the best overall speaker and the best junior speaker were TES students. We also have plenty of other students who have been highly successful in American debate competitions, which use different formats to the World Schools or British Parliamentary styles that we use for our CCA: those students are also part of our thriving debate culture.

In the period of Covid restrictions, all debate competitions moved online, which meant that many of our students got the opportunity to debate with people from all over the world, particularly from other international schools in South East Asia. Our teams would use a classroom to prepare their case, then would debate together using the same computer. Watching teams taking part in these competitions was wonderful to see from the perspective of the IB Learner Profile: students were taking manageable risks, being thinkers and communicators, and were also cooperating in highly effective fashion while doing so. One of my favourite moments was watching a team of H3 students with absolutely no debate experience take on experienced student debaters from around the world as part of their CAS experience: they (unsurprisingly) kept losing in each round, but they carried on enjoying it over the weeks they were doing it, and they got better and better.

In addition to CCA sessions, lessons, assessments and competitions, we have also started to arrange one-off meetings with other schools and universities in Taipei: a great way of developing skills in an environment that is both friendly and competitive. This is a forum that we are hoping to develop significantly in the next year.

While many of our students have been very successful in competitions, it is the wider debate culture - and the knock-on effects on oracy levels in classrooms throughout the school - that is for me the most satisfying element of our vibrant debate culture. Here is what three of our current debaters, each at different stages of their school careers, had to say about what their debate experience has meant to them:

Siena, Year 8

The exhilaration that rushes through your veins as the preparation time draws to an end, the touch of jittery sensation when it's your turn to take the floor... I feel like debating goes beyond honing public speaking skills; it also fosters social and communication skills. Effectively collaborating with your team members is a vital aspect of debating, further enhancing social skills over time. Moreover, debate competitions provide opportunities to connect with diverse individuals who share the same passion as you. I recently went to the World Scholar's Cup Tournament of Champions and had a blast debating with diverse individuals and bonding over thought-provoking motions. Debate is a magical tool that has the power to bring people together, enlightening cultural and religious differences by connecting individuals from around the world.

Joshua (H2)

Debate holds a special place in my heart: I hate it because it pushes me out of my comfort zone, but I know I learn more from a single session than many other learning opportunities combined. I've always felt uncomfortable with public speaking, but my experience with debate has often made me choose to speak up rather than stay quiet. The flurry of speech documents, chaotic team discussions, all with the backdrop of a ticking timer, is overwhelming, but the joy of debate is that it allows us to dive deep into relevant, meaningful issues beyond the classroom. At its core, debate teaches us to think critically: that there is never just one side.

Bella (H4)

While some students immediately fell in love with the thrills and tension in debate, it took me a while to discover my passion for it. The turning point that allowed me to improve was the moment I started to look at debate not only as an extracurricular activity, but embrace it as a mindset and a lifestyle. I realised I couldn't stop thinking about it. Every time I learnt something new in class I would think about how I could use it in debate, every time I saw something on the news, in a movie or even on Instagram, I would think, "Maybe I can use it as a rebuttal against an argument."

Debate, like any other skill or sport, isn't something you can master overnight: it requires patience, determination and discipline. It requires you to be critical not only of others, but also yourself. It requires courage as you open yourself up to critiques and new information.



Regional Meeting of the Student Representatives in Singapore

By The German Section Student Leaders



The executive team of the German Section Student Leaders made a trip over to Singapore. From the 15th - 18th November, students: Noelle, Felix, Anna and Che Kai, spent their time at school in the 'Lion City'. This was made possible by the German Government, with the aim of enabling student representatives from the region to get to know each other better. Delegations from Beijing, Singapore and Taipei met to exchange ideas and best practices.

On our first day, we woke up at 4am to board our flight to Singapore. Upon arrival, we immediately started to exchange ideas with our counterparts. We did this by eating a Singaporean delicacy, the chilli crab. Benedikt and Tayo from the German European School Singapore (GESS) told us about their experiences, which gave us a good insight into school life there.

Once all the delegations finally met up, we started our first day with a visit to Singapore's most iconic landmark: Marina Bay Sands, followed by the famous Gardens by the Bay. Guided by the Singapore Student Council, we walked from one hotspot to the next. After an intense day of sightseeing in Singapore's Civic District and main business district, we all gathered at Lau Pa Sat, a historic hawker centre, for lunch. We began to share our different experiences.





On Friday, we finally went to see our host school, GESS. We were warmly welcomed by the school head and their entire student council. We then entered an intense phase of workshops and exchanges. In between, we took a detailed look at the beautiful GESS school building; we were particularly impressed by how green everything was. We were also inspired by the open learning spaces and the particularly good cafeteria. Our exchanges enabled us to learn a lot about the organisation of other student councils so that we could make our own even more democratic. Throughout the workshops, we discussed our future cooperation. We spent a lot of time on how to make this stay effective and sustainable in the long term so that we can stay in constant contact and work firmly together and so that we can continue our cooperation online and offline. We also discussed the topic of “BLU” and school mediation and gathered helpful tips from the other schools. The meetings ended with a very tasty Indian dinner to say goodbye to all the delegations from the other schools. Unfortunately much too soon.

We would like to thank the ZfA for their support in making this trip possible. We would also like to thank our hosts in Singapore for their time and commitment, which made this great experience possible.





Exploring Pintung: A Journey of Cultural Immersion and Adventure

By Ms Esther Wainwright, BSHS H1 Dean

The recent H1 residential trip to Pintung was nothing short of a spectacular success for the students of Taipei European School. The excursion, filled with diverse activities, provided a unique blend of adventure, cultural immersion, and team bonding. From camping to exploring indigenous hunting and archery techniques, and participating in traditional ceremonies and crafts, the trip was a rich tapestry of experiences.

The journey commenced with students setting up camp in the picturesque landscapes of Pintung. Surrounded by lush greenery and the serenity of nature, the camping experience allowed students to disconnect from the hustle of daily life and connect with their peers in an outdoor setting. The camping adventure served as a foundation for the camaraderie that would unfold throughout the trip.



One of the highlights of the trip was the opportunity for students to delve into the rich cultural practices of the local indigenous communities. Students had the chance to learn firsthand about traditional hunting and archery techniques from aboriginal experts. This immersive experience not only deepened their understanding of ancient skills but also fostered a profound appreciation for the region's cultural heritage.

The cultural exploration continued with students actively participating in traditional ceremonies. From witnessing authentic wedding ceremonies to engaging in the intricate art of bracelet making and headdress crafting, the students gained insights into the vibrant and diverse traditions that make up the tapestry of Taiwan's cultural heritage. These hands-on activities not only honed their creative skills but also provided a window into the artistry that has been passed down through generations.

Adding an element of adventure to the itinerary, the students embarked on a group hike, allowing them to explore the natural beauty of the Pintung region. The trek provided an opportunity for physical activity and a chance for students to appreciate the travelling routes of the people who lived at the top of the mountain. The journey concluded with a visit to a local coffee farm, where students learned about the industrial history of the area and gained insights into the intricate process of coffee production. The hands-on experience of making and tasting their own coffee was a flavorful addition to the trip.



Further enriching the cross-cultural experience, the students visited Laiyi High School, where they exchanged experiences with local students. The friendly sports matches in football, volleyball, and basketball served as a platform for cultural exchange and friendly competition. The highlight, however, was a lesson from the school's renowned boxing team where the students learned valuable lessons about discipline, determination, and teamwork from their peers.

As the students return to Taipei, their time in Pintung will be remembered, creating a shared bond that will undoubtedly enhance the sense of community within the school. The trip exposed them to new experiences and cultural practices and instilled in them a sense of appreciation for diversity and a curiosity to explore the world around them. The success of the H1 residential trip stands as a testament to the school's commitment to providing students with opportunities for holistic development and fostering a love for learning that goes beyond textbooks and classrooms.



One School Aspirations: Learning to Flourish Together

By Danny Stracey, FPS Assistant Head and Primary Teacher
Phil Dawson, FPS CM2 Class Teacher



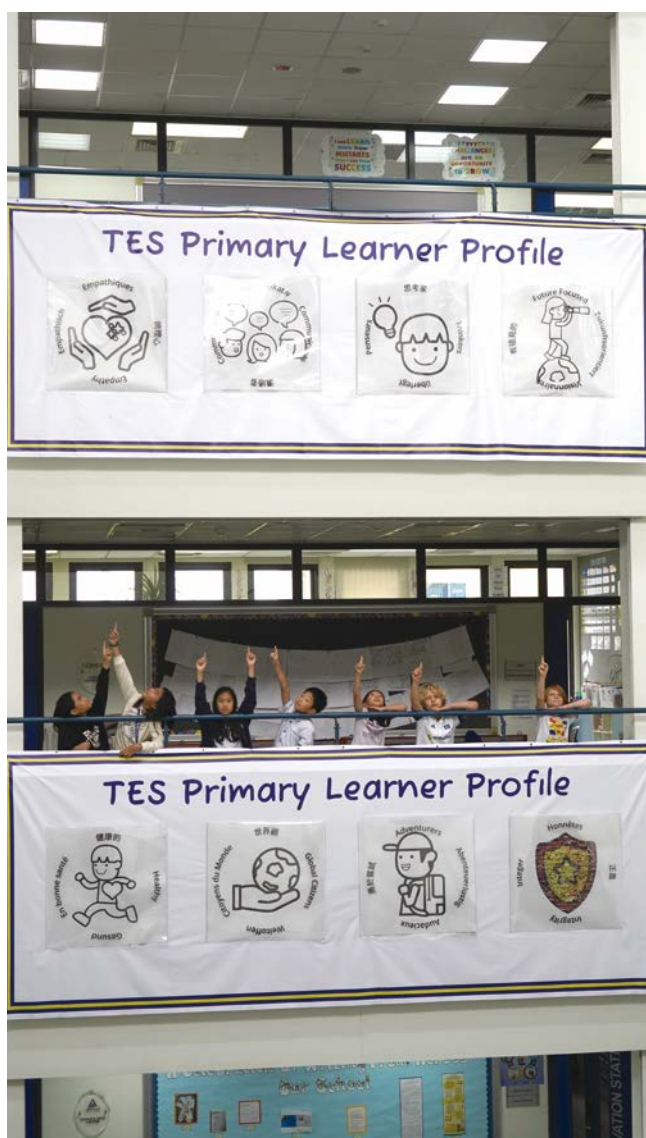
One School Wall

As we continue to work towards truly becoming One School, it is important that we reflect this ethos on our wall space. As a European school with three sections in the country of Taiwan, we strive towards inclusivity and respect for our diversity. One way of doing this is by empowering our students by increasing the visibility of the main languages of our school: Chinese, French, German and English. With the One School Wall project, our goal is to keep this area as a communal space where all of our students and their languages are represented. This representation can be in photo form with mosaics that include students from all sections engaged in some of our events, or by giving value to their languages by making sure all are represented. We also made sure that no single language is given prominence, so all of the posters in this area can be displayed with a different language in the most prominent position. One School Wall is a visual representation of the ideal we are aiming for; a school that places the utmost importance on linguistic diversity in conjunction with academic excellence in an environment that embraces and includes everyone. It's a work in progress, but it's the learning journey we wish to take.

TES Community Values

The TES Community Values are at the heart of what we want our school to be. We want to grow a community that is able to learn and flourish with our five values as its roots. The values of respect, creativity, perseverance, responsibility and participation are universal and intrinsic to any community that wishes to embrace a growth mindset. With prominent posters displayed around the school and in our classrooms, our students are given visual guidance and reinforcement to put these values into practice. Many class teachers use the values to guide their own classroom norms and expectations. This includes how we guide our students with their use of their iPads. Time is taken at the beginning of the year to create iPad agreements that are connected to our TES Community Values. Students use the values to create guiding statements related to their usage. This shows that our values are embedded in all of our school life and strengthens our connection with them. During One School events, we link our values to the activities to reinforce this connection that through these values we are doing well by doing good. Not only that, but we encourage our staff to promote these values in the

workplace and in their interactions with their colleagues. Furthermore, through community events like the Christmas Bazaar, we hope to share these values with our whole community. By fostering an environment of lifelong learners who treat each other in accordance with these values, we hope everyone is able to learn and flourish.



TES Primary Learner Profile

The TES Primary Learner Profile is the positive identikit for the type of learner we hope to inspire. Aligned with our TES Community Values, the profile takes these values and gives our students a more tangible and specific grasp of the concepts. As signposts along the learning journey of our students, these icons help build the composite of what we want a TES student to be. Whilst our teachers work to integrate the Learner Profile into their curricula and planning, we also align specific One School events to different parts of the profile. The idea is to participate as a collective and bring school-wide recognition to the importance we put on helping our students achieve these attributes. Throughout the school year, certain events are assigned an attribute from the learner profile and during our students' engagement with the activities on these days, they can achieve the badge that goes with the event. To give our students ownership of these badges, a photo mosaic is created with pictures of students from all sections engaged in the activities. The colourful mosaic is then placed in one of the pockets displaying the Learner Profile on our One School Wall. Further attention is brought to these achievements by the Learner Profile wall outside of our One School Offices on the second floor of the CRA Building. This large poster is at eye level for our students and gives them the opportunity to take a closer look at the mosaic so that they can find themselves. It also brings attention to how each particular badge was achieved so acts as a guiding compass for their learning journey. With the TES Learner Profile, we want to give our students a map that empowers them to go on a learning adventure that leads to their mastery of a skillset for today and tomorrow's world.

In conjunction with the culture we are hoping to grow through the One School Wall, TES Community Values and TES Learner Profile, other related projects have started to emerge. One such concept is 'This Month's Precept' which is a student-led idea that emerged from Phil Dawson's CM2 (Year 6) class in the French Section. Here he will explain the ethos behind it and how it connects with the other attributes outlined here:



This Month's Precept

Wonder, by R. J. Palacio, is one of the most popular books read in CM2. In the story, the protagonist is inspired by his teacher and particularly his idea of coming up with a monthly precept. In the words of Mr. Browne, precepts are rules about really important things that help guide you to make decisions. Last year when reading the book, a group of students suggested it would be a good idea to have a monthly precept in our school. The whole class brainstormed some ideas for precepts to get the ball rolling and we held a vote to choose which ones resonated with us the most. The students who were chosen worked with the marketing department to come up with a design and with help from other sections were able to create their precepts in four languages - Chinese, English, French and German. These precepts were displayed throughout the latter part of last year in the atrium.

This year, we want to continue the idea and expand it to invite students from other year levels and other sections to be involved in choosing the precepts. Each month we will ask students to submit suggestions for the next month's precept that is linked to one of our community values. We hope that the monthly precept can be something that brings us together as a school in our shared belief of the TES community values.

Our current precept, chosen by Nathan in CM2, is:

"Perseverance is the key to success. Never stop trying. It's often the last key in the bunch that opens the lock."



Learning to Flourish Together

With our One School Wall, TES Community Values, TES Primary Learner Profile, and complimentary projects like This Month's Precepts, we are making significant strides in our learning journey towards One School. Embracing a rich tapestry of students, families, teachers, staff, curricula and cultures, progress takes time as we actively engage with all members of our community and consider various educational methodologies. However, we believe that it is important to take these steps so that all our students feel included, represented and part of our school. By weaving our values and the Learner Profile into the fabric of One School events, we aim to instil a sense of ownership and awareness among the student body. Through thoughtful integration into classroom activities, projects and norms, these values and attributes come alive and gain relevance in our students' day-to-day interactions. The One School Wall, with its visual prominence, provides our students with opportunities for reflection, allowing them to embrace these principles as guides for their behaviour and attitudes. Learning to flourish together is not a destination to be reached; it is an ongoing journey that continues with these steps.

Launching Creativity to Commemorate Confucius' Birthday

By Ms Flora Sung, BSHS Head of Chinese Language and Culture



Launching our work into the real world and in front of an actual audience is what makes creative work so scary, but also so rewarding.

- John Spencer & A.J. Juliani in *LAUNCH*

The Chinese teachers from the Secondary Campus have been inspired by the LAUNCH framework; Look, Listen and Learn; Ask Lots of Questions; Understand the Problem or Process; Navigate Ideas; Create; Highlight What's Working and Failing. British Secondary and High School staff have been introduced to the LAUNCH cycle through our staff professional development read, *LAUNCH*; Using design thinking to boost creativity and bring out the maker in every student, and our subsequent work with one of the authors Dr John Spencer. We experimented with its strategies during the celebration of Confucius' Birthday with the aim of fostering students' authentic appreciation for the value and beauty of Confucianism through a creative and contextually rich approach.

Confucius' Birthday on September 28, also known as Teacher's Day, is a global celebration in Chinese-speaking communities. Our primary challenge is ensuring that young people see relevance in a 2,500-year-old teacher and philosopher. Recognising that the process works best when students make an actual product (Spencer & Juliani, 2017), we created tangible Teacher's Trees. Also, considering the pivotal role of meaning and purpose can help empower and engage students (Spencer & Juliani, 2017), we employed the sentiment from the renowned Chinese proverb, 十年樹木·百年樹人 (it takes ten years to grow trees, but it takes a hundred years to grow people). Encouraging students to express their appreciation for what they have learned and enjoyed through the lessons deliberately provided by teachers meant that they not only explore Confucius' value in Chinese culture but also reflect upon the interplay and enduring impact between students and teachers.

It is also one of the LAUNCH features that students make things, design things and solve problems that they find relevant (Spencer & Juliani, 2017). Therefore, we empowered students by providing them autonomy. Students displayed enthusiastic anticipation upon learning they would be growing trees for their teachers. In response, they delved into a series of inquiries: Who is Confucius? Why do we celebrate his birthday? How can we design a symbolic tree? What's the most effective way to express gratitude to teachers in different languages? How will teachers receive the messages embedded in the leaves? How can we ensure the leaves remain steadfast against the wind? Eagerly participating in brainstorming sessions, students shared and refined their ideas regarding the tree and leaf design. Applying at least two of their linguistic skills in Chinese, English, French, and German, they crafted leaves with messages expressing gratitude to their teachers. Throughout this process, students demonstrated keen engagement, offered mutual support in problem-solving, and took initiative by addressing challenges independently.

Launching our work into the real world and in front of an actual audience is what makes creative work so scary, but also so rewarding (Spencer & Juliani, 2017). Initially, we were unsure how much interest students and teachers would show in the Teacher's Trees displayed at the Phase 2 entrance. To address this, students took the initiative to personally invite their teachers to view the heartfelt messages they had placed on the trees. Teachers responded eagerly, taking moments to visit the trees and witness their ongoing development. Over time, the trees not only continued to grow but also flourished with students' creative and passionate expressions. The existence of a genuine audience heightened motivation for both students and teachers, as they were aware that their efforts and creations were observed and acknowledged by the school community.

In reflecting on this LAUNCH journey, students and teachers found joy in the production process of the Teacher's Trees, considering it meaningful and purposeful. They expressed enthusiasm for creating something else using a similar approach in the future. Despite the successful experiment with the LAUNCH model, it's important to note that authentic challenges, like those encountered, can not necessarily contribute to enhancing test results. This is because there's no guarantee that creative thinking will increase test scores (Spencer & Juliani, 2017). Nevertheless, education is not determined solely by test scores. Our entire design and execution aim is to cultivate students into creative thinkers and reflective risk-takers prepared for the dynamic challenges of the ever-changing world.

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A Deep Dive into Physical Theatre

By BSHS H3 Theatre class

The breadth of the International Baccalaureate (IB) Diploma Programme (DP) - six subjects across a variety of subject groups as well as the IB Core of Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity and Service (CAS) - does not stop our students being able to truly immerse themselves into an area of specialism and interest. In the penultimate week of the term, the BSHS Theatre Department was delighted to welcome an artist in residence to allow our H3 Theatre students to do just that.

Mr Mark Hill is an Australian actor, director and teacher who specialises in the form of physical theatre, where the body is the primary tool of expression. Whilst Mark also worked with the BSHS H1 (IGCSE) class, a French section Year 9 class, German Section Drama co-curricular activity (CCA) group and workshops for the Theatre teachers, the majority of his week was spent with the H3 Theatre class, providing them with intensive workshops focused on understanding key practitioners, physical theatre training and ensemble work. The already tight-knit class of three were challenged to expand their understanding of what theatre can be, explore new ways to devise and experiment with different ways to communicate emotions and ideas to an audience.

The skills and understanding they have gained will be invaluable for them in their IB Theatre course. As is always the case with learning though, it will help them beyond this as the creative thinking, teamwork skills, perseverance and problem solving skills they have learnt are transferable to so many aspects of their education and daily life. As you can see from the reflections they share here, it has been a valuable experience for each of them.



Jhanvi |

Throughout the many years of taking theatre in our school, I assumed that I had all the knowledge about theatre and how to act in a performance. However, last week, my peers and I had the fantastic opportunity to dive into the more physical side of theatre with the fantastic practitioner/teacher, Mark. Immersing myself in a week dedicated to exploring theatre practitioners such as Anne Bogart and Tadashi Suzuki was an exhilarating experience. It brought forward new perspectives on expressing ourselves in more symbolic, meaningful ways through our bodies, not just our words.

Maggie |

In our workshops with Mark, we did a lot of drills and compositions in which we replicated, mirrored, or contrasted each others' movements. Though these activities sound relatively simple, they were actually very physically challenging and mentally demanding in ways I didn't expect. They forced us to trust not only our senses but also each other, allowing us to form a deeper connection as a team. I'm really glad we got to learn from this experience and grow our ideas as physical strength as individuals and an ensemble.



Hailey |

Mark's workshop provided us ample time to focus primarily on physical theatre, which was something that we didn't get to touch on much during KS3 and IGCSE Drama. He taught us about theorists and practitioners who have shaped the theatre world while also sharing his personal experiences, enlightening and imparting us with valuable principals we can apply in physical theatre. With the help of Mark, we collectively have become more confident in the art of physical theatre and this knowledge can then be applied to our IB performances, something we all look forward to.



Mark |

Thank you, TES! I had such a great time being your guest artist. Everyone was incredibly welcoming, kind and supportive. The students embraced every challenge presented to them, took risks and produced excellent work. It was so wonderful to see the strong commitment, trust and generosity of spirit amongst the students. It was a week full of joy and gratitude. TES is definitely a school I'm always be keen to return to!



Hello Teacher: Year 2 Goes Old School

By Ms Jeni Wong, BPS Year 2 Teacher

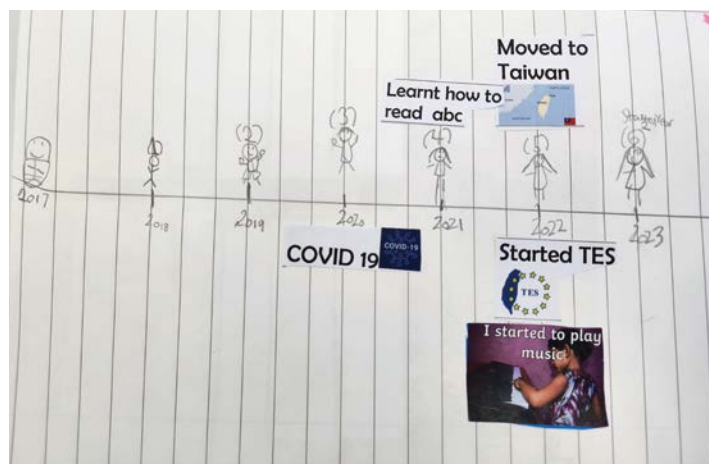
This half-term, Year 2's learning focus is history. Their integrated learning topic is 'Hello Teacher' and aims to give the children an understanding about the past. By learning about the past, children can make connections with the present and changes for the future. It is an invaluable way of helping children understand the world. The September 2021 EYFS framework specifically added the introduction of time and change for our very young learners, developing their concepts of time as fundamental for their new early learning objective 'past and present'. In Year 2 our history objectives include:

Skills:

- To compare and contrast historical phenomenon, including events and people.

Historical Understanding:

- To describe similarities and differences between life during a time in the past and life today.



Historical Enquiry:

- To ask and answer questions about the past
- To understand some of the ways we find out about the past and identify different ways it is represented.





The historical understanding and knowledge of a 6-7 year old is limited but children are natural learners and just need a parent or educator to fuel that interest and provide opportunities for learning. The Year 2 children started their learning with an understanding of timelines. Timelines based on their own relevant day to day knowledge and recognition of time. Using the vocabulary of the past and images, they discussed major events in their own lifetimes and made their own timelines. From this, they started to focus the history into schools and toys from the past. The children had a full 'old school day' experience when they came to school dressed in uniforms from the past, approx 1850-1950s. Teachers were also dressed as teachers from the past and classrooms rearranged to give the whole 'Old School experience'. Children wrote on chalkboards and focused on the 2Rs: writing, arithmetic and reading. It really was an important experience for all. The topic will go on to finding out about the past and interviewing parents, grandparents and Mr Nixon (TES, CEO) about schools and learning in the past. Throughout the topic, the children have employed their Learner Profile traits being: thinkers, communicators, future focused and Global Citizens.

'The more you know about the past, the better prepared you are for the future'

- Theodore Roosevelt





AI Pioneers: "Nurturing Young Minds in the Digital Age"

By Ms Jennie Bonnalie, British Nursery, Head of Year
Mr Mark Vincent, British Digital and Early Years Coach

As the year unfolded, we noticed the Nursery children becoming more skilled at woodworking and feeling more sure of themselves. We wanted to develop this into something more progressive, thoughtful and prolonged. After researching ideas, we embarked on sourcing different cuts of wood to provoke different ideas.

Over the next month, the children dedicated themselves to their projects, refining and articulating their creative concepts, turning their ideas into reality. As the weeks went by, their work took on a life of its own. Instead of just nailing wood together, they were creating 'houses,' 'cars,' and even 'unicorns.' All ideas were encouraged and respected in our supportive environment.

The integration of the 'Scribble Diffusion' app, as suggested by our digital and Early Years coach Mark Vincent, brought about an exciting dimension to their project. With this app, the children not only showcased their creations, but also had the opportunity to describe them to Mark. The magic unfolded as the app skillfully transformed their tangible creations into digital forms.

The children's enthusiasm was palpable, and we observed an added benefit – a positive impact on their vocabulary. The more detailed and expressive their descriptions became, the more accurately the AI interpreted and represented their creations. It was a delightful experience witnessing the synergy between hands-on creativity and digital expression fostered by 'Scribble Diffusion.'

Hosting a Nursery Exhibition provided a unique opportunity for parents to engage with their children's work, especially considering the challenges posed by Covid restrictions. It marked a significant moment, as it was the first time parents had a proper glimpse into the Nursery learning environment.

Despite some initial reservations among the staff, the children surpassed expectations during the Nursery Exhibition. Thanks to prior training and clear guidance on what to anticipate, the children confidently rose to the occasion. Their ability to shine in this setting not only showcased their achievements, but also underlined the effectiveness of preparation and support in fostering a positive and successful experience for everyone involved.

Their enthusiasm, creativity, and newfound skills were on display, turning the exhibition into a memorable celebration of their learning. The event not only highlighted the children's growth, but also reinforced the importance of collaboration and support from both staff and parents.



The delight of witnessing the children eagerly share their learning with their parents was truly heartwarming. Their pride in both their work and learning environment was evident. The intentionally interactive nature of the exhibition allowed not only parents but also siblings to participate, engaging with materials commonly found in early years education, such as building bricks, junk-modelling, and woodwork.

Upon reflection, the event underscored the vital role our community plays in contributing to their children's learning journey. It also emphasised how purposeful and meaningful integration of technology can significantly enhance children's learning experiences.

After the completion of their woodworking projects, the children demonstrated excellence, thoroughly enjoying the process of thinking and developing their individual projects. This experience reinforced the value of hands-on, creative exploration in fostering a holistic and enriching learning environment.



Empowering Young Minds: A Festive Fusion of Technology and Creativity - the French Section's Arcade at the Christmas Bazaar

By Mr Frank Cheung, BPS STEAM Coach

I am thrilled to share an exciting and innovative initiative led by the French Section at our school during the recent Christmas Bazaar. After months of planning for our Cycle 3 teachers and a few weeks of STEAMing for our students, our CM1 and CM2 classes finally got the chance to share their games with everyone! The whole of the Primary French Section came together to contribute and participate in the first event of its kind at the TES Christmas Bazaar: a fully functioning Arcade made by students!

Guided by the French curriculum, the French Section's budding amusement arcade designers created four different games: Lego Spike Catapult Basketball Game, pinball machines, Whacky-Whacky Makey-Makey games and video game arcade machines! To help transform the infant hall into an 'Amusement Arcade', the French Section's PS to CE2 classes participated and showed great creativity by contributing some wonderful decorations. It was a wonderful team effort by everyone and all of the French Section team should be proud of their contribution to this STEAM project with a purpose!

As Future Focused learners, they hope to continue this great event and try to get other sections involved next year!



CM1's Retro Gaming Wonderland:

The CM1 classes delved into the realm of classic gaming, creating a nostalgic experience with 12 old-school 8-bit arcade games using Microsoft MakeCode Arcade. Working in teams, first the students wrote video game narratives to guide their ideas and created maps to help them plan. Then, students not only honed their coding skills but also constructed an arcade machine shell to house these digital gems. For this process, they followed the steps of design thinking to further their understanding of the sequence followed by innovative companies around the world.

Additionally, they showcased their engineering prowess by coding 12 Lego Spike Catapult Basketball games. Each group used Lego Spike to design a unique catapult and a sensor detected a pompom every time it scored in the hoop. It was a fantastic amalgamation of digital and physical innovation.

CM2's Whack-a-Mole Extravaganza:

Meanwhile, the CM2 classes embarked on an equally impressive journey, repurposing wine crates donated by the TES community to craft 10 working pinball machines and 10 Whack-a-Mole games.

The pinball machines were a testament to upcycling creativity. The technical aspects of making movable joints and springs could be said to have been taught and learned; however, the creative designs of the pinball machines were absolutely of students' expression on their imaginations.



The Whacky-Whacky Makey-Makey devices added a tangible and interactive dimension. These machines were coded using Microsoft MakeCode Arcade, with the added fun of physical buttons created through Makey Makey by learning about circuitry and conductivity.

The entire project not only showcased the students' technical skills but also highlighted the importance of teamwork, creativity, and problem-solving. The collaboration between coding and hands-on construction brought a unique and holistic learning experience for these young minds.

As we navigate the ever-evolving landscape of education, it's heartening to witness such initiatives that seamlessly blend technology, creativity, and teamwork. These young talents are not just consumers of technology; they are creators, problem-solvers, and innovators.

I extend my heartfelt congratulations to the students, teachers, and everyone involved in making this Christmas Bazaar a memorable and educational experience. Let's continue to foster an environment where curiosity and creativity thrive.

Thank you to all of the community who joined in and came and POWERED UP with us as we brought a unique blend of technology, creativity, and holiday spirit to our school community.



Global Turtle Project - Year 2 BPS Takes Action

By Mr Thomas Rudduck, BPS Head of Year 2

In Term 3 of 2022-2023, the amazing staff, students and parents of Year 2 raised money to help protect the endangered species of turtles on the east coast of Malaysia. This project was part of a unit of learning called, "Zoozeum - Where Do I Live?". The unit focussed on animal habitats, life cycles and the basic needs of animal survival. We worked closely with Lang Tengah Turtle Watch (LTTW) to design, make and sell turtle keyrings designed by the children to raise enough money to adopt one nest. In fact, we raised enough money to raise not one, but three nests!

Once the charity had received our funds, they watched closely and awaited the arrival of turtles on the beach. As a result, firstly, a nest of 116 eggs were bought from a local tender holder located at Tahu Tiga beach on the night of the 8th of July. These eggs were successfully relocated to the safety of the LTTW hatchery at Tanjong Jara Resort, Malaysia. Next, we had news that a second and third nest totalling 181 eggs had been bought from a local tender holder located at Kijal beach on the night of the 12th of July. These eggs were also successfully relocated to the safety of the LTTW hatchery at Tanjong Jara Resort.

Then, just recently we heard some very exciting news! LTTW observed our nest to see if any hatchlings were sitting on the surface. The first hatchling to reach the surface of the nest will typically lie in wait for darkness to fall, as it is safer for the hatchlings to emerge during the night because of the absence of predators. LTTW quickly noticed hatchlings resting on the surface of the nest. It appeared likely that the main group of hatchlings had emerged, as indicated by the complete absorption of the yolk sac. LTTW were able to successfully release a total of 289 baby turtles from our eggs.



A short video of the hatchling release can be seen here



Each member of the LTTW team takes great pride in being able to release healthy hatchlings into the sea. We are thrilled to have been a part of each stage of the hatchlings' life cycle; from relocating the eggs into the safety of our hatcheries, allowing them to incubate undisturbed, and finally seeing them develop into spritely hatchlings.

This was a fantastic learning experience for our children and the wider community. The learning that took place was real-life and helped promote true global awareness. Real-life, project-based learning is a powerful teaching method that can help students develop the knowledge, skills, and dispositions they need to succeed in the 21st century.



Memories from the 'Night at the Amusement Park' and 'Christmas Bazaar'

By Mr Kerry Nockolds, Director of Community Relations and Marketing

With two very memorable 'grand' events taking place this term we wanted to share some of the memories from both the 'Night at the Amusement Park', which brought the curtain down on our 30th Anniversary celebrations, and the 'Christmas Bazaar' which was back to its pre-COVID best.

A big thank you is due to a great many people: the Parent Support Council and their many parent volunteers for the support to prepare both these events, to all the students and faculty that were involved with the entertainment and stalls, and of course the staff that run these events from the background.

I hope you enjoy these photos!

Night at the Amusement Park



Christmas Bazaar



Shining a Spotlight on Mental Health

By Mr James Woodall, BSHS Assistant Head for Student Wellbeing

In an initiative to address the critical issues of mental health and drug awareness among teenagers, the ESC proudly hosted two distinguished speakers, Dick Moore and Andy Melanga. Their insightful presentations offered deep dives into the complex worlds of teenage mental health and drug prevention, topics of paramount importance in today's society.

DICK MOORE

A Beacon of Hope in Teenage Mental Health

Renowned UK-based mental health expert Dick Moore's speciality lies in teenage mental health. His visit to the school was a pivotal moment, offering students a unique perspective on mental health issues. Mr Moore's talk, titled "Navigating Through Storms," aptly captured the essence of his message – guiding teenagers through the turbulent times of their lives.

In his presentation, Mr Moore expertly dissected the various challenges teenagers face in their mental health journey. He delved into topics such as depression, anxiety, stress management, and the importance of emotional resilience. Mr Moore's approach was not only educational but also deeply empathetic, resonating with both students and teachers alike. He emphasised creating a supportive environment where young individuals feel safe expressing their struggles and seeking help.

What set this session apart was his interactive approach. He engaged students through real-life examples, interactive discussions, and Q&A sessions, making his talk not just a lecture but a two-way conversation. This engagement was crucial in breaking down barriers and encouraging students to discuss mental health issues openly.

ANDY MELANGA

A Journey from Law Enforcement to Youth Education

Andy Melanga's background as a U.S. Drug Enforcement Administration (DEA) Special Agent brought a unique perspective to his presentation. His transition from combating drug supply in Asia to focusing on drug demand reduction among teenagers is a testament to his commitment to making a real difference in young lives.

Mr Melanga's session into the world of drugs was framed around the science of addiction, the process of dependency, and the irreversible damage caused by drug abuse. His message was clear and powerful: prevention is key. Mr Melanga used his experiences to illustrate the dangers of drug use, debunking myths and providing factual information about drugs and their effects.



A significant aspect of Mr Melanga's talk was his use of personal stories and real-world examples. These narratives brought to life the harsh realities of drug abuse, making the issue more relatable and understandable for the students. His emphasis on the fact that addiction is often an unintended consequence of drug use was a crucial takeaway for the students.

EXTENDING THE DIALOGUE

Involving Parents and Teachers

Recognising the importance of a holistic approach to these issues, the school facilitated sessions for parents with Dick Moore and planned a similar engagement with Andy Melanga. These sessions were instrumental in extending the dialogue beyond the classroom, involving parents and teachers in the conversation, and creating a unified front in addressing these challenges.

The involvement of parents and educators is crucial in reinforcing the messages delivered by Mr Moore and Mr Melanga. These sessions equipped them with the knowledge and tools to support their children and students, fostering a supportive and understanding home and school environment.

The school's commitment to educating our students about mental health and drug prevention doesn't end with these sessions. There is a continuous effort to bring in more experts and to keep these conversations alive. This ongoing initiative is a critical component of the school's holistic approach to education, focusing not just on academic excellence but also on the overall well-being of its students.

The presentations by Dick Moore and Andy Melanga at the ESC were more than educational sessions; they were transformative experiences that opened new avenues of understanding for the students. In a world where mental health and drug abuse are significant concerns, such initiatives play a vital role in shaping informed, responsible, and resilient individuals. By addressing these topics head-on, the school is educating its students and preparing them to navigate the complexities of life with knowledge, empathy, and courage.

The Power Beyond Words: Creativity



By Yi-An Chien and Shan-Ju Lin, School Counsellor

Engaging in creative activities, such as art, dance, games and music, is considered a form of self-care that can inspire our lives and enhance our overall well-being, including our immune function. These non-verbal activities not only benefit children and teenagers who are still developing their well-being literacy to express without verbal barriers, but they also allow adults to cultivate a deeper connection with themselves, others, and the world around them.

Based on scientific research, it has been found that creating art can significantly impact the dopamine levels in our brain, which is responsible for our motivation, satisfaction and pleasure. The potential of this approach can help promote well-being.

The school counselling team has applied art activities in our work in recent years. With the help of art and inspiration from each other in a group, we hope to promote social-emotional well-being in our community, including students, teachers and parents!

STUDENTS' OPEN GROUPS

In February 2023, the ESC counsellors collaborated with the Pastoral Care teams and ESC Student Councils from three sections to organise 'open groups' for all ESC students. The students could volunteer to join the group and invite their friends to sign up together. The groups included the 'Creative Open Group' in March and the 'Social-Emotional Open Group' from September to November.

Creative Open Group

The Creative Open Group aims to help participants learn how to express their feelings and build emotional resilience using their creativity with watercolours. They were guided to connect their

feelings with different colours and then used watercolours to create images on damp paper. The participants were surprised to discover that watercolour painting shares a similar nature with emotions. Both can be difficult to control and can quickly spread. The natural effects of colour with water allow the participants to visualise the emotional change and learn to manage the balance of emotions and their related colours on paper. Some students particularly enjoyed observing the colours gradually mixed, highlighting the joy of adventure and embracing the creative process.



Social-Emotional Open Group

In the 'Room of Feelings' group, participants learned to identify helpful self-care strategies or tools by designing an individual self-care room. They were then encouraged to modify their room at home based on these experiences. The 'Me & Mirror' group, on the other hand, encouraged participants to explore different social roles through interactive games and group drawing, including initiator, follower, and responder. Participants discovered new and exciting ways to connect with themselves by sharing their creations in the group. The students had fun and inspired one another with their unique perspectives, observations, and appreciation of each other's creations. One of the students gave feedback, saying, "The workshop was really fun and calming! It was a nice break from stress and such, where we could just relax and be creative." Through the creative learning process, students are motivated to learn self-care strategies and experience the healing power that goes beyond words.

TEACHER'S TEAM BUILDING WORKSHOP

In 2020, invited by the French Primary Section, the counselling centre designed a workshop, 'Create it Together', for their teachers during the inset training. This art therapy workshop aimed to help teachers be supported and contained by their work partners and themselves.

The participants were divided into two groups to create a group art titled 'Building a World'. Without many instructions, the participants brainstormed what materials to choose and how they could start. Initially, the participants were noticed to work independently; however, following the making process, more and more interactions happened. The participants focused more on how to unite their artworks to integrity. The space suddenly became busy and bustling.

In the group discussion, by reflecting on the art-making process, the participants not only practised recognising their own emotions and reactions to group work, but they also shared the gained perspectives and experiences on working with others, which was expected to be the nutrition for the participants to adapt to their school teamwork.



PARENTS' SUPPORT WORKSHOPS

In 2023, the counselling centre designed two support workshops for our parents, in which the participants were guided and encouraged to express themselves through creative art-making. The workshops included 'Parenting Support' in May for EPC and ESC parents and 'Transition Support' from September to October for families who were having their first year in TES.

These art-based workshops aimed to provide a safe and welcoming space for the participants to talk about their experiences, express and release their feelings and learn from others. It was observed that even though the participants were open to disclosing the difficulties they encountered, the art-making enabled them to explore and discover more inner feelings and thoughts. In addition, the art-making process and the created image helped the participants to get to know each other faster and to be more able to share feedback and build connections with each other.

The power of creativity lies within us, allowing us to express ourselves uniquely and fostering resilience to life's challenges.





'Learn and Flourish' - What does Flourishing look like in TES?

By Mr Kerry Nockolds, Director of Community Relations and Marketing

The motto of Taipei European School (TES) has been '**Learn and Flourish**' since 2019 when it was decided that the school would review its 'Guiding Statements', which include the Mission, the Vision, and our Values, in light of the upcoming CIS/WASC accreditation, originally scheduled for 2020. As a school we were already working toward '**One School with Common Aims**', where the Sections were integrating more and more closely under the TES roof and as such this confluence of goals across Sections needed to be recognised more via a common language within the school and also enable the wider community to understand this more clearly.

Every school should be living and breathing its guiding statements, and as TES has grown as a school and across Sections over time, as well as with the educational environment developing in terms of pedagogy and technology, it was clear to the Leadership Team that a refresh was due. After many months of cross-Sectional discussion, which was repeated one more time prior to the actual CIS/WASC visit in February 2023, the motto that was true across the entire school for all Sections, was that our students and community '**Learn and Flourish**'.

'**Learn**' is the easier concept for parents, staff and students to relate to, but in fact with multiple curricula across Sections, trying to find the words that do justice to defining the learning and teaching that takes place at TES was actually a little more difficult than imagined. We succeeded in this goal with the '**Definition of High Quality Learning and Teaching (HQLT) at TES**'.

So, this definition will also inform the continued efforts of our faculties and leadership across Sections to provide the students with the best chance to achieve academic excellence. This is something that has taken place year-in year-out in all Sections, as seen by the results in external exams and in the excellent Universities/Colleges around the world that are attended by our graduates.

'**Flourish**' is the less easily defined concept and whilst we know the students are doing well academically, it is the part outside of the academic aspect that we as a school feel is very strong and just as important or more so, for ensuring our students move onward into a happy and successful future.

TES Graduate Attributes

Connector	Critical Thinker
Empathetic	Global Citizen
Independent	Leader
Lifelong Learner	 TAIPEI EUROPEAN SCHOOL <i>Learn and Flourish</i>

The 4 key tenets of 'flourishing' in TES were coined by the phrases:

- **Embracing Diversity** - we have a really amazing range of nationalities and cultures that come together within TES. The importance of 'Global Citizenship' is one we live and breathe everyday, recognising the interconnectedness between communities and cultures and valuing practices such as harmony, inclusion, global perspectives and worldviews.
- **Unique Journeys** - the opportunities for students to try out Co-Curricular Activities (CCAs), get involved with student-run activities, participate in service activities, are just some of the ways the students can take their own individual journey.
- **Beyond the Classroom: Wellbeing** - is a fundamental area of the School's focus. Looking after the students on many levels: physical; mental; emotional; and social, is an important part of the work done at the School as feeling good in themselves will enable the students to be happy and balanced, and to ultimately perform best in their academics and all their outside endeavours.
- **Doing Well by Doing Good** - one of the key visions for our school is to make a positive difference in local, national and global environments, and this is done through: service; engaging with others; protecting the environment; being curious; and showing empathy to those in more difficult situations than ourselves. Then taking action.

This year we worked with a videography company that helped us capture some images of these moments of flourishing, and with some wonderful narration from our students, from across all 4 Sections, we were able to make videos that can help explain these 4 tenets of flourishing at TES.

You can watch the videos on "Flourishing" at the TES home page



Students and teachers have really connected to the sentiments expressed by the mottos and the videos, as they live and breathe them daily. Parents and outside visitors to the website or Facebook have been able to experience a taste of what flourishing is all about and see the exceptional environment and exceptional students coming through this environment.

Finally, the last part of the journey to defining the school's 'Guiding Statements' came from finding the keys to what makes a 'TES graduate', and this process of trying to articulate what traits a graduate possesses upon finishing at TES combined discussions with faculty and also students. This finally led to the list of 'TES Graduate Attributes'.

These link well with the International Baccalaureate Learner Profile, but are very much TES student traits which have been developed throughout their entire time at TES. This is right from day one, as the 'Primary Learn Profile' certainly leads into the development of these graduate attributes: Connector; Critical Thinker; Empathetic; Global Citizen; Independent; Leader; and Lifelong learner.

Finally, one part which did not need any adjustment was the TES Community Values which have been in the school for many many years: Respect; Responsibility; Creativity; Participation; Perseverance.

We feel that the School community really does 'Learn & Flourish' and we see this across the school every day.



Guiding Statements





The new 'Annual Report 2022-23' - Connecting the Dots

By Mr Kerry Nockolds, Director of Community Relations and Marketing



It has been a very busy year across the school, across the two campuses, and across all sections and if you are an industrious follower of the various communication platforms like the CEO Message, the Section Newsletters, Facebook Posts, a reader of Connect Magazine, or the Yearbook, then you may have a fairly good idea of what has gone on in the past year, but probably more anecdotally rather than with a clear idea of how every aspect of the school fits together in the total.

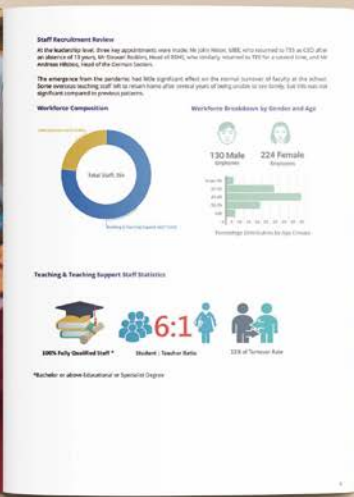
Fear not, this year we have introduced 'The Annual Report' which will give a summary of everything that has been going on at school and across sections! This will 'connect the dots' as the expression goes.

This year's annual report, for year 2022-23, represents the start of what is going to be produced for the community each year, sharing a more complete view of the school in the year that

has just passed, clearly summarising what great work, learning, teaching and other developments are going on across all the sections and campuses.

The Yearbook is a visual celebration and memory that the students have of the year but it shares little exposition about the reasons the school has undertaken endeavours, nor the results of these. That is the function of the Annual Report, a chance to read about the way everything connects to create a wonderful environment for our staff, students and community.

We would like to thank all the staff that contributed to this year's Annual Report.



"Getting Left of Boom"- Emergency Crisis Preparation

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

Life is uncertain, all efforts to ensure the safety and security of our community at school are undertaken but there are many possible situations for which the school needs to prepare in a worst case scenario.

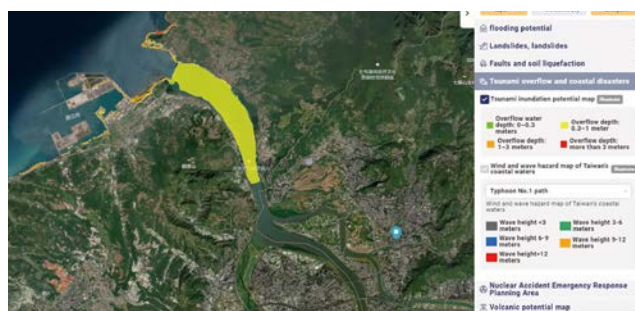
The school created a system for preparing and managing in a crisis situation and these are the Incident Management Teams (IMT) which are set up at both campuses, and include the Section senior leaders and key administration functions of security and facilities.

If you are a regular reader of Connect you will recall we outlined this process in 'Connect Winter 2022', but of course a lot of work has been done in the last year.

In February, one key part of the Council of International Schools (CIS) and Western Association of Schools and Colleges (WASC) Accreditation visit was to deep-dive into the school's Emergency Preparedness Systems. We came through with a commendation in this area - which also included the area of Child Protection and Safeguarding.

This does not mean we can rest easy, as we know there are still areas which need fine-tuning and so this semester we have re-doubled our efforts.

On Saturday morning 9th September, both IMTs, from each campus, came together to undertake a 'tabletop training exercise' facilitated by Mike Johnson from Clearpath Consultants.



We simulated an escalating Earthquake scenario and tested our Response Protocols to this, which would include an evacuation off campus to secondary evacuation locations. These are the Sports Centre for ESC, and the Riverside park at EPC. The exercise pulled into focus areas satisfactorily planned and areas that need additional preparation.

Recently, we invited Professor Tsung-Yi Pan from the Center for Weather Climate and Disaster Research, National Taiwan University to meet with our CEO, John Nixon, and some other IMT members, to provide some Risk/Threat Assessment relating to natural disasters for both EPC and ESC locations. Professor Pan showed us very impressive resources available on the National Science and Technology Center for the Reduction of Disaster (NDCR) website, which predict the impact of natural disasters such as earthquakes, floods, typhoons, landslides, tsunamis, at varying scales, for Taipei (or in fact for the whole of Taiwan).

It was most revealing and reassuring that the campuses are less affected by the worst effects of most types of natural disasters, but we still need to be well-prepared for a worst case scenario.

To this end, our planning focuses on being able to look after the students and staff at the school sites for a period of up to 24 hours. In the event of an earthquake for example, the campus buildings were constructed based on the post-2002 building code times a factor of 1.5, so that the likelihood of a catastrophic collapse from an earthquake is mitigated. In a major earthquake scenario causing significant disruption in the surrounding areas, the School would look after the students and staff on campus



for up to 24 hours, enabling parents to manage their immediate safety and not feel that they need to endanger themselves trying to get to the school. Whilst caring for the students, we would send out updates via SMS and email, or if communications are completely down, parents can be reassured that our protocol is to keep the students safe at the school in the initial aftermath, and then parents can make their way to the School to pick up their children when roads are safe to navigate.

Supplies of space blankets, waterproofs, water, and first aid are being purchased in addition to the presently maintained emergency supplies. Should the school not be the safest location we would evacuate to our secondary assembly sites and take these basic supplies with us for the students. We have satellite phones and can coordinate with foreign trade offices and local authorities in such cases.

However, getting back to the day-to-day training and practice, this semester we have conducted an Evacuation Protocol, a Duck

and Cover Protocol, and a Lockdown Protocol at both campuses and the preparations have run smoothly. In fact for the EPC Lockdown practice we invited the local police and French Office Security officer to observe and all were impressed with the preparations and actions taken by the School and by the teachers and students. We have also done walk-through practices with some classes to evaluate the exit to our off-site evacuation rally points to evaluate safety issues and assess the time needed to evacuate the School if needed.

No one knows when or what situation can occur but as our Clearpath consultant put it, *"if something does happen, you need to get left of boom"*, which effectively means being out of the way of the worst of the situation and being ready to take action to mitigate the potentially terrible effects of it. The IMTs are effectively making sure we can *"Get Left of Boom"*.





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.